

**THE USE OF PYRAMID STRATEGY IN HELPING STUDENTS'
WRITING NARRATIVE TEXT**

THESIS

submitted by:

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CONTENTS

ACKNOWLEDGEMENTS.....	v
CONTENTS.....	vii
LIST OF TABLES	ix
LIST OF APPENDICES.....	x
DECLARATION OF ORIGINALITY	xi
ABSTRACT	xii

CHAPTER I: INTRODUCTION

A. Background of Study.....	1
B. Research Question.....	5
C. Purpose of Study	5
D. Significant of Research	5
E. Scope of Research.....	5
F. Significance of Study	5
G. Terminology.....	6

CHAPTER II: LITERATURE REVIEW

A. Overview of Writing	8
B. Characteristics of Good Writing	12
C. Types of Writing	15
D. Narrative Text	17
E. Strategies in Writing	20
F. Pyramid Strategy.....	23
G. Advantages of Pyramid Strategy in Teaching Writing Narrative Text	25

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	29
B. Population and Sample	30
C. The Location of Study	31
D. Technique of Data Collection	32
E. Technique of Data Analysis.....	35

CHAPTER IV: DATA ANALYSIS

A. Research Finding36
B. Discussion53

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusion56
B. Suggestion.....56

REFERENCES58

APPENDICES

AUTOBIOGRAPHY

LIST OF TABLES

Table 3.1 The Rubric of Writing Assessment	35
Table 4.1 The Rubric of Writing Assessment	47
Table 4.2 The Result of Pre-Test from Experimental Class	48
Table 4.3 The Result of Post-Test from Experimental Class	49
Table 4.4 The Comparison of Test Results from Experimental Class	50
Table 4.5 The Recapitulation of Test Results from Experimental Class	51
Table 4.6 The Result of Pre-Test from Control Class	52
Table 4.7 The Result of Post-Test from Control Class	53
Table 4.8 The Comparison of Test Results from Control Class	54
Table 4.9 The Recapitulation of Test Results from Control Class	56

LIST OF APPENDICES

- APPENDIX I** : Appoitment Letter of the Supervisor for Thesis Writing
- APPENDIX II** : Recommendation Letter for Conducting Research
- APPENDIX III** : Lesson Plan of Experimental Class
- APPENDIX IV** : Lesson Plan of Control Class
- APPENDIX V** : Pyramid Strategy Sheet
- APPENDIX VI** : Pre-Test and Post-Test Direction
- APPENDIX VII** : Rubrics of Writing Assessment
- APPENDIX VIII** : Students' Pre-Test and Post-Test Papers
- APPENDIX IX** : Documentation

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 27 Juli 2017

Saya yang membuat pernyataan,



(Agus Maulidiansyah)

ABSTRACT

This research is entitled "**The Use of Pyramid Strategy in Helping Students' Writing Narrative Text**". It was aimed at finding out to what extent the use of pyramid strategy improves students' ability in writing narrative text. This research was experimental research. The experiment was conducted through a few classroom meetings in two groups or classes: one class for the experimental group and one for the control group. The sample of this research were students of class VIII-A (experimental class) which consisted of 24 students, and VIII-B (control class) which consisted of 30 students, in MTsS Oemar Diyan Boarding School. The sample was taken by using purposive sampling. To collect the data, the researcher conducted tests (pre-test and post-test) and experimental teaching. To analyze the result of the tests, the researcher used statistical formula to calculate average of the tests. The result showed that pyramid strategy could improve students' ability in writing narrative text, which proven by the result of the tests that showed an increase in mean scores achieved by experimental class students in post-test (8.54) compared to their mean scores of pre-test (11,17).

Key words: *pyramid strategy, writing, narrative text*

CHAPTER I

INTRODUCTION

This chapter covers background of study, research question, purpose of study, scope of research, significance of study, and terminology.

A. Background of Study

English as one of the subjects in schools has an important role because English is an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English subject already taught in schools ranging from elementary school, junior high school, and senior high school.

English subject at junior high school level is an important subject because its categorized into the subjects on the national exam (in Indonesia UN; Ujian Nasional). Learning English in junior high school is targeted that learners can achieve functional levels which is oral communication and writing. These are realized in the four language skills; listening, speaking, reading and writing. All these skills used to respond or to create a discourse in a real life.

One of the skills that should be mastered by students of junior high school is writing. Writing is an important skill that allows the students to share their

communication with the contemporaries and future generation. Cohen (1998, as cited in Angella Novitaningrum, 2014) states that "writing is a communicative act, how to share observations, information, thoughts or ideas with others and ourselves." This means that through writing students can retrieve and provide information to others. In other words, writing is a way to communicate to express feelings or thoughts in written form.

Furthermore, one of scopes of learning English in junior high school is the ability of students to understand and create a variety of short functional text and monologue form of procedure as well as essays, descriptive, recount, narrative, and report. In addition, based on the school curriculum (K13), the students of junior high school are required to comprehend and write several kinds of text such as descriptive, recount and narrative text. Especially, for the eighth graders in the second semester, the standard competence stated that the students are expected to be able in writing recount and narrative text. It means that they have to understand those types of text in order to achieve the comprehension level, including writing the topic correctly, and understanding the social function, generic structure and the language feature of the text.

As it is known that writing is a very important skill to be taught for junior high school, the teacher should give more attention to the students. For some students, it is true that writing is the difficult skill because in writing the students must generate and organize their ideas to solve the difficulties in writing. The difficulty of writing includes spelling, punctuation, word choices, and so on.

Therefore, teachers must determine a suitable strategy to increase motivation of students in the study of writing.

Based on early observation, one of the schools in Aceh Besar which its students have the problems in learning writing is the second year students of MTsS Oemar Diyan. Many students complained when their teacher asked them to write, especially to write a narrative text. They are confused to start writing because they have not ideas to write, and they are also afraid of making mistakes in their writing. It can be seen, when the students write a paragraph, they still get difficulties in generating and developing their ideas and the products of their writings were far from the expectation. Actually the students are expected to be able to write a good text with good content and coherence, but in fact, they can not do it well. In other words, they have blank minds when they are asked to write a text.

Usually, the dislike and the inability of students in writing could be caused by some factors. Perhaps, the teacher does not use a good strategy that can improve the students' interest in writing that caused many students complain that writing class is not interesting. Probably, the teacher in the classroom concerns to the students' writing product rather than students' writing process. The teacher might ignore the process of writing that could be caused by several reasons such as they have limited classroom time and want to move to the other parts of the material quickly. In line with the above, Harmer (2001, as cited in Angella Novitaningrum, 2014) states that the process of writing is time consuming. The process of writing involves several stages that should be done by the students.

From this point of view, to improve students writing ability and to build students' interest in writing, it is needed an effective and simple method or technique to the students. In this case, the researcher suggests pyramid strategy as a strategy in teaching writing. According to Lenski (1999, as cited in Angella Novitaningrum, 2014), pyramid strategy is a strategy designed to help students with story comprehension, but could also be used to focus on characters, setting, and story problems.

Macon et al. (1999, as cited in Ayu Agustinationsih et.al, 2014) states pyramid strategy helps students pinpoint highlight of a story and describe the important parts by using a limited number of words. By using pyramid strategy, we can point 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.

Some studies show that teaching writing through pyramid strategy can help students improve their writing skill, the result of using pyramid strategy in teaching writing show that the pyramid strategy provides students with an interesting, challenging and enjoyable atmosphere in classroom activities and also contributes to absorb materials more easily (Yulia, 2014). Another study portrays the effectiveness of using pyramid strategy in teaching narrative text, the result shows that Pyramid Strategy encourages students to learn much more about words given, therefore, they get more understanding about the text (Rahayu, 2011). Pyramid strategy can be an appropriate strategy which is useful to help students in writing narrative text. In other words, it can help students to generate more ideas, explain the topic clearly and help to write in detail.

Based on the background above, the researcher would apply the pyramid strategy to help students in writing narrative text, therefore the researcher takes a title: “The Use of Pyramid Strategy in Helping Students’ Writing Narrative Text(An Experimental Study at the Second Year of MTsS Oemar Diyan)”.

B. Research Questions

This study is aimed to find the answer of the following research questions:

1. To what extend does the use of pyramid strategy improve students’ ability in writing narrative text?

C. Purpose of Study

The objectives of research are as follows:

1. To find out to what extend the use of pyramid strategy improves students’ ability in writing narrative text.

D. Scope of The Research

This research will be conducted to find a good way how to use pyramid strategy in order to help the students’ writing skill. This research is focused on the teaching writing narrative text by using pyramid strategy in the second year students of MTsS Oemar Diyan, Aceh Besar.

E. Significance of The Study

After doing this research, the researcher hopes that the result of the study will be useful for students and teacher. For students, pyramid strategy may help them to review and summarize the main points of a story before they start writing a story. For teacher, the result of the study will be hopefully usefull for English teacher of Junior High School in teaching writing as a new method. The pyramid strategy can help the teacher in providing active learning, creative and effective for students according to learning style.

F. Terminology

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follows:

1. Pyramid strategy is a strategy designed to help students with story comprehension, but could also be used to focus on characters, setting, and story problems. (Lenski 1999).

Pyramid strategy which intended by the researcher in this study is the strategy that researcher applied when teaching writing narrative text, with the aim to facilitate the students to describe the important information from a story such as the main character, the setting and the major events in writing a narrative story.

2. Narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. (Anderson, 1997).

Narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. (Crystal,2008).

Narrative text which intended by the researcher is the text that tells about a story that is based on the some events or experience, contains of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

CHAPTER II

LITERATURE REVIEW

This chapter gives overview of writing, characteristics of good writing, types of writing, types of narrative text, strategies in writing, pyramid strategy, and also advantages of pyramid strategy.

A. Overview of Writing

According to Oxford dictionary, writing is a sequence of letters, words, or symbols marked on surface. Moreover, writing is the representation of language in a textual through the use of a set signs or symbols, and writing itself occurs in as a chain process to put ideas, opinions and combinations of meaningful letters into written form. In other word, writing is thought, opinion which is in written form.

Writing skill defines as one of the productive skills that can be used as a tool of communication either. Through writing someone can share his/her ideas, argument, culture, knowledge, social's problem, etc. It is because writing skill has significances in improving a communicative competence of learning the language. The definitions of writing are variously stated by some experts.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, students should be able to write connected series of words and sentences which are grammatically and logically linked. Nunan (2003) illustrates that writing is a series of processes of converting ideas

into a good and clear statements in paragraphs. Hornby, an English writer, explains writing as a process of expressing ideas down on paper to transform thoughts into words, to sharpen main idea, and to give them structure and coherent organization to give a clear information in communication.

Writing is transferring oral language into written language. It means that, all of students' opinion or idea can be written in writing form. In the line with Langan (2001, as cited in Ayu Agustiningsih et.al, 2014) arguments "writing is transferring oral language into writing language". Writing is also indirect communication which we transfer our thought and feeling grammatical and vocabulary with symbol written". It means that writing deal the content and basic what we have written by explore and distinguish our thought and feeling.

