USING STORY PYRAMID STRATEGY TO IMPROVE READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF SMP NEGERI 14 PALU

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ABSTRACT .

This research was conducted at grade eighth students of SMP Negeri 14 Palu in the teaching and learning process. This research aims to improve students' reading comprehension by using the Story Pyramid Strategy. The population in this research was grade eighth students of SMP Negeri 14 Palu. This research employs purposive sampling to select the sample. This research applies a quasi-experimental research design non-equivalent control group design, which consists of two groups: experimental and control group. The description of the data collected through the pre-test and post-test. The students' scores after presenting the material using Story Pyramid Strategy in reading comprehension were better than before the treatment was given to the student . This strategy can be a learning media applied by teachers in the teaching and learning process as an effective strategy to improve students' reading comprehension because the use of Story Pyramid Strategy makes it easier for students to understand the content of the story. The result of the data analysis is that t-count was higher than t-table. From these results, the researcher found there is a significant difference between the pre-test and post-test result. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. This is proven by the improvement of students reading comprehension after being given treatment using story pyramid strategy.

Keywords: Improving; Reading Comprehension; Story Pyramid

INTRODUCTION

In learning English there are four basic skills that must be learned, namely listening, writing, speaking, and reading. According to Nunan (2003), reading is a set of skills that involves making sense of deriving meaning from the printed word. Reading is an interactive process used by the reader to identify and make meaning from a written text conveyed by the author. It is also a major pillar upon which the teaching and learning process is built. Reading ability plays a central role in teaching and learning success in all education stages as most of the materials for teaching and learning are in written form. It means that the students need to improve their reading skills in order to understand the teaching and learning materials. The students will fail the reading lesson if they cannot read and understand the main idea of the reading.

Reading ability is very important for the students because the success of students in studying depends on the greater part of their ability to read, especially Indonesian students. In Junior High School, Reading is a practice in the learning process based on the English text book. Based on curriculum 2013, one of the targets for junior high school level is students are expecting to comprehend various types of text, such as narrative, procedure descriptive and recount text. In this research, the researcher focuses on narrative text. The instructional objectives of teaching reading narrative text are to get general information, orientation, complication, resolution and coda of the text and to get the detailed information; the character, setting, and events.

Based on the observation in SMP Negeri 14 Palu, the researcher noted that the students face some problems in their reading ability. The students were difficult to comprehend the text well. They get difficulty to find the main idea of the text and one of those was a lack of vocabulary. Furthermore, they confuse to recognize or identify the meaning of English words in a text.

Based on the problem, the researcher was applying story pyramid strategy to teach reading. Story pyramid is one of the strategies to comprehend the text. According to Macon, et al (1991) Story pyramid helps students pinpoint highlight of a story and describe the important parts of using a limited number of words, such as the character, the setting, and the events in the plot and the result of using pyramid strategy in teaching reading 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.

One of the goals of teaching English to grade eight students is to enable them to read and comprehend various text. There were some problems faced by students in reading. Based on the background, one of the problems that researcher found was lack of vocabulary. The students did not comprehend the reading text. Also, it made the students unable to answer the comprehension question correctly. The researcher formulate a research question as follow;

Can the use of pyramid story strategy improve the reading comprehension of grade eight students at SMP Negeri 14 Palu?

METHOD

The researcher used quasi-experimental research design – non-equivalent control group design – which consist of two groups; experimental and control group. Both groups were given pre-test and post-test. However, only the experimental group received the treatment used story pyramid strategy while the control group was taught using conventional method. The researcher started the class by explaining narrative text and its components. Moreover the the researcher employed Purposive sampling to select the sample.

RESULT AND DISCUSSION

RESULT

In this chapter the researcher explains the data from the research conducted. Data collection in this research began on January 30, 2023 until February 15, 2023. The research instrument in this research is a test consisting of a pre-test and post-test.

Table 1- The Pre-test Result of Experimental Group

No	Initials	Maximum Score	Individual Score	Total Score
1.	AH	35	11	31,42
2.	ANKP	35	13	37,14
3.	AK	35	11	31,42
4.	AAZ	35	13	37,14
5.	AR	35	25	71,42
6.	AA	35	20	57,14
7.	C	35	18	51,42
8.	CCS	35	18	51,42
9.	F	35	14	40,00
10.	FS	35	14	40,00
11.	FAN	35	18	51,42
12.	FF	35	17	48,57
13.	MA	35	25	71,42
14.	MDP	35	15	42,85
15.	MD	35	23	65,71
16.	NI	35	15	42,85
17.	RRA	35	24	68,57
18.	R	35	17	48,57
19.	RS	35	25	71,42
20.	SNNS	35	19	54,28
21.	UB	35	17	48,57
22.	WAP	35	23	65,71
23.	WDD	35	25	71,42
24.	ZPK	35	15	42,85
TOTAL				**1242,45**
MEAN SCORE				**51,76**

