The Effect of Using Story Pyramid Strategy Toward Students' Reading Comprehension

Lisa Rahmayuni

UIN Sjech M. Djamil Djambek Bukittinggi, Bukittinggi, Indonesia*, e-* lisarahmayuni27@gmail.com*)*

Abstract

This study aims to find out whether using story pyramid strategy can give the significant effect toward students reading comprehension in the eighth grade of MtsS TI Koto Tinggi. This research used experimental research. The total sample was 36 students of VIII A-VIII B classes. The researcher used the purposive sampling in determining the sample because there are only two classes and both are taught by the same teacher. Reading comprehension test is a tool to collected the data. The findings show that three hypotheses (Ha) were accepted. The first, the result of the pre-test and post-test of the experimental class indicated that the tobtained more than the ttable (3.004 > 1.960). Thus, the alternative hypothesis (Ha) was accepted that there was a significant effect of using story pyramid strategy toward students reading comprehension. The second, the result of the post-test experimental class and control class indicated that tobtained (4.820) more than ttable (1.960). Thus, the alternative hypothesis (Ha) was accepted that there was a significant difference between students who are taught b y using story pyramid strategy and without using story pyramid strategy. The last, the result of the post-test of experimental and control indicated that the tobtained more than ttable (4.820 > 1.645). It was also found that the students reading comprehension by using story pyramid strategy were better than the students who are not taught by using story pyramid strategy. So, it is proved that using story pyramid strategy can help students to increase their reading comprehension.

Keywords: reading comprehension, story pyramid strategy

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan story pyramid strategy ini dapat memberikan pengaruh yang significant terhadap pemahaman membaca siswa di kelas delapan MTsS TI Koto Tinggi. Jenis penelitian yang digunakan adalah penelitian eksperimen. Populasi dalam penelitian ini adalah seluruh siswa kelas delapan di Mts S TI Koto Tinggi. Total sampel dari penelitian adalah 36 siswa yang mana 18 siswa kelas VIII A dan 18 siswa kelas VIII B. Tehnik pengambilan sampelnya menggunakan purposive sampling. Temuan dari penelitian ini menunjukan bahwa, ketiga hipotesis (Ha)nya di terima. Pertama, hasil hitung (tobtained) dari pre-test dan postest kelas eksperimen lebih besar dari ttable, (3,004 > 1960). Jadi, alternatif hipotesis (Ha) diterima yang artinya ada pengaruh penggunaan story pyramid strategy terhadap pemahaman siswa. Kedua, hasil post-test dari kelas eksperimen dan kelas kontrol didaptkan hasil hitung (tobtained) lebih tinggi daripada ttable , (4,820 > 1,960). Maka alternatif hipotesis (Ha) di terima yang mana terdapat perbedaan yang signifikan dari siswa yang diajar menggukan story pyramid strategy dengan yang tidak menggunakan strategi tersebut. Kemudian yang terakhir, hasil dari post-test kedua kelas didapatkan hasil hitung (tobtained) lebih tinggi daripada ttable, (4,820 > 1,645). Juga ditemukan bahwa pemahaman siswa yang diajarkan menggunakan story pyramid strategy lebih baik dari siswa yang tidak menggunakan strategi tersebut. Jadi, ini bisa dibuktikan bahwa penggunaan story pyramid strategy ini dapat membantu siswa dalam meningkatkan pemahaman mereka dalam membaca

Kata Kunci : pemahaman membaca, strategi piramida cerita

1. Introduction

In the reading process, students do not only read a text but also comprehend the text. According to Judith R, Birsh, comprehension is making sense of what is read and depends on good word recognition, fluency, vocabulary, world knowledge, and verbal reasoning (Judith R, 2011). It may be concluded that comprehend a text consist of several things, like good word recognition, fluency, vocabulary, world knowledge and, verbal reasoning. Students can be good readers when they have been able to comprehend a text. On the other hand, according to Francoise reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. There are two main reasons for reading: Reading for pleasure and reading for information (in order to find out something or in order to do something with the information you get (Grellet, 1981).