Writing is the way of thinking or sending message from a writer to a reader which is the part of language or language skills and it also means communication. As Scholes and Comley (1985) say that writing is a way of thinking as well as a means of communication. White (1986) also says that writing is more than public communication; it is a way of thinking. It means writing is a way the writer think or a way of thinking which is shared to the reader.

Writing is an activity to share information which is understandable for the readers. According to Nystrand (1989), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004) states that writing is an ability to make a

form of words that in general may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

The purpose of writing for people is certainly to send their thought to the readers. Long & Richard (1989) state that to know what they want to explain to the readers, the writers must try to write. The readers can read and understand the messages of the writers through the writing. Both ways of communication, speaking and writing, aim to make people understand about what they share. By mastering writing skill, people can transfer what they think in written form easily.

Writing is not easy. It takes study and practice to develop this skill. In studying writing skill, people usually encounter some troubles; psychological problems, linguistic problems, and cognitive problems. Psychological problems refer to writing as a single activity without the possibility of interaction or the benefit of feedback. According to the problem, Fatemi (2008) explains that writing is an individual process which is done by a writer personally. In conducting the process, the writer requires to explore, oppose, and make connections between the ideas by himself. It means that the writer does not get direct feedback from the readers about their writing.

Another problem in writing is linguistic problem. It is related to the coherence and the choices of sentence structure in order that the text can be produced and be interpreted by the readers. Byrne (1993) argues that writing is different from speaking. It does not have spontaneous revision such as repetition

and backtrack to make people understand. In oral communication, incomplete and even ungrammatical sentences that we say usually pass unnoticed. But in writing, we have to be very careful with the structures of the sentences to avoid confusion of the readers. From the explanation, it can be assumed that giving the ideas in written form needs perfection in terms of structure and word order.

The last problem is cognitive problems. It refers to the assumption that writing is learnt through a process of instruction. Unlike speaking, writing needs much conscious effort, thought, and hard work. Deane, et.al (2008) argue that the difficulty of writing is how to generate task-relevant ideas, phrase sentences with correct grammar, use correct punctuations, and choose the proper words and tone. Alfaki (2015) notes some cognitive problems which are faced by students. They are punctuation problems, capitalization problems, spelling problems, content problems, and organization problems.

Writing is not only the activity of writing down some words or sentences into written language, but also composing them into well-organized writing. In order to make well-organized writing, learners have to master some aspects of writing. According to Emilia (2005), the aspects of writing are classified into five aspects. They are genre, register, discourse, grammar, and graphic features. Genre is a term to describe the category of a writing, such as fiction or non-fiction writing. Register is styles or varieties of language which are used in a writing concerning some factors, such as purpose and audience. Discourse can be understood as the general procedure to construct a writing, such as argument, narration, description, and exposition. Grammar is a set of rules which must be

applied in a language. Some writing use graphic features to make the writing more effective to be understood. Graphic features can be shown in a form of diagrams, flow charts, etc. Similarly, Raimes (1983) also identifies grammar as one of eight components for producing a clear, fluent, and effective piece of writing. It means that grammar is one of the most important aspects in language, especially in English.

B. Characteristics of Good Writing

It is not everyone may be a writer. A writer should comprehend the criterias of good writing in order the writing product could be accepted by many people. In addition, a good writing is a product of careful thinking. According to Melissa (2013), to make a good writing, a writer should give more attention in:

1. Clarity and focus: everything makes sense and readers don't get lost or have to reread passages to figure out what's going on.
2. Organization: A well organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing.
3. Ideas and themes: Is the topic of your paper relevant? Does your story come complete with themes? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.
4. Voice: This is what sets a writer apart from all other writers. It is a writer unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

5. Language (word choice): a writer can never underestimate or fail to appreciate the most valuable tools: words. Good writing includes precise and accurate word choices and well crafted sentences.
6. Grammar and style: Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.
7. Credibility or believability: Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.
8. Thought-provoking or emotionally inspiring: Perhaps the most important quality of good writing is how the reader responds to it. Does he/she come away with a fresh perspective and new ideas? Does he/she close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

According to Haris (2001) some elements in good writing are content, form, grammar, style and mechanic. Good writing must express good character as follow:

1. Content: Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

2. Form: Writing should content logical or associative connection and transition which clearly express the relationship of the idea described.
3. Grammar: Writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical forms and synthetic pattern.
4. Style: Writing should engage its reader through original insight and precise.
5. Mechanics: Writing must use good spelling, punctuation, and tidy and clean writing.

Another statement about the characteristics of good writing stated by White (1986), that good writing should be completed by the following characteristics:

1. The appeal to a target audience. It means that a writer should know that his writing may interested the reader or not and must comply with the reader's desire.
2. A coherent structure. It means that writing has an organizational scheme or outline.
3. A smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.
4. An appropriate, well-articulated style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

In conclusion, a writing must have an attractiveness to readers. Then, before writing, a writer must have the organizational chart or outline to create a text that has a coherent structure. In addition, a good writing should be smooth and detailed that does not confuse the reader. The last, a writer have to choose the right words to explain his ideas and do not use ambiguous words that are not understood by the reader.

C. Types of Writing

There are many types of writing that must be recognized and learnt by students, starting from junior up to senior level. In English, writings are divided based on its function, such as to inform, to entertain, etc. Melly (2006) divides the writing into five types, they are:

1. Expository writing (where the writing serves to explain or inform).
2. Descriptive writing (writing that serves to show, describe).
3. Persuasive writing (arguing for or against an issue)
4. Creative writing (interestingly, creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more).
5. Narrative writing (writing the story).

Another expert, Callella (2001), divides the types of writing also into five types, they are:

1. Expository writing, it is where the author intends to inform, explain, describe or define their subject to reader. This is the most common type of writing you will find in text books and online.

2. Descriptive writing, it uses a lot of great visual words to help reader to see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail.
3. Narrative writing, it is very common in novels, poetry and biographies. Narrative is fun to read because someone can replace the author with himself and it will seem as if the story is happening to him.
4. Persuasive writing, it takes on the opinion of the writer or issue the writer is writing for. This is considered biased material and is most often found in advertising.
5. Creative writing, it is perhaps the most funniest type of writing. Creative writing is often thought provoking, entertaining and more interesting to read than persuasive writing.

Different from Melly and Cellela, Morin (2016) wrote in her article that writing divided into only four types, they are:

1. Descriptive writing is used to create a vivid picture of an idea, place or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe something.
2. Expository writing is to the point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarifications. Expository writing is devoid of descriptive detail and opinion.
3. Persuasive writing is a more sophisticated type of writing. It can be thought of as a debate in writing. The idea is to express an opinion or to

take a stance about something and then to support that opinion in a way that convinces the reader to see it the same way. Persuasive writing contains an explanation of the other point of view and uses facts and/or statistics to disprove that view and support the writer's position.

4. Narrative writing. This is likely the most frequently used of the four most common types of writing, and students will spend a significant amount of time learning how to write narratives. Narrative writing is frequently, but not always, in the first person, and is organized sequentially, with a beginning, middle and end.

In short, it can be concluded that writing has different types based on its purpose and function. Basically, there are only four types of writing, expository, narrative, descriptive, and persuasive. Besides, there is another writing, named argumentative writing which aims to persuade someone to think the way writer do. But argumentative writing is usually categorized as an essay. In this research, the researcher only focus on writing narrative text for second year at junior high school. Because based on the indicators in the syllabus, the students grade 8 in the second semester is required to identify a variety information from narrative text and identify the communicative purpose of narrative text.

D. Narrative text

There are some texts in writing, one of them is narrative. Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narrative contain of problematic events which lead to a crisis or

turning point of some kind, which in turn find a resolution. According to Crystal (2008) narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009) a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event, a description of face, or of a location. Every text has a generic structure that will help the reader to write it. According to Djatmika and Wulandari (2013), there are three generic structures of narrative text; orientation, complication and resolution. But another expert Anderson (1997), states that there are five generic structures of narrative text; orientation, complication, sequence of events, resolution and reorientation.

A narrative is one of the texts that important for students' behavior. Djatmika and Wulandari (2013) state narrative text is proper to be taught to students, because the narrative text has moral value of the characters of the story. It makes student not only learn how to write, but also they will learn about moral value that can be a lesson in their life.

Usually, narrative writing is categorized as fiction, which is based on imaginative events or stories that did not actually happen. The other category of writing is known as nonfiction, which would be writing that is based on real facts. This usually consists of newspapers, essays, reports, and other informative writing. However, some nonfiction can in fact tell a story, which would classify it as narrative writing. In the case of nonfiction, the story must be a true story with

real people and events. Autobiographies and biographies are examples of nonfiction that is narrative writing, as they tell the real story of a person's life.

Narrative text is divided into several types. According to Djatmika and Wulandari (2013) narrative text is divided into three types. They are: 1) true story, 2) fable and 3) folk tale. First, true story is a personal experience of a character in the story. It is made based on the fact that the character found in his/her life. This story is an interesting experience of the character in a specific time in her/his life. Second, fable is a kind of narrative text with the main character is an animal that has an attitude like humans. The last is folktale. Folktale is a typical of fairy or legend story. It tells about magical story. Many people are interested in folk tales, because it is usually told about something magic, legends and romance.

Traditionally, narrative story is done in the past tense. This makes sense, since it generally describes events taking place in the past. It called past narrative. Nowadays, there are stories written using present tense. This seems to be a growing trend in modern literature, and is most popular in short stories. The present tense tends to give a work a sense of urgency and immediacy, and as such is often used to increase tension in the story. It called present narrative.

To sum up, there are three types of narrative text; true story, fabel and folktale. Then, there are many kinds of story that can be used in narrative text, such as people's experience, some crisis events and the legend or myth in the society. In addition, narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives also contain of problematic

events which lead to a crisis or turning point of some kind, which in turn find a resolution.

E. Strategies in Writing

In the previous discussion, the researcher discussed about the definition and the kinds of narrative texts. To produce a narrative text, it's required a strategy that can help students to compose a narrative text. There are some strategies in teaching writing, especially in writing narrative text, such as: mind mapping, picture series, dictougloss, roundtable, and pyramid strategy.

The first, mind mapping. Mind mapping strategy is one of the teachers' strategies in teaching. Not only mind mapping show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make (Buzan, 2010). The mind mapping strategy can be used to explore almost any topic, though discursive essays and narrative work particularly well as they front students' ideas and lend themselves to discussing ideas in groups.

Mind mapping helps students and teachers in the learning process, because it can stimulate left brain and right brain synergistically. We need to know the benefit of using mind mapping likes an interesting shape, enhance creativity, imagination, etc. The benefits of mind mapping are flexible, it means that brain be able to move fluently to all of direction (Buzan, 2003). The students

can focus on learning. They also can understand the material and mind mapping attract to learn.

The second, picture series strategy. Picture series is a kind of media which belongs to picture category. Picture series consist of a number of pictures which relate each other and they place in sequence. Picture series is usually used to tell a series of events or to tell a story (Yunus, 1981). Pictures are media which can be easily modified to adjust the teaching and learning condition.