After getting the individual scores of the experimental group students, the researcher calculates the mean score by using a formula by Arikunto:

$$M = \frac{\sum X}{N}$$

Where : M = the mean of the score

∑x= the sum of the score

n = number of students

$$M = \frac{1237,00}{24}$$

M = 51,76

Table 2-The Result of Pre-Test Control Group

No	Initials	Maximum Score	Individual Score	Total Score
1.	AK	35	10	28,57
2.	AC	35	11	31,42
3.	AY	35	18	51,42
4.	AS	35	16	45,71
5.	ANM	35	26	74,28
6.	A	35	17	48,57
7.	ACFP	35	8	22,85
8.	A	35	7	20,00
9.	DR	35	11	31,42
10.	F	35	11	31,42
11.	FBKQ	35	11	31,42
12.	FAS	35	8	22,85
13.	FN	35	15	42,85
14.	JR	35	24	68,57
15.	KR	35	9	25,71
16.	MA	35	14	40,00
17.	M	35	17	48,57
18.	MF	35	14	40,00
19.	MI	35	12	34,28
20.	MK	35	8	22,85
21.	N	35	12	34,28
22.	SN	35	10	28,57
23.	SCR	35	14	40,00
24.	ZAR	35	8	22,85
TOTAL				**887,08**
MEAN SCORE				**36,96**

$$M = \frac{\sum X}{N}$$

Where :M = the mean of the score

∑x= the sum of the score

n = number of students

$$M = \frac{887,08}{24}$$

M = 36,96

Table 3- The Result of Post-Test Experimental Group

No	Initials	Maximum Score	Individual Score	Total Score
1.	AH	35	33	94,28
2.	ANKP	35	32	91,42
3.	AK	35	30	85,71
4.	AAZ	35	30	85,71
5.	AR	35	33	94,28
6.	AA	35	32	91,42
7.	C	35	32	91,42
8.	CCS	35	29	82,85
9.	F	35	31	88,57
10.	FS	35	32	91,42
11.	FAN	35	32	91,42
12.	FF	35	28	80,00
13.	MA	35	28	80,00
14.	MDP	35	29	82,85
15.	MD	35	31	88,57
16.	NI	35	30	85,71
17.	RRA	35	29	82,85
18.	R	35	31	88,57
19.	RS	35	34	97,14
20.	SNNS	35	31	88,57
21.	UB	35	29	82,85
22.	WAP	35	31	88,57
23.	WDD	35	34	97,14
24.	ZPK	35	32	91,42
TOTAL				**2122,74**
MEAN SCORE				**88,44**

Based on the table above, it can be seen that the lowest score is 80 and the highest score is 97. Then, the raw of all scores is 2122,74 with the number of subjects is 24. In addition, after analyzing the students' scores, the researcher continued to count the mean score of post-test the experimental class by addicting the raw of all scores and dividing with the number of subjects by using the formula by Arikunto:

$$M = \frac{\sum X}{N}$$

Where: M = the mean of the score

∑x= the sum of the score

n = number of students

$M = \frac{2122,74}{24}$

M = **88,44**

Table 4 The Result of Post-Test Control Group

No	Initials	Maximum Score	Individual Score	Total Score
1.	AK	35	10	28,57
2.	AC	35	15	42,85
3.	AY	35	29	82,85
4.	AS	35	16	45,71
5.	ANM	35	26	74,28
6.	A	35	24	68,57
7.	ACFP	35	9	25,71
8.	A	35	26	74,28
9.	DR	35	30	85,71
10.	F	35	12	34,28
11.	FBKQ	35	18	51,42
12.	FAS	35	18	51,42
13.	FN	35	15	42,85
14.	JR	35	28	80,00
15.	KR	35	27	77,14
16.	MA	35	29	82,85
17.	M	35	17	48,57
18.	MF	35	14	40,00
19.	MI	35	12	34,28
20.	MK	35	9	25,71
21.	N	35	14	40,00
22.	SN	35	13	37,14
23.	SCR	35	14	40,00
24.	ZAR	35	30	85,71
TOTAL				**1249,9**
MEAN SCORE				**52,07**

Based on the table 4.4, it can be seen that the lowest score is 25,71 and the highest score is 85,71. Then, the raw of all scores is 1249,9 with the number of subjects is 24.