In this research, there are several problems faced by the students. First, students got difficult to comprehend the text. It can be seen from their daily test scores. The scores of their daily test under the minimal criterion completeness (KKM). The English teacher explained that KKM for English is 70. In class VIII B, reading comprehension test scores among 18 students in the class, there were 11 students who got scores under KKM. It means that about 61 % of them were confused in reading comprehension. Second, many students cannot focus on the lesson. During the lesson most of them were busy with their activity, like talking with friends, drawing in their notebook and etc. When the teacher asked them to read a text, most of them did not read a text effectively. They just read a text without trying to comprehend a text. As we know that the whole point of reading is to comprehend. In addition, the researcher also interviewed some students. From the result of the interview, the researcher known that the teacher still used conventional strategy. Conventional strategy is concerned with the teacher being the controller of the learning process. In this case, the teacher only gave the text, asked students to read, and after that answer the question. Consequently, they thought the English class was boring.

2. Method

The research employed quantitative research. The experimental research was used as the research design using two groups for sample. According to Gay, experimental research is the only type of research that can test hypotheses to establish cause–effect relations. An experimental study is guided by at least one hypothesis that states an expected causal relation between two variables (Gay, 2015). It means that there are two classes in experimental research, experimental class, and control class. Related to Daniel, population is the group of people we want to generalize to (Watson, 2015). Population of this research was totally of the eight-grade students at MTS TI Koto Tinggi. It consisted of two classes, VIII A and VIII B. The sample of this research was determined by using purposive sampling. According to Sugiyono, purposive sampling is the technique of determining samples with certain considerations. The reason for using purposive sampling in this research is because eighth grade only consists of two classes and both are taught by the same English teacher. The data of this research was collected by giving a test.

The test was multiple-choice test consist of 15 items to the VIII A and VIII B students of MTS TI Koto Tinggi. The test was created by considering the validity and reliability. Validity and reliability were two used to judge the quality of all reestablished quantitative measures. To make sure the

experimental and control class from these classes, the researcher follows the steps: collecting the scores of student's reading comprehension test, testing the normality of the data, and testing the homogeneity of the data. To analyze the data, the researcher would compare the differences of the mean score between two classes, the control and experimental class.

3. Results and Discussion

In this section, the researcher would like to describe and discuss the findings of the research. The result of the student's score was calculated by using z-test and t-test. The research findings include the students' score of reading comprehension in control and experiment class. The data in this research based on the students reading comprehension scores at eighth grade students of Mts TI Koto Tinggi. The students' score was collected from the pre-test which was conducted at the beginning of the research and post-test which was conducted at the end of this research after the treatment.

The result of pre-test experimental and the control class also can be shown in the table below:

Table 1. The Comparison of Pre-Test and Post-Test the Experimental and Control Class

Test result The Class	Pre-test	Post-test
Experimental Class	$\bar{X}$ = 58.51 S= 13.82 S2= 190.99	$\bar{X}$ = 71.11 S= 11.20 S2= 125.44
Control Class	$\bar{X}$ = 51.48 S= 11.61 S2= 134.90	$\bar{X}$ = 56.29 S= 13.81 S2=190.71

Based on the table above, the post-test result of the experimental class was higher than the control class result. It means that the treatment that has been used by the researcher to improve students' reading comprehension can be applied by the students, so that the post-test result of the students can increase than pre-test. The increase can be analyzed from the mean score in pre-test of control-class is 51.48, lower than experimental class is 58.51. The comparison of the post-test scores of the experimental and control class allowed that the control class test result was lower than experimental class. The mean score of the post-test result of control class was lower than experimental class post-test result, 56.29 was lower than 71.11. It means the students who were treated by using story pyramid strategy are better than students who used conventional strategy.

Tabel 2. T-Test (Pre-Test and Post-Test Experimental Class)

		Mean	N	Std. Deviation	Std. Error Mean
	Paired Samples Statistics				
Pair 1	PreTest	58.5167	18	13.82504	3.25859
	PostTest	71.1078	18	11.20282	2.64053

Based on the table above, the mean score of post-test more than score of pre-test (71.10 > 58.51). So it can be concluded that there is a significant effect of using story pyramid strategy toward students reading comprehension.

4. Testing Hypotheses

The first hypothesis of this research is there any significant effect of using story pyramid strategy toward students reading comprehension at the eighth grade students of MTsS TI Koto Tinggi as follow:

Ha : There is a significant effect of using story pyramid strategy towards students reading comprehension

Ho : There is no significant effect of using story pyramid strategy toward students reading comprehension.