Picture series also gives many benefits in teaching writing. The first benefit is it can help the students to brainstorm and to gather the idea that they need for writing. Another benefit is it is simple, does not costly, and relatively easy to get. Those benefits are also supported by Smaldino et. al (2005) who suggests that the use of picture series will make the students interested in writing English. Furthermore, Wright (1989) also states that picture series contribute to interest and motivation, a sense of the context of the language, and a specific important point or stimulus.

The third is dictogloss strategy. This strategy is an integrated skill technique relatively procedure for language teaching and learning in which students work together to create a new product based on a text read by the teacher. Dictogloss is an activity which should involve students and teachers and that can be useful in the learning process (Harmer, 1991). Like many teaching techniques that go completely out of fashion for a time, dictogloss is making a coming back. This shows that dictogloss technique is an integrated skill technique

relatively procedure for language teaching and learning in which students work together to create a new product based on a text read by the teacher.

The fourth is roundtable strategy. Roundtable strategy is a common strategy that is used in teaching writing. Roundtable is a strategy for planning the writing through generating the ideas between one with another. Riswanto and Putra (2012) state that mind mapping involves writing down a central idea and thinking up new and related ideas which radiate from the center. Roundtable strategy can shape as diagram. In the diagram, a single word or text is placed in the center. The main idea will radiate from a central node and the supporting idea will be sub-branches of larger.

Roundtable strategy is a useful way to use in writing. Because of the roundtable, the students can easily brainstorm their ideas or their thoughts about the topic. Then, they review it in a group. It makes them can improving their skill in the language. Roundtable strategy is also an active learning strategy. It means that the students role is bigger than the teacher in the classroom. It is good for the students to be active in the classroom, because in the language class the students must be active to follow the lesson. They are not just waiting the teacher's explanation or just becoming a good listener. In addition, from the roundtable activity, the students can explore their ideas as much as possible in their group (Maureen and Lee, 2002). In writing, the students need the ideas to write. Through roundtable strategy, they can get many ideas and it will help them in writing.

The last is pyramid strategy, pyramid strategy 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. For more information, it will be discussed next.

F. Pyramid Strategy

It is important to choose an appropriate and interesting strategy to motivate and attract the students in improving their writing skill. An appropriate and interesting strategy that the teacher uses in a classroom will help them to understand the lesson quickly and clearly. In teaching writing, a teacher can use some strategies such as roundtable strategy, dictogloss strategy, and also pyramid strategy. In this case, the researcher prefers to choose pyramid strategy as the strategy to help students in learning writing. The definition of pyramid strategy stated by some experts below.

Pyramid strategy is the graphic organizer that helps students to identify the elements of a story that the theme of the story. Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information.

Pyramid strategy 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. Lenski (1999, as cited in Angella Novitaningrum, 2014), states that pyramid

strategy is a strategy designed to help students with story comprehension, and could also be used to focus on characters, setting and story problems.

By using pyramid strategy, the description of important information from a story, such as the main character, the setting, and the major events in the plot can be easily comprehended. According to Macon et al. (1999, as cited in Ayu Agustiningih, 2014) pyramid strategy 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.

According to Jonson (2006, as cited in Dwi Kartini Ningsih, 2015), pyramid strategy is a structured format students use to summarize the most important parts of story. This strategy forces students to review and summarize the main points of a story before they start to write. The procedure in this strategy is before writing, students summarize the main aspects of the story in a pyramid form with eight lines. The teacher may write instruction on the board, provide a handout with instruction on it, or read instruction line by line, leaving time for students to write before heading instruction.

Pyramid strategy is used to develop the students' critical thinking and get specific informations 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 students to generate and organize the ideas clearly before they start to write something. By paying attention to the procedures of using pyramid strategy, the writing aim will be good.

According to Tankersley (2003, as cited in Dwi Kartini Ningsih, 2015), the students should draw lines in a pyramid design and insert the following information from the story:

1. Line 1: Name of the main character.
2. Line 2: Two words to describe the main character.
3. Line 3: Three words to describe the story setting.
4. Line 4: Four words to describe the problem.
5. Line 5: Five words to describe the first major event in the story.
6. Line 6: Six words to describe the second major event in the story.
7. Line 7: Seven words to describe the third major event in the story.
8. Line 8: Eight words to describe the resolution of the problem in the story.

From the information above, the researcher concludes that pyramid strategy is the strategy that aimed to facilitate the students and to describe the important information from a story such as the main character, the setting and the major events in writing a narrative story. The researcher thought that pyramid strategy is one of the suitable strategies in teaching writing skill.

G. Advantages of Pyramid Strategy in Teaching Writing Narrative Text

Pyramid strategy is an appropriate and interesting strategy that the researcher used to help students in writing narrative text. Narrative text is a kind of text dealing with the experiences happened in the past and focusing on a sequence of events. It is essential to know and understand the steps how to construct a narrative text. Pyramid strategy consists of 8 instructions or

predictions to guide that related to the generic structure of narrative text. In other words, it can help students to generate more ideas, improve the memory, explain the topic clearly and help students to construct a narrative text.

Pyramid strategy is one of strategies of graphic organizer that the researcher used to teach writing. Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating students' comprehension of newly acquired information. Gardner's theory of multiple intelligences (1993) posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Because graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom). According to Mcknight (2010, as cited in Dwi Kartini Ningsih, 2014), the use of graphic organizers helps students internalize what they are learning. Graphic organizers benefits in many ways. Gregory and Carolyn (2007) state that graphic organizer can be used for brainstorming at the beginning of a lesson to find out what students already know. According to Max Thompson (2004), Graphic organizers help students comprehend information through visual representation of concepts, ideas, and relationships, graphic organizers turn abstract concepts into concrete visual representations, then the teacher selects a graphic organizer that facilitates that type of thinking and the use of graphic organizers produces learning effects that are substantial and long lasting.

Pyramid strategy is also a strategy used to develop the students' critical thinking and get specific informations of the text easily. In other words, it helps

the students to generate and organize their ideas clearly before they start to write something. It is supported by Lenski (1999, as cited in Angella Novitaningrum, 2014), who states that pyramid strategy is a strategy designed to help students with story comprehension, and could also be used to focus on characters, setting and story problems. By paying attention to the procedures of using pyramid strategy, the writing aim will be good.

By using pyramid strategy, the description of important information from a story, such as the main character, the setting, and the major events in the plot can be easily comprehended. According to Macon (1991, as cited in Ayu Agustinarsih, 2014), pyramid strategy helps students pinpoint the highlight of a story and describe the important parts by using a limited number of words. It can be assumed that by using pyramid strategy the description of important information from a story, such as the main character, the setting, and the major events in the plot can be easily comprehended.

Moreover, pyramid strategy is used to summarize the most important parts of story. This strategy forces students to review and summarize the main points of a story. The procedure in this strategy is before writing, students summarize the main aspects of the story that they want to write in a pyramid form. To pinpoint the main points of the text easily, pyramid strategy 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 pyramid strategy. Puthota (2013, as cited in Ayu Agustinarsih, 2014) adds that students have to fill out the pyramid using the information requested. The teacher may

write instruction on the board, provide a handout with instruction on it, or read instruction line by line, leaving time for students to write before heading instruction.

According to Boling and Evans (2008, as cited in Ayu Agustiningasih, 2014), pyramid strategy requires the learner to pay particular attention to the underlying structure of the text while writing. The procedures for using the story pyramid strategy include the following steps:

1. Identifying the main character by using one word.
2. Describing the main character using two words.
3. Describing the setting using three words.
4. Describing the problem or conflict using four words.
5. Describing an event near the beginning of the story using five words.
6. Describing an event in the middle of the story using six words.
7. Describing an event near the ending of the story using seven words.
8. Describing the solution or conclusion in eight words.

From the theories and explanation above, the researcher can conclude that pyramid strategy is one of the graphic organizer that helps students to identify the important elements of story. In addition, using pyramid strategy in writing narrative text, will help the students to generate and develop their ideas clearly before they start to write something. It also helps the students to run their writing in good process of instruction given. It means this strategy can be used to develop the students' critical thinking and get specific informations of the text easily.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research design, population and sample, location of study, technique of data collection and technique of data analysis.

A. Research Design

The research was conducted to find out to what extent the use of pyramid strategy improves students' ability in writing narrative text. To reach the research aim, an experiment was chosen as the method in this study. The experiment was conducted through a few classroom meetings in two groups or classes: one class for the experimental group and one for the control group.

For the experimental class, the students got a treatment. The treatment was about how to use pyramid strategy in writing narrative text. While for control class, the researcher did not teach the use of pyramid strategy in writing narrative text, but the students were taught about some points that related to narrative text, such as definition, generic structure, grammatical used in narrative text, and also the types of narrative text.

The approach that used by the researcher in this study was quantitative approach, where the data was gained were numeric and was analyzed by using statistical computation. Quantitative approach stressed the analysis to the numerical data that is processed by statistical method.

B. Population and Sample

1. Population

Population is the whole subject of research (Arikunto, 2009). Population means the group interest to the researcher that would like to generalize the result of the study (Fraenkel and Wallen, 1990). In this research, the population was the second year students of MTsS Oemar Diyan in the academic year 2016/2017, which consists of 224 students from 7 classes.

2. Sample

Sample is taking of part population using certain procedure. So, it can be expected to represent its population (Arikunto 2009).

The sample was taken by using purposive sampling which involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). That is, the researcher determines the sample because of a certain considerations. Purposive sampling also called judgment sampling, which is based on the assessment of the researcher of everyone whom deserves to be sampled. By using purposive sampling, it is expected that the criteria of obtained sampel can really help the research.

The sample of this research were all students of class VIII-A and VIII-B at MTsS Oemar Diyan Boarding School, which consists of 55 students (25 students of class VIII-A and 30 students of class VIII-B). All students of class VIII-A consist of male and all students of class VIII-B consist of female. The reason that

the resresearcher choosed these classes as his sample was due to their academically competent (the high achieving students in second year students of MTsS Oemar Diyan). In addition, based on English subject syllabus, writing skill, especially narrative text, is the most often taught in second year of junior high school and it is recommended in the curriculum as a text genre that students should become skilled at. Therefore, the researcher choosed the class A and Bin second year of junior high school Oemar Diyan as the sample of the research.

C. The Location of Study

This study was conducted in Junior High School of Oemar Diyan boarding school, which is located in Krueng Lam Kareung Village, Indrapuri, Aceh Besar, it is about 26 kilometers from the central city of Banda Aceh, that was built in 1990, currently boarding 964 students, 472 male and 492 female.

The resarcer choosed this place as the location of the research due to some reasons. First, the distance is not far from the researcher's house, roughly about 3 kilometers. Certainly it could be easier for the researcher to get there and also could save costs. Then, the researcher himself was an alumnus of the school, so the communication between theresearcher and the school would be easy.

At that school, students are required to communicate in two languages, Arabic and English. Some students had difficulty when required to communicate in English, both in written and oral form. Therefore, the researcher believed that this school was a suitable place to conduct the study.

Meanwhile, junior high school was the first stage of learning English writing. Students probably face some problems in writing English text. Therefore the researcher applied pyramid strategy to improve student's ability in writing narrative text.