In addition, after analyzing the students' individual score, the researcher continued to count the mean score of control class by adding the raw of all score and dividing with the number of subjects by using the formula proposed by Arikunto, which can be seen as follow:

$M = \frac{\sum X}{N}$

Where:

M: mean score

∑*X*: total of the individual score

N: total of students

$$M = \frac{1249,9}{24}$$

$$M = \mathbf{52,07}$$

DISCUSSION

The description of the data collected through the pre-test and post-test as explained in the previous section shows that students' reading comprehension has improved. This is supported by the frequency and percentage of students' pre-test and post-test results. The students' scores after presenting the material using Story Pyramid Strategy in reading comprehension were better than before the treatment was given to the students.

Before giving treatment, the researcher conducted a pre-test. The description of the data collected in the pre-test shows that the student's reading comprehension is poor. The students find it difficult to find the main idea of the text, lack of vocabulary, difficult to understand the contents of the text and answer the reading test. Students have problems with the difficulty level and organization of the text. This influences students to choose important points and interpret information and ideas, then students also have difficulty drawing conclusions and judgments about these parts.

However, the post-test showed significant changes. In the experimental group, 24 students passed, while in the control group, there were 9 students who passed and 15 students who failed. This shows that in the post-test, the number of students in the experimental group was more successful in achieving a passing grade than students in the control group.

Students' reading comprehension can improve significantly because the use of Story Pyramid Strategy makes it easier for students to understand the content of the news. During treatment, researchers provide several methods to students. The researchers teach several reading techniques to students according to procedure of the story pyramid: identify the main character using one word, describe the main character using two words, describe the setting using three words, describe the problem or conflict using four words, describe an event near the beginning of the story using five words, describe an event in the middle of the story using six words, describe an event near the end of the story using seven words and describe the solution or conclusion in eight words. They are taught how to answer questions quickly, understand the questions given and be able to answer carefully even using a dictionary and so on. When students are asked to read a text, the researcher asks them questions apply the techniques that have been taught. They always try to understand information such as main ideas and the meaning of new vocabulary.

The findings of this research are similar to previous research conducted by first, Rahmayuni (2020). Story pyramid is one of the suitable strategies to teach reading comprehension. Story pyramid is one of the strategies to help the students comprehend the text. Second, Nurchurifiani (2018). The strategy helps students to comprehend the text. This strategy is used after reading activity. From there using Story Pyramid Strategy can improve students' reading comprehension and help students solve problems.

The researcher suggests that this occurs due to the effects of treatment. At the beginning of implementing of Story Pyramid Strategy. The population in this research are the problem of lack of vocabulary, lack of students' understanding of reading was raised, and students felt difficulty in summarizing the text or story, which made students not being able to take information from the reading. However, the intensity of the use of story pyramid strategy at the fifth and sixth meetings showed that students experienced significant changes. The results of their worksheet showed that they were successful. They can also easily understand the context of the reading and can answer questions in a reading, and students look interested and enjoy doing the activity. Macon, et al (1991) said using pyramid strategy in teaching reading 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. Therefore, this proves that the treatment carried out by researchers in the experimental group was successful in that it made it easier for students to understand reading and could be said to have improved compared to when they did not receive treatment.

CONCLUSION

This research was conducted at grade eight students of SMP Negeri 14 Palu in teaching and learning process. The researcher guided the students to apply the pyramid story strategy to help them comprehend the text given in English reading lesson. The material for the teaching and learning process was in form of narrative text. The material was taken from students' books and other sources relevant to the English curriculum of Junior High School. This research focuses on improving students' literal reading comprehension, direct comprehension of the meaning contained in each text, including the vocabulary employed and the location, time, and place settings. The text makes the facts very apparent of narrative text, like legend, fables, and fairy tales.

There was some problems faced by students in reading one of the problems that researcher found was lack of vocabulary. The students did not comprehend the reading text. Also, it made the students unable to answer the comprehension question correctly. The researcher formulate a research as can the use of story pyramid strategy improve the reading comprehension of the eighth grade students of SMP Negeri 14 Palu?

The use of story pyramid strategy is effective in improving students' reading comprehension at SMP Negeri 14 Palu. It can be seen from the results of data analysis that the result post-test score of the experimental group is higher than the average post-test score of the control group. The average post-test score for the experimental group also experienced a significant change from the average pre-test score. Apart from that, it can also be proven by looking at the t-count value which is greater than the t-table value. This means that the researcher's hypothesis in this research was accepted.

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