To measure whether the researcher accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of t-table, it means that Ha accepted and Ho rejected (t-obtained > t-table)

Ho Rejected   Ha Accepted

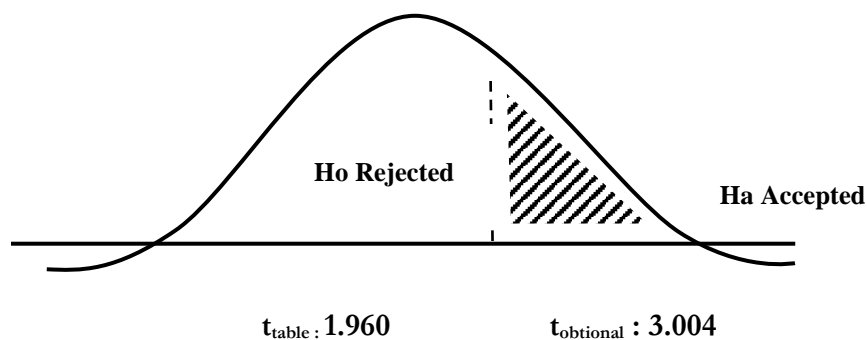t_{table} : **1.960** $t_{obtional}$: **3.004**

Figure 1. The Curve of the t-test Result in the Pre-test and Post-test of Experimental

From the data, it shows that the descriptive hypothesis (Ha) is accepted or the null hypothesis (Ho) is rejected because t-obtained was higher than the t-table. So, it can be concluded that there is a significant effect of using story pyramid strategy toward students reading comprehension.

The second hypothesis is there any significant differences between students who are taught with story pyramid strategy and those who are taught without story pyramid strategy as follows:

Ha : there is a significant difference between students who are taught with story pyramid strategy and those who are taught without story pyramid strategy.

Ho : there is no a significant difference between students who are taught with story pyramid strategy and those who are taught without story pyramid strategy.

To measure whether the researcher accepted or rejected the hypothesis, the researcher used the two tails test formula to find whether Ha or Ho was accepted or rejected by comparing the post-test scores of experimental and control classes. The value of the t-obtained was compared with the value of the t-table, it means that Ha accepted and Ho rejected (t-obtained > t-table) as explanation,

Ho Rejected　　　　　**Ha Accepted**

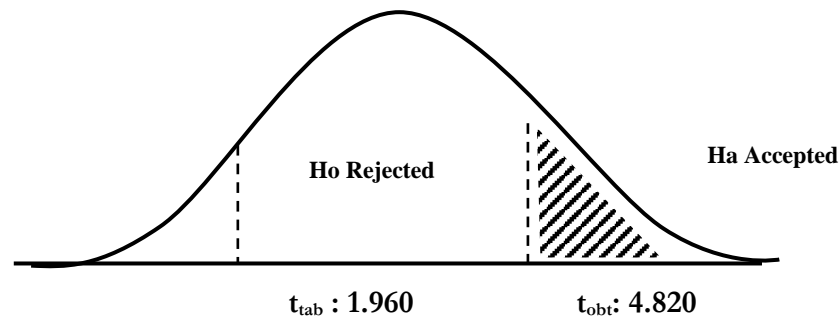t_{tab} : 1.960　　　　　t_{obt}: 4.820

Figure 2. The Curve of the t-test Result in the Post-test of Experimental and Control Classes

From the data in the curve above, it means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. So, it can be concluded that there is any significant difference between students who are taught with story pyramid strategy and those who are taught without story pyramid strategy

The third hypothesis is that reading comprehension of students who are taught with story pyramid strategy better than the students who are taught without story pyramid strategy. The hypothesis is formulated as follows:

Ha :the reading comprehension of students who are taught with story pyramid strategy is better than the students who are taught without story pyramid strategy.

Ho :the reading comprehension of students who are taught with story pyramid strategy is not better than the students who are taught without story pyramid strategy.

To prove this hypothesis, the researcher used the formula one tail test right to find whether Ha or Ho is accepted or rejected through comparing the post-test of experimental and control classes. The value of the t-obtained was compared with the value of t-table, it means that Ha accepted and Ho is rejected (t-obtained > t-table).