D. Technique of Data Collection

1. The Test

Test is an important part of an experimental study. Brown (2004) states that test is "a method of measuring a person's ability, knowledge or performance in a given domain". Both experimental and control groups were given the tests, which were divided into pre-test and post-test. The pre-test was given before the experimental teaching, and the post-test was given after experimental teaching. The aim of pre-test is to know the students' ability in writing before giving the treatment, and the aim of post-test is to find out whether the use of pyramid strategy can help the students' ability in writing narrative text or not.

In assessing the student's writing test, the analytic scale used is adapted from scoring rubric proposed by Jacob et al. (1981, as cited in Angella Novitaningrum, 2014):

Table 3.1 The Rubric of Writing Assessment.

WRITING ASPECT	SCORE	CATEGORY	DESCRIPTOR
CONTENT	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main

			ideas
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
ORGANIZATION	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of narrative text, namely orientation, complication, and resolution.
	3	Good	Fairly well organized and generally coherent; the composition contains two generic structures of narrative text (one of the generic structure components is missing).
	2	Fair	Loosely organized; the composition only contains one generic structure of narrative text (two of the generic structure components are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of narrative text (all of generic structure components are missing).

VOCABULARY	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms
LANGUAGE USE (GRAMMAR)	4	Very Good	Well organized structure; Demonstrate very good use of grammatical structure, makes no grammatical error.
	3	Good	Fairly well organized structure; Demonstrate good use of grammatical structure, a few minor grammatical errors that do not interfere with the message of the writing.
	2	Fair	Loosely organized structure; Uses a range of grammatical structure, but may make several errors that that less interferes with the message of the writing.
	1	Poor	Poorly organized structure; Makes many grammatical errors that negatively affect the message of the writing.
MECHANICS	4	Very Good	Well organized of spelling, punctuation, capitalization, and paragraphing
	3	Good	Fairly organized of spelling, punctuation, capitalization, and paragraphing
	2	Fair	Loosely organized of spelling, punctuation, capitalization, and paragraphing

	1	Poor	Poorly organized of spelling, punctuation, capitalization, and paragraphing
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(Jacob et al; 1981)

E. Technique of Data Analysis

After all data were collected from all respondents, the data were analyzed.

The data were analyzed from the pre-test and post-test results from both classes.

The analysis of the data was focused on comparing the average scores of pre-test and post-test from both experimental and control class. The data was obtained from the results of student's writing. Therefore, the mean of students scores used as the formula to analyze the data, i.e.:

$$\bar{X}_i = \frac{\sum X_i}{n}$$

in which:

\bar{X}_i = mean of the score;

$\sum X_i$ = total of student score; and

n = number of students (Sudjana, 2005).

After calculating the average value of pre-test and post-test from both classes, the reaseacher described the comparison of the average value between the pre-test and post-test from both classes, whether there was an improve or not, in other words whether the students were helped by this strategy or not.

CHAPTER IV

DATA ANALYSIS

In this chapter, the researcher discusses the result of the research which was conducted from 11th to 26th April, 2017. It includes research finding and discussion.

A. Research Finding

1. Experimental Teaching

A series of experimental teaching was conducted in both experimental and control class by the researcher himself. This part of study took place in the Islamic Boarding Junior High School (MTsS) of Oemar Diyan, Aceh Besar, particularly class VIII-A (experimentall class) and class VIII-B (control class). Both classes were taught which aimed of improving students' writing skill in writing narrative text. In this occasion, the researcher applied pyramid strategy in teaching narrative text to the experimental class, but did not apply any suggested strategy for the control class.

The experimental teaching was regulated in schedule to be carried out since April 11th up to April 26th, 2017. During the period, each class was arranged for 5 meetings (including the pre-test and post-test), and completed in 3 weeks. Time allotments for each meeting was 80 minutes. In classrooms, the researcher acted as the substitute to the school's English teacher. When explaining the material, the researcher used mix languages; Bahasa Indonesia and English.

Having conducted the series of teaching procedure, the experimental teaching is described as follows.

a. Experimental Class

1) Meeting I (Tuesday, April 11th, 2017)

The first meeting took 80 minutes (07:30 – 08:50) of time allotment. At this meeting, each student was asked to write a narrative text about a certain given topic (Your True Story). When writing the text, the students were allowed to use dictionaires. This part was considered as pre-test. Here were the directions of pre-test:

1. Write your name, student number, and date on the the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.
 - c. Time allocation : 60 minutes

2) Meeting II (Tuesday, April 11th, 2017)

The second meeting was held on the same day, but at different time (14.30 - 15.50). At this meeting, the researcher explained the meaning, purpose, generic structure and language feature that contained in narrative text and also types of narrative text. After that, the reseacher introduced pyramid strategy to the students. Then, the researcher explained the function of pyramid strategy in writing narrative text. Finally, the researcher explained how to use pyramid strategy in writing narrative text to the students.

3) Meeting III (Tuesday, April 18th, 2017)

The third meeting was held on next Tuesday (a week after the first and second meeting) at (07:30 – 08:50). In this section, a number of activities conducted by the researcher. First, the researcher wrote a title about true story and drew the pyramid strategy on the whiteboard. After that, the researcher wrote the important things of narrative text, such as main character, setting, plot, conflict, major events, and resolution into the pyramid that drew on the whiteboard. Then, the researcher asked the students to write a pyramid in their respective books and to fill it with the important things of narrative text based on their story. After the students wrote some important things into the pyramid, the researcher asked the students to write 8 lines (at least) of a narrative text based on what they wrote into pyramid. The researcher also offered help to the students who got difficulty. Because of the limited of time, the researcher asked the students to continue their composition in their dormitory.

4) Meeting IV (Tuesday, April 18th, 2017)

This meeting was held at (14.30 – 15.50) on the same day of the third meeting. This was the last meeting of treatment. At this meeting, the researcher did some activities in the experimental class. First, the reseacher checked the students' writing about their true story that they had continued in their rooms. After checking, the reseacher found some students still got difficulty in developing the content of their story. It means, some of them were still not being helped by pyramid strategy in writing narrative story. Then the researcher taught the students how to use pyramid strategy again and how it could help them to

develop the content of story. First, the researcher wrote a title of narrative story in the form of fairytale (Snowwhite) and fable (Mousedeer and Crocodile) on the whiteboard. Then, the researcher asked his students to draw a pyramid and to write some important things from the story, such as main character, setting, plot, conflict, and resolution into pyramid strategy in their notebooks respectively. When they were writing, the researcher helped the students who got difficulty in finding words, and wrote the new vocabulary on the whiteboard. After that, the researcher invited the students to discuss about what the researcher and students had done. Finally, the researcher analyzed the student's work and found there were some students who got an improvement in filling the ideas into pyramid and developing the content of the story.

5) Meeting V (Tuesday, April 25th, 2017)

This meeting was the last meeting of research in experimental class. At this meeting, the researcher held post-test. The procedure of post-test was the same of as pre-test. The students were asked to write a narrative text based on their true story. As well as the pre-test, this meeting took 80 minutes (07:30 – 08:50) of time allotment and also the students were allowed to use their dictionaries. Here were the directions of post-test:

1. Write your name, student number, and date on the the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.

c. Time allocation : 60 minutes.

b. Control class

1) Meeting I (Tuesday, April 11th, 2017)

The pre-test was also held at the first meeting in control class. It also took 80 minutes (10.40 -12:00) of time allotment. At this meeting, each student was also asked to write a narrative text about their true story. When writing the text, students were allowed to use dictionaires. Here were the directions of pre-test:

1. Write your name, student number, and date on the the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.
 - c. Time allocation : 60 minutes

2) Meeting II (Wednesday, April 12th, 2017)

The second meeting was held on Wednesday at 08.50-10.20. At the second meeting, the researcher explained the definition and purpose of narrative text firstly. Next, the researcher explained the generic structure and language features contained in the narrative text. After that, the researcher asked the student to open the book *When English Rings a Bell*, page 217 and asked one of the student to read the narrative text on that page. Then, the researcher explained the meaning of the narrative text, generic structure and language features contained in the text above. Finally, the researcher asked the students to write some new vocabularies that they found in the text for their daily needs.

3) Meeting III (Tuesday, April 18th, 2017)

At the third meeting, the researcher did some activities. First, the researcher explained the types of narrative texts. Then, the researcher explained about what the narrative text in form of true story was. After that, the researcher asked the student to write a narrative text based on their experience. It took about 30 minutes of time allotment. Then, the researcher asked the students to read their composition one by one.

4) Meeting IV (Wednesday, April 19th, 2017)

This section is the last meeting of teaching in control class. As at the third meeting, the researcher also did some activities in this meeting. First, the researcher gave a narrative text in the form of fairytale (Snowwhite) to the students. After that, the researcher asked a student to read the fairytale given. Next, the researcher asked the students to determine the generic structure and language features contained in that fairytale. Finally, the researcher explained the meaning of the fairytale given.

5) Meeting V (Wednesday, April 26th, 2017)

At this meeting, the researcher held post-test for control class. The procedure of post-test was the same of as pre-test. The students had to write a narrative text based on their true story. The post-test took 80 minutes (08:10-10:20) of time allotment and also the students were allowed to use their dictionaires. Here were the directions of post-test:

1. Write your name, student number, and date on the the right corner of your paper!
2. Write a narrative text with the following details:
 - a. Topic : My true story.
 - b. Length : 3 paragraphs (at least), 1 paragraph consists of about 5 sentences.
 - c. Time allocation : 60 minutes.

2. Result of test

The test was given to the students to measure the students' ability in writing a narrative text before and after the treatment given during the experimental teaching. As explained before, the class was divided into experimental class and control class. Both of the classes participated in two types of tests; the pre-test and post-test. The pre-test for the experimental class was held on April 11th, 2017 and the post-test was conducted on April 25th, 2017. While for the control class, the pre-test was held on April 11th, 2017 and the post-test was conducted on April 26th, 2017. As mentioned in the previous chapter, the analysis of students' writing was used in order to find out the students' skill in writing by comparing the avarage of pre-test and the post-test from both classes. There were some aspects that the researcher used to assess students' writing: organization, content, grammar, vocabulary, and mechanic. For more detail, the source of assesment could be seen as follows:

Table 4.1 The Rubric of Writing Assessment.

WRITING ASPECT	SCORE	CATEGORY	DESCRIPTOR
CONTENT	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
ORGANIZATION	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
VOCABULARY	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
LANGUAGE USE (GRAMMAR)	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-
MECHANICS	4	Very Good	-
	3	Good	-
	2	Fair	-
	1	Poor	-

(for a detail table, please see Appendix VII)

The highest score of an aspect of assesment was 4, and the lowest was 1. The maximum score that could be achieved by students was 20, and the minimum score was 5. The result of pre-test and post-test from experimental class and control class would be explained below.

a. Experimental class

There were originally 25 students in the experimental class. All of them attended the day of pre-test, but there was a student did not attend the day of post-test. So the number of students who participated in this study were 24 students.

The result of pre-test from experimental class could be seen as follows:

Table 4.2 The Result of Pre-Test from Experimental Class.

No	Students' Initial	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1.	MI	3	3	3	3	3	15
2.	AP	3	3	2	2	3	13
3.	HR	1	1	1	1	1	5
4.	MF	2	1	1	1	1	6
5.	A	1	1	2	1	1	6
6.	AA	2	2	2	1	1	8
7.	MR	3	2	2	1	1	9
8.	AS	1	1	1	1	1	5
9.	ZA	1	1	1	2	1	6
10.	KK	3	3	2	1	2	11
11.	TD	1	1	2	1	2	7
12.	CI	2	2	2	1	1	8
13.	F	2	2	2	1	1	8
14.	MM	2	2	2	1	2	9
15.	AR	1	1	1	1	1	5
16.	MS	3	3	3	2	2	13
17.	MR	3	3	2	2	2	12
18.	MN	3	2	1	1	1	8
19.	MJ	3	2	2	2	2	11
20.	AM	1	1	2	2	1	7
21.	A	2	1	2	2	1	8
22.	MD	1	1	1	1	1	5
23.	MR	3	3	2	2	2	12
24.	MF	2	2	2	1	1	8

(Students list was in attendance list order)

While the result of post-test from experimental class could be seen as follows:

Table 4.3 The Result of Post-Test from Experimental Class.

No	Students' Inital	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1.	MI	4	3	3	3	4	17
2.	AP	3	3	2	2	3	13
3.	HR	1	2	1	1	1	6
4.	MF	2	2	1	1	1	7
5.	A	2	2	1	1	2	8
6.	AA	3	3	2	3	3	14
7.	MR	3	3	3	3	3	15
8.	AS	2	2	1	1	1	7
9.	ZA	3	2	2	2	2	11
10.	KK	2	2	2	2	2	10
11.	TD	2	3	2	2	3	12
12.	CI	3	3	2	2	2	12
13.	F	3	3	2	2	2	12
14.	MM	3	3	2	2	2	12
15.	AR	2	2	2	2	3	11
16.	MS	3	3	3	3	3	15
17.	MR	3	3	3	2	2	13
18.	MN	3	2	1	1	1	8
19.	MJ	3	3	2	2	2	12
20.	AM	4	4	3	2	3	16
21.	A	2	2	2	2	2	10
22.	MD	2	1	1	1	1	6
23.	MR	3	2	1	3	3	12
24.	MF	2	2	2	1	2	9

(Students list was in attendance list order)

The comparison of students's pre-test and post-test result could be seen as follow:

Table 4.4 The Comparison of Test Results from Experimental Class.

NO	STUDENTS' INITIAL	PRE-TEST SCORE	POST-TEST SCORE
1	MI	15	17
2	AP	13	13
3	HR	5	6

4	MF	6	7
5	A	6	8
6	AA	8	14
7	MR	9	15
8	AS	5	7
9	ZA	6	11
10	KK	11	10
11	TD	7	12
12	CI	8	12
13	F	8	12
14	MM	9	12
15	AR	5	11
16	MS	13	15
17	MR	12	13
18	MN	8	8
19	MJ	11	12
20	AM	7	16
21	A	8	10
22	MD	5	6
23	MR	12	12
24	MF	8	9

(Students list was in attendance list order)

Based on the raw scores of experimental class students, the total scores and means were calculated. The analysis of pre-test and post-test in the experimental class is elaborated below.

1) Pre-test

From a group of 24 students, it was determined that their total pre-test score ($\sum X_1$) is 205. Based on that, the mean score was calculated as follows:

$$\bar{X}_1 = \frac{\sum X_1}{n}$$

$$\bar{X}_1 = \frac{205}{24}$$

$$\bar{X}_1 = 8,54$$

2) Post-test

From the students' post-test raw score, it was found that the total of their score ($\sum X_2$) is 268. Thus, the mean score of post-test from experimental class was calculated as follows:

$$\bar{X}_2 = \frac{\sum X_2}{n}$$

$$\bar{X}_2 = \frac{268}{24}$$

$$\bar{X}_2 = 11,17$$

Overall, the explanation above could be seen in table below :

Table 4.5 Recapitulation of Test Results from Experimental Class

NO	STUDENTS' INITIAL	PRE-TEST SCORE (X_1)	POST-TEST SCORE (X_2)	POINT INCREASE
1	MI	15	17	2
2	AP	13	13	0
3	HR	5	6	1
4	MF	6	7	1
5	A	6	8	2
6	AA	8	14	6
7	MR	9	15	6
8	AS	5	7	2
9	ZA	6	11	5
10	KK	11	10	-1
11	TD	7	12	5
12	CI	8	12	4
13	F	8	12	4
14	MM	9	12	3
15	AR	5	11	6
16	MS	13	15	2
17	MR	12	13	1
18	MN	8	8	0
19	MJ	11	12	1

20	AM	7	16	6
21	A	8	10	2
22	MD	5	6	1
23	MR	12	12	0
24	MF	8	9	1
Total score		205	268	60
Mean		8,54	11,17	2,5

(Students list was in attendance list order)

From the table above, it could be seen that there was an increase in the average score between the pre-test and post-test results of the students in the experimental class. However, there were 3 students who only increased 1 point, 3 students who did not increase at all, and 1 student who decreased 1 point. This might be due to the possibility that they were less serious to understand the researcher's explanation and 2 of them were also absent once when the teaching and learning process, so they did not get an increase between pre-test and post-test score.

b. Control class

There were 30 students in the control class and all of them attended the class on the day of pre-test and post-test. The result of pre-test from control class could be seen as follows:

Table 4.6 The Result of Pre-Test from Control Class.

No	Students' Initial	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1.	AS	2	2	2	3	2	11
2.	AR	2	1	2	2	2	9
3.	AS	2	1	1	1	1	6
4.	AN	3	3	2	3	3	14
5.	AA	2	2	2	1	2	9
6.	CZ	1	1	1	1	1	5
7.	FS	2	2	2	2	2	10

8.	FM	1	1	1	1	1	5
9.	HF	3	3	3	3	3	15
10.	HT	2	2	1	2	2	9
11.	HZ	2	2	2	2	2	10
12.	IP	1	1	1	2	1	6
13.	IJ	3	2	2	3	3	13
14.	ID	2	2	2	2	2	10
15.	JH	3	2	3	3	2	13
16.	JM	2	2	2	2	2	10
17.	MA	3	2	2	2	2	11
18.	MD	3	2	3	3	3	14
19.	MR	3	2	2	2	2	11
20.	NF	2	2	2	2	2	10
21.	NL	2	3	3	3	3	14
22.	NK	3	2	3	3	3	14
23.	RF	3	2	1	2	2	10
24.	RP	3	2	2	1	2	10
25.	RF	2	2	2	3	3	12
26.	SB	3	2	2	1	2	10
27.	SN	3	1	2	1	2	9
28.	WF	3	2	2	1	2	10
29.	ZS	3	3	2	3	3	14
30.	ZU	2	1	1	1	1	6

(Students list was in attendance list order)

While the result of post-test from control class could be seen as follows:

Table 4.7 The Result of Post-Test from Control Class.

No	Students' Initial	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1.	AS	3	3	3	3	3	15
2.	AR	1	2	2	2	2	9
3.	AS	2	2	2	2	2	10
4.	AN	3	3	2	3	2	13
5.	AA	3	2	3	2	3	13
6.	CZ	3	2	2	2	2	11
7.	FS	3	3	2	2	2	12
8.	FM	2	2	1	1	2	8
9.	HF	3	3	3	3	4	16
10.	HT	3	2	2	2	2	11
11.	HZ	2	2	2	2	3	11
12.	IP	2	1	2	2	3	10
13.	IJ	3	3	3	3	3	15

14.	ID	2	1	2	2	2	9
15.	JH	3	3	2	2	2	12
16.	JM	2	3	1	2	1	9
17.	MA	3	3	2	2	3	13
18.	MD	3	2	2	2	2	11
19.	MR	3	3	2	2	2	12
20.	NF	3	2	3	3	3	14
21.	NL	2	2	2	3	3	12
22.	NK	3	3	3	2	3	14
23.	RF	3	3	2	2	2	12
24.	RP	3	3	2	2	3	13
25.	RF	3	2	3	3	2	13
26.	SB	3	2	2	2	2	11
27.	SN	3	2	3	3	2	13
28.	WF	3	2	2	2	2	11
29.	ZS	3	3	2	2	2	12
30.	ZU	2	1	3	3	3	12

(Students list was in attendance list order)

The comparison of students' pre-test and post-test result could be seen as follows:

Table 4.8 The Comparison of Test Results from Control Class.

NO	STUDENTS' INITIAL	PRE-TEST SCORE	POST-TEST SCORE
1	AS	11	15
2	AR	9	9
3	AS	6	10
4	AN	14	13
5	AA	9	13
6	CZ	5	11
7	FS	10	12
8	FM	5	8
9	HF	15	16
10	HT	9	11
11	HZ	10	11
12	IP	6	10
13	IJ	13	15
14	ID	10	9
15	JH	13	12
16	JM	10	9
17	MA	11	13
18	MD	14	11

19	MR	11	12
20	NF	10	14
21	NL	14	12
22	NK	14	14
23	RF	10	12
24	RP	10	13
25	RF	12	13
26	SB	10	11
27	SN	9	13
28	WF	10	11
29	ZS	14	12
30	ZU	6	12

(Students list was in attendance list order)

Based on the raw scores control class students, the total scores and means were calculated. The analysis of pre-test and post-test in the experimental class is elaborated below.

1) Pre-test

From 30 students of control class, it was determined that their total pre-test score ($\sum X_1$) is 310. Based on that, the mean score was calculated as follows:

$$\bar{X}_1 = \frac{\sum X_1}{n}$$

$$\bar{X}_1 = \frac{310}{30}$$

$$\bar{X}_1 = 10,33$$

2) Post-test

It was found that the total of students' score of post-test ($\sum X_2$) is 357. Thus, the mean score of posttest from experimental class was calculated as follows:

$$\bar{X}_2 = \frac{\sum X_2}{n}$$

$$\bar{X}_2 = \frac{357}{30}$$

$$\bar{X}_2 = 11,9$$

Overall, the explanation above could be seen in table below :

Table 4.9 Recapitulation of Test Results from Control Class

NO	STUDENTS' INITIAL	PRE-TEST SCORE (X ₁)	POST-TEST SCORE (X ₂)	POINT INCREASE
1	AS	11	15	1
2	AR	9	9	0
3	AS	6	10	4
4	AN	14	13	-1
5	AA	9	13	4
6	CZ	5	11	6
7	FS	10	12	2
8	FM	5	8	3
9	HF	15	16	1
10	HT	9	11	2
11	HZ	10	11	1
12	IP	6	10	4
13	IJ	13	15	2
14	ID	10	9	-1
15	JH	13	12	-1
16	JM	10	9	-1
17	MA	11	13	2
18	MD	14	11	-3
19	MR	11	12	1
20	NF	10	14	4
21	NL	14	12	-2
22	NK	14	14	0
23	RF	10	12	2
24	RP	10	13	3
25	RF	12	13	1
26	SB	10	11	1
27	SN	9	13	4
28	WF	10	11	1

29	ZS	14	12	-2
30	ZU	6	12	6
Total score		310	357	44
Mean		10,3	11,9	1,4

(Students list was in attendance list order)

From the table above, it could be seen that there was a little bit increase in the average score between the pre-test and post-test results of the students in the control class. However, there were 7 students who only increased 1 point, 2 students who did not increase at all, 4 students who decreased 1 point, 2 students who decreased 2 points, and 1 student who decreased 3 points. This might be due to the possibility that they were less serious to understand the lesson and do the tests.