Ho Rejected　　　　　**Ha Accepted**
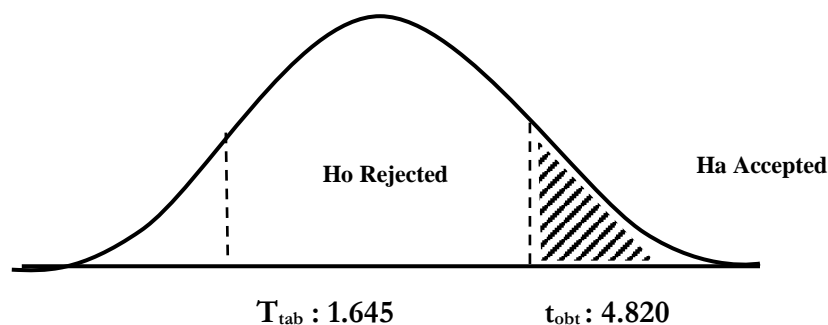
T_{tab} : 1.645　　　　　t_{obt} : 4.820

Figure 3. The Curve of the t-test Result in the Post-test of Experimental and Control Classes

From the data in the curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis is rejected. So, it can be concluded that the reading comprehension of students who are taught with story pyramid strategy is better than the students who are taught without story pyramid strategy.

As we know that, reading comprehension is a goal of reading activity. According to Gary Wolley, reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011). As maintained by Chaterine, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Comprehension entails three elements: The reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part (Snow, 2002).

A good teacher is a teacher who teaches by understanding the principle of teaching, including in teaching reading. According to Nunan, there are some principles for teaching reading: 1. Exploit the readers' background knowledge. A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. 2. Teach for comprehension. In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. 3. Work on increasing reading rate. One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. 4) Teach reading strategies. Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies is not a single event but rather a creative sequence of events that learners actively use (Nunan, 2003b). In conclusion, there are several principles in teaching reading. They are exploit the readers background knowledge, teach for comprehension, work on increasing reading rate, and teach reading strategies. Thus, when teachers want to teach, the teachers must give attention to several principles for teaching reading above.

Based on the explanation above, one of the principles in teaching reading is to teach a strategy that can help students to improve their reading comprehension. Story pyramid strategy is one of the strategies that can help students to comprehend the text. Story pyramid strategy is designed to make students can summarize the most important part of a story. According to Lenski in Eva, story pyramid is a strategy design to help students reading comprehension but could also be used focus on character, setting, and story problems (Nurchurifiani & Nurchurifiani, 2018). Based on the theory above, story pyramid strategy can make students to use their critical thinking, because the students will analyze the important part of a story from the easy one to the difficult one. This strategy have several advantages, there are: This strategy is useful for students, so they are easier to analyze and understand the text, story pyramid strategy make students to read the text, comprehend the text by formulating keywords for each line, and also make students use their critical thinking, the flexibility of this strategy allows it to be used for each level students, using the story pyramid strategy can help students easily boost their reading skills, and story pyramid strategy help students pinpoint highlights of a story and describe the important part by using a limited number of words (Keengwe, 2015). So, based on the hypothesis result, the researcher found that using story pyramid strategy gave a significant effect on students reading comprehension.

In the first hypothesis, the researcher found that using story pyramid strategy gave a significant effect on students reading comprehension. It can be shown from the means score of pre-test and post-test in the experimental class. The mean score of pre-test in experimental class was 58,51 and the mean score of post-test in experimental class was 71,11. It means that the means score of post-test in the experimental class was higher than the mean score of the pre-test in the experimental class.

Second hypothesis has also proven that using story pyramid strategy gave significant different toward students reading comprehension. It can be showed from the mean score of post-test in experimental and control classes. The mean score of post-test of experimental class was 71,11 and control class was 52,96. It means that the means score of post-test in experimental class was higher than the mean score of post-test control class. The t-test result is showed that t-obtained was higher than the t-table, 4,820 > 1,960. Finally, the reading comprehension of students who are taught by using story pyramid strategy was better than the students who are taught without story pyramid strategy. It was found that the mean score of post-test in the experimental class was higher than the mean score of the control class (71,11 > 52,96). It is concluded that using story pyramid strategy can help students to increase their reading comprehension. In conclusion, story pyramid strategy is one of the strategies that can help students to comprehend the text. By using story pyramid strategy the students would be easier to understand the reading text. It is supported by Lenski in Eva, story pyramid is a strategy design to help students reading comprehension but could also be used focus on character, setting, and story problems (Nurchurifiani & Nurchurifiani, 2018). For this reason, students can use this strategy to help them to comprehend a text.

5. Conclusion

There is a significant effect of using story pyramid strategy toward students reading comprehension. The story pyramid is recognized as one of strategies to help students understand the text. The story pyramid is a strategy to ensure students truly understand the different aspects of a story by carefully analyzing the main characters, setting, problems, events, and solutions.

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