B. Discussion

The discussion re-focuses on the questions of this experimental study. The primary issue is finding out to what extent the use pyramid strategy improves the students' writing narrative text. The answer for this research question could be explained based on the result of the tests..

As we know, a series of test (pre-test and post-test) had been conducted in both experimental and control class, with the same procedure. The researcher has analyzed the students' writing by emphasizing on 5 aspects of writing, they are: content, organization, grammar, vocabulary, and mechanic. As the result, on the pre-test, the mean score of the experimental class (8,54) was lower than the control class (10,33). In the pre-test, the researcher found that from 25 students in the experimental class, it were only 7 students who able to write a narrative text,

while in the control class, the researcher found that only 12 students who were able to write narrative text from 30 students. Meanwhile, on the post-test, the mean score of the experimental class (11,17) was higher than the control class (11,9). The researcher also found that from 24 students in the experimental class, it were 16 students who able to write narrative text well, while in the control class, from 30 students, there were 20 students who were able to write narrative text well. At this stage, it showed the difference in the number of students who experienced an increase between the experimental class and the control class. The two mean scores also represents a difference. The mean difference of pre-test and post-test from experimental class was higher (2,63) than the mean difference of pre-test and post-test from control class (1,57). The results indicated an increase on students' final scores of experimental class (post-test) from their previous scores (pre-test). Compared to the control class, the only different procedure applied to the two classes is that the experimental class was provided with pyramid strategy (treatment), in which the students could be able to organize their thoughts to create writing pieces, develop their critical thinking, get specific informations of the text and summarize the most important parts of story. Meanwhile, in the control class, although the reseacher also taught narrative text, but they were not introduced to pyramid strategy. As the result, from the compared scores (pre-test and post-test), they basically made improvement, but only a little bit. Therefore, the analysis ends up in a conclusion that "pyramid strategy improves students' ability in writing narrative text".

The researcher feels positive regarding of his research. He considers himself succeeded in helping the students's writing in MTsS Oemar Diyan despite in just a few classroom meetings. It's all due the researcher' enthusiasm in teaching and the seriousness of students in understanding the lesson. Therefore, the researcher believes that these whole advantages obtained during the application of pyramid strategy resulted in students being fully aware and critical of their own ability, that finally become the primary factor of their improving skills in the writing and boosting the final test score.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data and finding the results in the previous chapter, the conclusion can be mentioned as follows.

Pyramid strategy can improve students' writing narrative text in the eighth grade students in Junior high School of Oemar Diyan Islamic Boarding School, Aceh Besar. This was proven by the increase on mean scores achieved by experimental class students in post-test (11,17) compared to their mean scores of pre-test (8,54) before they were taught by pyramid strategy.

B. Suggestion

Some suggestions are proposed by the researcher to the readers especially educators and researchers, i.e.:

1. Considering the positive results gained from this study, the application of pyramid strategy is recommended to be employed in EFL classrooms. Besides proven to raise students' achievement, this activity is also more authentic and can build students' critical thinking.
2. Since studies on pyramid strategy in writing which are applied on junior high school level students are still few, it is essential to conduct relevant studies on other junior school learners in the future, either to find out

whether pyramid strategy can really improve students in writing narrative text or not.

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APPENDICES

Appendix I

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : UN.08/FTK/PP.00.9/6922/2016

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.


Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 3 Juni 2016.

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
 1. Khairiyah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D, Sebagai Pembimbing Pertama
 2. Zubaidah, M.Ed Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : Agus Maulidiansyah
 NIM : 231222649
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Use of Pyramid Strategy in Helping Students' Writing Narrative text

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2016/2017
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 18 Juli 2016
 An. Rektor
 Pgs. Dekan

 Dr. Mujiburrahman, M. Ag
 NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix II



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 3447 /Un.08/TU-FTK/ TL.00/ 04 / 2017

04 April 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpulkan Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Agus Maulidiansyah
N I M	:	231 222 649
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	X
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Lampanah, Kec. Indrapuri Aceh Besar

Untuk mengumpulkan data pada:

MTsS Oemar Diyan

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Pyramid Strategy in Helping Student's Writing Narrative Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,

 Sri Suvanta

Kode: 121

BANDARA - BANG LAMUN

Appendix III

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTsS Oemar Diyan
 Kelas / Semester : VIII/2
 Mata Pelajaran : Bahasa Inggris
 Judul Materi : Narrative Text
 Jumlah Pertemuan : 3 x 90 menit

Standar Kompetensi	Kompetensi Dasar
Menulis 1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	12.2 Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>

Indikator Pencapaian Kompetensi	Tujuan Pembelajaran
Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar	<ul style="list-style-type: none"> • Siswa mampu menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar • Siswa mampu mengungkapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari-hari. • Siswa dapat mengerti dan menemukan kosakata baru.

A. Materi Ajar :

1. Pengertian teks narrative.

Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers. Narrative is a text which retells the story or previous experiences.

2. Tujuan teks narrative.

The purpose of the text is to entertain or amuse readers or listeners about the story.

3. Generic structure dalam teks narrative.

A Narrative text is consist of the following structure:

Orientation : introducing the participants and informing the time and places.

Complication : describing the rising crises which the participants have to do with.

Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

4. Language features dalam teks narrative.

- Adjective, to describe noun, examples : Happy, poor, bad.
- Time Words, examples : One upon a time, Long time ago, Last week
- Verbs: indicating action in the story. By using Simple Past Tense.
Example : She went to the shop and bought a can of paint.

5. Pyramid strategy.

Pyramid strategy adalah sebuah strategi yang bertujuan untuk memfasilitasi siswa dalam menulishal-hali penting dari sebuah cerita narrative seperti main character, setting, plot, events, dan resolution.

B. Metode Pembelajaran/Teknik:

Three-phase technique

C. Kegiatan pembelajaran:

I. Pertemuan Pertama

1. Kegiatan Awal “10” (eksplorasi)

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Fatihah” bersama (bergantian setiap pertemuan).

- Guru mengecek kehadiran siswa.
- Brainstorming, Guru memberi instruksi kepada peserta didik dalam bahasa Inggris.
- Guru menyampaikan tujuan pembelajaran hari ini.

2. Kegiatan Inti “60” (elaborasi)

Guru	Siswa
Menjelaskan pengertian dan tujuan dari teks narrative.	Mendengarkan penjelasan dari guru tentang teks narrative.
Menjelaskan generic yang terdapat dalam teks narrative.	Mendengarkan penjelasan guru.
Menjelaskan language feature yang terdapat dalam teks narrative.	Mendengarkan penjelasan guru.
Memperkenalkan pyramid strategy kepada siswa.	Mendengarkan penjelasan guru.
Menjelaskan fungsi pyramid strategy dalam menulis teks narrative.	Mendengarkan penjelasan guru.
Menjelaskan cara menggunakan pyramid strategy kepada siswa.	Mendengarkan penjelasan guru.

3. Kegiatan Akhir “10” (konfirmasi)

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Peserta didik melakukan refleksi terhadap kegiatan yang telah dilakukan
- Guru mempersilahkan peserta didik bertanya sebelum mengakhiri kelas hari ini

II. Pertemuan kedua

1. Kegiatan Awal “10” (eksplorasi)

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Fatihah” bersama (bergantian setiap pertemuan).
- Guru mengecek kehadiran siswa.
- Brainstorming, Guru member instruksi kepada peserta didik dalam bahasa Inggris.

2. Kegiatan Inti “60” (elaborasi)

Guru	Siswa
Menggambarkan pyramid strategy di papan tulis.	Memperhatikan guru
Mengajak siswa untuk menggunakan pyramid strategy dalam menulis text narrative yang berbentuk fable.	Mendengarkan intruksi guru.
Menulis hal-hal penting, seperti main character, setting, plot, conflic, dan resolution ke dalam pyramid yang digambarkan di papan tulis.	Memperhatikan penjelasan guru.
Meminta siswa untuk melakukan hal yang sama dan menulisnya di bukunya masing-masing.	Mendengarkan perintah guru.

Meminta siswa untuk menulis kosakata baru yang mereka dapatkan pada pembelajaran hari ini.	Mendengarkan perintah guru dan menuliskan kosata
--	--

3. Kegiatan Akhir “10” (konfirmasi)

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Peserta didik melakukan refleksi terhadap kegiatan yang telah dilakukan
- Guru mempersilahkan peserta didik bertanya sebelum mengakhiri kelas hari ini

III. Pertemuan ketiga

1. Kegiatan Awal “10” (eksplorasi)

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Fatihah” bersama (bergantian setiap pertemuan).
- Guru mengecek kehadiran siswa.
- Brainstorming, Guru member instruksi kepada peserta didik dalam bahasa Inggris.

2. Kegiatan Inti “60” (elaborasi)

Guru	Siswa
Membagikan sebuah cerita narrative yang berbentuk fairytale kepada siswa beserta selebaran pyramid strategy	Mendengarkan intruksi guru
Meminta siswa untuk menulis hal-hal penting, seperti main	Mendengarkan intruksi guru.

character, setting, plot, conflict, dan resolution ke dalam lembaran pyramid strategy	
Mengajak siswa untuk berdiskusi tentang apa yang telah mereka kerjakan di lembaran pyramid strategy.	Mendengarkan intruksi guru.
Meminta siswa untuk menulis kosakata baru yang mereka dapatkan pada pembelajaran hari ini.	Mendengarkan perintah guru.

3. Kegiatan Akhir “10” (konfirmasi)

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Peserta didik melakukan refleksi terhadap kegiatan yang telah dilakukan
- Guru mempersilahkan peserta didik bertanya sebelum mengakhiri kelas hari ini

D. Sumber Bahan

- Buku English on Sky kelas VIII
- internet

E. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Instrumen
<ul style="list-style-type: none"> • Mengarang cerita narrative dalam bentuk <i>true story</i>. 	Tes tulis	Uraian	<ul style="list-style-type: none"> • <i>Write a narrative text about your true story! (at least 3 paragraphs)</i>

F. Rubrik penilaian

ASPEK WRITING	SKOR	KATEGORI	PENJELASAN
CONTENT	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
ORGANIZATION	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of narrative text, namely orientation, complication, and resolution.
	3	Good	Fairly well organized and generally coherent; the composition contains two generic structures of narrative text (one of the generic structure components is missing).
	2	Fair	Loosely organized; the composition only contains

			one generic structure of narrative text (two of the generic structure components are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of narrative text (all of generic structure components are missing).
VOCABULARY	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms
LANGUAGE USE (GRAMMAR)	4	Very Good	Well organized structure; Demonstrate very good use of grammatical structure, makes no grammatical error.
	3	Good	Fairly well organized structure; Demonstrate good use of grammatical structure, a few minor grammatical errors that do not interfere with the message of the writing.
	2	Fair	Loosely organized structure; Uses a range of grammatical structure, but

			may make several errors that that less interferes with the message of the writing.
	1	Poor	Poorly organized structure; Makes many grammatical errors that negatively affect the message of the writing.
MECHANICS	4	Very Good	Well organized of spelling, punctuation, capitalization, and paragraphing
	3	Good	Fairly organized of spelling, punctuation, capitalization, and paragraphing
	2	Fair	Loosely organized of spelling, punctuation, capitalization, and paragraphing
	1	Poor	Poorly organized of spelling, punctuation, capitalization, and paragraphing

Skor maksimal: 20

Skor minimal: 5

Pengajar,

Agus Maulidiansyah

Appendix IV

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTsS Oemar Diyan
 Kelas / Semester : VIII/2
 Mata Pelajaran : Bahasa Inggris
 Judul Materi : Narrative Text
 Jumlah Pertemuan : 3 x 90 menit

Standar Kompetensi	Kompetensi Dasar
Menulis 1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	12.2 Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>

Indikator Pencapaian Kompetensi	Tujuan Pembelajaran
Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar	<ul style="list-style-type: none"> • Siswa mampu menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar • Siswa mampu mengungkapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari-hari. • Siswa dapat mengerti dan menemukan kosakata baru.

A. Materi Ajar :

1. Pengertian teks narrative.
2. Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers. Narrative is a text which retells the story or previous experiences.
3. Tujuan teks narrative.
 The purpose of the text is to entertain or amuse readers or listeners about the story.

4. Jenis-jenis teks narrative.

There are many kinds of Narrative Text:

- True Story, example: Students' experience
- Fable, example : The story of Monkey and Crocodile.
- Fairy Tale, example : Cinderella, Snow White, malin kundang and Painting the Wall.

5. Generic structure dalam teks narrative.

A Narrative text is consist of the following structure:

Orientation : introducing the participants and informing the time and places.

Complication : describing the rising crises which the participants have to do with.

Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

6. Language features dalam teks narrative.

- Adjective, to describe noun, examples : Happy, poor, bad.
- Time Words, examples : One upon a time, Long time ago, Last week
- Verbs: indicating action in the story. By using Simple Past Tense.
Example : She went to the shop and bought a can of paint.

B. Metode Pembelajaran/Teknik:

Three-phase technique

C. Kegiatan pembelajaran:

I. Pertemuan Pertama

1. Kegiatan Awal (10')

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah "Al-Fatihah" bersama (bergantian setiap pertemuan).

- Guru mengecek kehadiran siswa.
- Brainstorming, Guru 75ember instruksi kepada peserta didik dalam bahasa Inggris.
- Guru menyampaikan tujuan pembelajaran hari ini.

2. Kegiatan Inti (60')

Guru	Siswa
Menjelaskan pengertian dan tujuan dari teks narrative.	Mendengarkan penjelasan dari guru tentang teks narrative.
Menjelaskan generic structure dari teks narrative.	Mendengarkan penjelasan guru.
Menjelaskan language feature yang terdapat dalam teks narrative.	Mendengarkan penjelasan guru.
Meminta siswa membuka buku <i>When English Rings a Bell</i> halaman 217	Mendengarkan perintah guru dan membuka buku di halaman yang ditentukan
Meminta salah satu siswa untuk membaca teks narrative yang ada di halaman tersebut	Salah satu siswa membaca teks tersebut.
Menerangkan arti dari teks narrative tersebut	Mendengarkan penjelasan guru mengenai teks narrative tersebut
Menerangkan beberapa past tense yang terkandung dalam teks tersebut	Mendengarkan penjelasan guru
Menerang generic structure yang ada dalam teks tersebut	Mendengarkan penjelasan guru

Menerangkan language feature dalam text tersebut.	Mendengarkan penjelasan guru
Meminta siswa untuk menulis kosakata baru yang ada di dalam teks tersebut	Mendengarkan perintah guru dan menuliskan kosata

3. Kegiatan Akhir (10')

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Peserta didik melakukan refleksi terhadap kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

II. Pertemuan kedua

1. Kegiatan Awal (10')

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Fatihah” bersama (bergantian setiap pertemuan).
- Guru mengecek kehadiran siswa.
- Brainstorming, Guru member instruksi kepada peserta didik dalam bahasa Inggris.

2. Kegiatan Inti (60')

Guru	Siswa
Menjelaskan bentuk-bentuk teks narrative.	Mendengarkan penjelasan guru
Memberikan sebuah contoh teks narrative dalam bentuk fable	Mendengarkan intruksi guru.

kepada siswa	
Meminta seorang siswa membaca fable tersebut	Salah satu siswa membaca teks tersebut
Meminta siswa untuk menentukan generic structure yang terdapat dalam fable tersebut.	Mendengarkan intruksi guru.
Meminta siswa untuk menentukan language feature yang terdapat dalam fable tersebut.	Menulis ke papan tulis tentang language feature yang terdapat dalam fabel tersebut.
Menerangkan arti dari fable tersebut	Mendengarkan penjelasan guru mengenai fable tersebut
Meminta siswa untuk mengungkapkan pesan yang terkandung dalam teks fable tersebut.	mengungkapkan pesan yang terkandung dalam teks fable tersebut.
Meminta siswa untuk menulis kosakata baru yang ada di dalam teks tersebut	Mendengarkan perintah guru dan menuliskan kosata

3. Kegiatan Akhir (10')

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Peserta didik melakukan refleksi terhadap kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

III. Pertemuan ketiga

1. Kegiatan Awal (10')

- Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- Salah satu peserta didik memimpin doa dengan bahasa Inggris sebelum membaca surah “Al-Fatihah” bersama (bergantian setiap pertemuan).
- Guru mengecek kehadiran siswa.
- Brainstorming, Guru member instruksi kepada peserta didik dalam bahasa Inggris.

2. Kegiatan Inti (60')

Guru	Siswa
Memberikan sebuah teks narrative dalam bentuk fairytale kepada siswa	Mendengarkan intruksi guru.
Meminta seorang siswa membaca fairytale tersebut	Salah satu siswa membaca teks tersebut
Meminta siswa untuk menentukan generic stucture yang terdapat dalam fairytale tersebut.	Mendengarkan intruksi guru.
Meminta siswa untuk menentukan language feature yang terdapat dalam fairytale tersebut.	Menulis ke papan tulis tentang language feature yang terdapat dalam fabel tersebut.
Menerangkan arti dari fairytale tersebut	Mendengarkan penjelasan guru mengenai fable tersebut
Meminta siswa untuk menentukan pesan moral dari fairytale tersebut	menentukan pesan moral dari fairytale tersebut
Meminta siswa untuk menulis kosakata baru yang ada di	Mendengarkan perintah guru dan menuliskan kosata

dalam teks tersebut	
---------------------	--

3. Kegiatan Akhir (10')

- Peserta didik bersama guru menyimpulkan hasil pembelajaran pada pertemuan ini.
- Peserta didik melakukan refleksi terhadap kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

D. Sumber Bahan

- Buku English on Sky kelas VIII
- internet

E. Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Instrumen
<ul style="list-style-type: none"> • Mengarang cerita narrative dalam bentuk <i>true story</i>. 	Tes tulis	Uraian	<ul style="list-style-type: none"> • <i>Write a narrative text about your true story! (at least 3 paragraph)</i>

F. Rubrik penilaian

ASPEK WRITING	SKOR	KATEGORI	PENJELASAN
CONTENT	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas
	3	Good	Most of the ideas in the sentences are relevant to

			the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
ORGANIZATION	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of narrative text, namely orientation, complication, and resolution.
	3	Good	Fairly well organized and generally coherent; the composition contains two generic structures of narrative text (one of the generic structure components is missing).
	2	Fair	Loosely organized; the composition only contains one generic structure of narrative text (two of the generic structure components are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of narrative text (all of generic structure components are missing).

VOCABULARY	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms
LANGUAGE USE (GRAMMAR)	4	Very Good	Well organized structure; Demonstrate very good use of grammatical structure, makes no grammatical error.
	3	Good	Fairly well organized structure; Demonstrate good use of grammatical structure, a few minor grammatical errors that do not interfere with the message of the writing.
	2	Fair	Loosely organized structure; Uses a range of grammatical structure, but may make several errors that that less interferes with the message of the writing.
	1	Poor	Poorly organized structure; Makes many grammatical errors that negatively affect the message of the writing.
MECHANICS	4	Very Good	Well organized of spelling, punctuation, capitalization, and paragraphing
	3	Good	Fairly organized of

			spelling, punctuation, capitalization, and paragraphing
	2	Fair	Loosely organized of spelling, punctuation, capitalization, and paragraphing
	1	Poor	Poorly organized of spelling, punctuation, capitalization, and paragraphing

Skor maksimal: 20

Skor minimal: 5

Pengajar,

Agus Maulidiansyah

Appendix V

Pyramid Strategy

1. _____

Main character

2. _____

Two words describing the main character

3. _____

Three words describing the setting

4. _____

Four words stating the problem

5. _____

Five words describing one event

6. _____

Six words describing the second event

7. _____

Seven words describing the third even

8. _____

Eight words stating the resolution of the problem

How to use pyramid strategy in writing fairytale:

Pyramid Strategy

Title : snowwhite

1. snowwhite

Main character

2. kind beautiful

Two words describing the main character

3. jungle, smurf's house

Three words describing the setting

4. queen didn't like snowwhite

Four words stating the problem

5. queen wanted to kill snowwhite

Five words describing an event near the beginning of the story

6. snowwhite survived and ran into jungle

Six words describing an event in the middle of the story

7. queen knew, tried to kill snowwhite again

Seven words describing an event near the ending of the story

8. prince made snowwhite awaken because of his love

Eight words stating the resolution of the problem

Appendix VI**PRE-TEST****DIRECTIONS :**

1. Write your name, student number, and date on the the right corner of your paper !
2. Write a narrative text with the following detail:
 - a. Topic : My true story.
 - b. Length : 3 paragraph (at least), 1 paragraph is consist of about 5 sentences.
 - c. Time allocation : 60 minutes

POST-TEST**DIRECTIONS :**

1. Write your name, student number, and date on the the right corner of your paper !
2. Write a narrative text with the following detail:
 - a. Topic : My true story.
 - b. Length : 3 paragraph (at least), 1 paragraph is consist of about 5 sentences.
 - c. Time allocation : 60 minutes

Appendix VII

WRITING ASPECT	SCORE	CATEGORY	DESCRIPTOR
CONTENT	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
ORGANIZATION	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of narrative text, namely orientation, complication, and resolution.
	3	Good	Fairly well organized

			and generally coherent; the composition contains two generic structures of narrative text (one of the generic structure components is missing).
	2	Fair	Loosely organized; the composition only contains one generic structure of narrative text (two of the generic structure components are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of narrative text (all of generic structure components are missing).
VOCABULARY	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms
	4	Very Good	Well organized structure; Demonstrate

LANGUAGE USE (GRAMMAR)			very good use of grammatical structure, makes no grammatical error.
	3	Good	Fairly well organized structure; Demonstrate good use of grammatical structure, a few minor grammatical errors that do not interfere with the message of the writing.
	2	Fair	Loosely organized structure; Uses a range of grammatical structure, but may make several errors that that less interferes with the message of the writing.
	1	Poor	Poorly organized structure; Makes many grammatical errors that negatively affect the message of the writing.
MECHANICS	4	Very Good	Well organized of spelling, punctuation, capitalization, and paragraphing
	3	Good	Fairly organized of spelling, punctuation, capitalization, and paragraphing
	2	Fair	Loosely organized of spelling, punctuation, capitalization, and paragraphing
	1	Poor	Poorly organized of spelling, punctuation, capitalization, and paragraphing

Appendix VIII

Date: 11-09-2017

Pilot Test (Experimental class)

Name: Adam Mubashir Musallha
 Student Number: 1532419

(7)

Topic: "Sabang Island"
 "My Sweet Home"

I Hello ~~My~~ My name is Adam Mubashir Musallha you can call me adam. Okay. Right now I work tell you about my Experience in my home land, Sabang Island. I went to Sab with my family last year. In Sabang I live at 10 minute village. in that island I stayed five days. At the end first in Sabang this day in Sabang, I just took sleep because I tired go down from the ship. And the second day I ~~couldn't~~ my ~~mother~~ to go west we write to Sabang Fair. ~~to~~ After that we went to moment I love Sabang to take photo there and after take photo I got the good ~~photos~~ photo.

Name: Adam Mubashir Musallha
 Grade: VIII
 Date: 25 April 2017

Experimental class (Pilot Test)

(16)

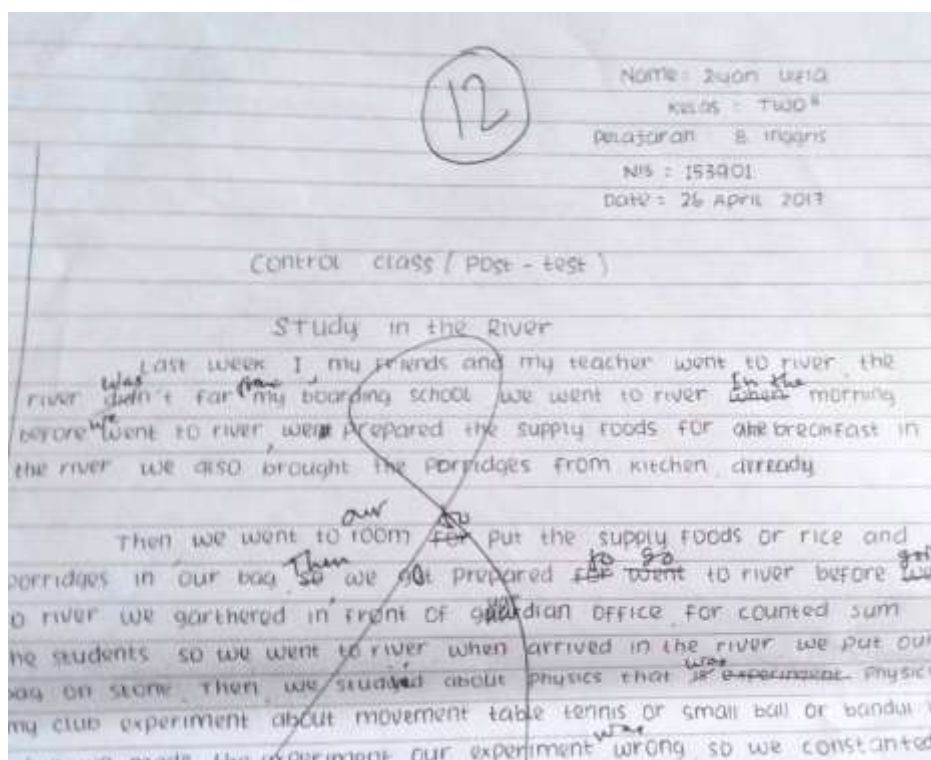
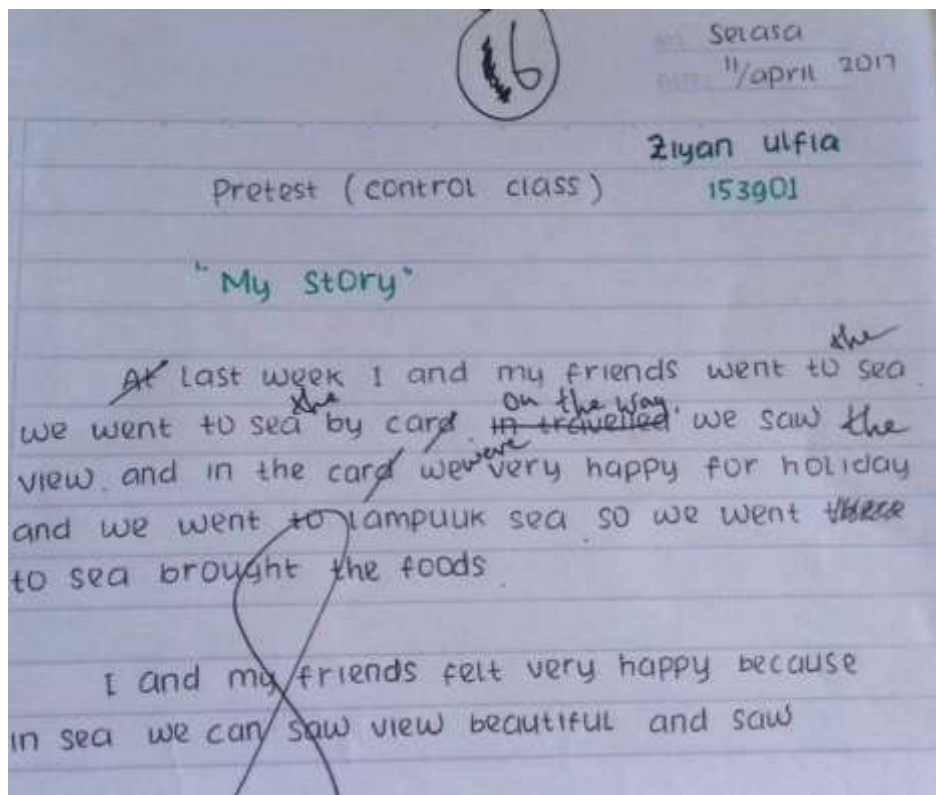
+ Move
 MOVING TO DEMAR DIVAN

My name ~~is~~ Adam Mubashir Musallha. I live in Banda Aceh city. One day when I went home from my high school, my dad called me to go to his room. I sat on his chair ~~and~~ ^{and} waited him. I didn't know why my father called me to go to his room. So I sat on the chair. Then he sat on the chair. He talked about my ~~school~~ ^{school} and ~~why~~ ^{why} he ~~wanted~~ ^{wanted} that I ~~should~~ ^{should} move to Demar Divan for my school.

I so surprised for ~~that~~ ^{that} that because if I move to some other boarding school I ~~would~~ ^{would} back to class and again I didn't know what I ~~should~~ ^{have to} do. My father gave me time to think about this. I couldn't imagine if I back to class and again and my ~~parents~~ ^{parents} ~~was~~ ^{was} in class too. I so ~~was~~ ^{was} and I had to move my ~~school~~ ^{school} no problem if I back again to class and because my class ~~was~~ ^{was} ~~in~~ ⁱⁿ Arabic language ~~and~~ ^{and} I would learn.

After one ~~week~~ ^{week} I told my father if I wanted to ~~move~~ ^{move} to some other school ~~for~~ ^{for} to there. After I tested, I was back again to my house with my father. Two months later I passed in some steps. boarding school. After that day I got ready ~~to~~ ^{to} go there with my family. I ~~was~~ ^{was} sad because I had to leave my family but I felt ~~excited~~ ^{excited} to go to my new

Student's paper with the highest increase in experimental class.



Student's paper with the highest increase in control class.

Pre-Test (Experimental class.) (11)

Name : Kamal Kurnia
Student Number : 153709

MY TRUE STORY

The last holiday, I am with my family travelled to Jakarta Bandung. We went to Bandung because there my birthplace. I am in Bandung on date 5th of March 2008. 3 days after return to am and my family go to airport. 5:00 I am was to Jakarta at

I am with my family arrived in Jakarta at 20.00 O'clock stay in Kalibata City Apartment. We in Jakarta just 3 days. I am want to Ancl. Kala. tua. etc. After in Jakarta I am go to

In Bandung I am slept in my home, in Permana Biru, Cibin. In Bandung I am strolled with my old friends. We went to Trans Studio Bandung Square Bandung, PBB building, etc. After 2 days in Bandung, I am my family went to Puncak, Bogor. In Puncak we stay in Villa. I am aperty my uncle.

After 2 night in Bogor, I am come back to Jakarta. We enter After come back to Jakarta, I am go to Aceh.

Experimental class (POST TEST) (10)

Kamal Kurnia Hasan
153709
25th 04th - 2017

MY Experience

My name is Kamal Kurnia Hasan. I live in Tanjung Indah. I am in Oemar Digan Boarding School. I entered special troops scout in this boarding school.

Two months ago, I followed scout competition in Pulo Kapuk, Bekasi. We will stay there four days. We followed much competition. But, we just winner of three competitions.

After ~~greet~~ the champions, we read a solemn song, and come back to tent. In tent, we got ready to our boarding school. We released our gates and fences. We waited come the bus long as half of hours. After that come the bus and we come back to our boarding school.

Student's paper which 1 point decrease in experimental class.

Appendix IX



The students in experimental class were doing the test. The students in control class were doing the test.



The researcher was explaining materials to the student in experimental class.



The researcher was explaining the materials to the students in control class.



A pyramid strategy was written on the whiteboard by the researcher.



A student drew a pyramid strategy in his notebook.

AUTOBIOGRAPHY

1. Name : Agus Maulidiansyah
2. Place / Date of Birth : Aceh Besar / August 20th, 1994
3. Sex : Male
4. Religion : Islam
5. Nationality / Ethnicity : Indonesian / Acehnese
6. Marital Status : Single
7. Address : Lampanah Baro Village, Indrapuri Subdistrict,
Aceh Besar.
8. Occupation : Student of English Education Department of UIN
Ar Raniry.
9. Parents
 - a. Father's name : Drs. Adnan Abdullah
 - b. Mother's name : Dra. Ernawati
 - c. Father's occupation : Government Employee
 - d. Mother's occupation : Government Employee
 - e. Address : Lampanah Baro Village, Indrapuri Subdistrict,
Aceh Besar
10. Educational Background
 - a. Elementary School : MIN LAMPANAH (2001 – 2006)
 - b. Junior High School : MTsS OEMAR DIYAN (2006 – 2009)
 - c. Senior High School : MAS OEMAR DIYAN (2009 – 2012)
 - d. University : UIN Ar-Raniry (2012 – 2017)

Banda Aceh, July 27th, 2017
Author,

Agus Maulidiansyah