THE USE OF STORY PYRAMID STRATEGY ON STUDENTS' READING COMPREHENSION NARRATIVE TEXT

(Quasi Experimental Research at the tenth grade of SMAN 1 CIOMAS)

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Abstract: This research designed to find out the influence of story pyramid strategy on students reading comprehension. The research conducted based on the question: 1.) How is the students' reading comprehension narrative text of SMAN 1 CIOMAS? 2.) How is story pyramid strategy applied in teaching reading comprehension narrative text? 3.) How is the influence of story pyramid strategy in teaching reading narrative text? This research oriented to the following aims: 1.) To know the student reading comprehension narrative text of SMAN 1 CIOMAS 2.) To describe how story pyramid strategy applied in teaching reading comprehension narrative text 3.) To know the influence of story pyramid strategy in teaching reading comprehension narrative text. The researcher used experimental research. To answer the questions, the researcher collected data from 68 students spread in two classes, One class as the experimental class and other one as the control class, by applying experimental research. The population was the tenth grade of SMAN 1 CIOMAS while class X IPA 1 as Experimental Class and X IPA 2 as Control Class are taken as the sample.The result of the research shows that hypothesis that of t-test of both sample t-table with 5% significance level found t_{table} 1.66 and with 1% significance level found t_{table} 2,38. So the result is t_t is 5% < t_o, or t_o > t_t 1%. It is mean that t_o (t observation) is higher than t_t (t table). The result of t_t on significant 5% = 1.66 and 1% = 2,38. It indicates that t_o > t_t or 7.64 > 1.66 and 7.64 > 2,38 so the null hypothesis (H_o) are rejected and the alternative hypothesis (H_a) is accepted.

INTRODUCTION

English is one of foreign language. Many countries use English as a second language. In English there are four skills that should be mastered by the students namely: Listening, Speaking, Reading and Writing. These four skill should be involved by teacher in the process of teaching and learning in a classroom. One of the language skills that must be learned at any level of education is Reading. Reading is one of the four skills which are very important to learn. From reading students can get a lot of information, knowledge, enjoyment etc. According to Nunan reading is a set of skill that involves making sense of deriving meaning from the printed word. In Accordance with Andrew P. Johnson, Reading is the practice of using text to create meaning. Reading is the act of linking idea to another, putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. From the explanation above reading is ability to understand meaning what they read and putting ideas to create sensible whole is the essential part of reading.

Based on classroom observation I found the problem that most of the tenth grade students still had problems in reading comprehension. For example.

they had difficulty in understanding the text to get information because they did not know the meaning, the students were lack of English vocabulary, they did not have confidence in reading English text, they did not have enough time to practice reading comprehension, the students were not able to describe detail information and the most important thing was there no sufficient teaching strategy to practice reading comprehension.

Based on the problems above is the teacher should understand about the approach, method and strategy in learning English. The method support teachers of way in making the activity of teaching and learning more effective. The strategies in teaching and learning English motivate students based on the materials or students need. Every teacher should choose the appropriate one to reach the goals. The success of reading can be determined by many factors. One of the factors is the choice reading strategy.

From those problem, the researcher choose story pyramid strategy as one of the strategy to apply in teaching reading in order to assist the students to gain the comprehension level as the goal of reading. According to Puthota Story pyramid is a strategy to ensure the students thoroughly comprehend the variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution. It means that story pyramid strategy help student comprehend and analyze detail information from text such as main character, setting, problem, events and solution.

THEORETICAL FRAMEWORK
A. Definition of Reading Comprehension

Reading is one of important skills in English which need to understand the meaning that provide in text. Comprehension is an important aspect in reading process. Reading comprehension is the main purpose of reading activity. In this case reading and understanding are related to each other. Regarding to the definition of reading comprehension:

According to Linse Reading comprehension refers to reading for meaning, understanding and entertainment. It means people read the text not only to get information but also for critique text and for pleasure. Besides, Klingner stated that Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. It refers ability to construct meaning. Reading comprehension is a complex activities sequence, or active process of constructing meaning from text and involves knowing how to read words accurately and automatically, assessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. From the states above, the writer assumes that the reading comprehension is an active process to understanding the written, get the meaning, the purpose of the written and the reader can show it by their own language and background knowledge.

B. Definition of Story Pyramid Strategy

Reading comprehension needs strategies to gain the level of reading comprehension itself. Strategy in teaching is one of the most important elements in teaching a language. Strategy plays important rules in guiding students to gain their objectives in learning because strategy of teaching can influence the result of teaching. In teaching learning process teacher should be apply strategy because by using strategies students will be easy to understand the material, the students can be motivated to learn the material that taught by teacher, and the students are not bored while teaching and learning process. Story pyramid is one of the strategies to help the students

comprehend the text. According to Macon et al Story pyramid is a graphic organizer which can help the students pinpoint highlight of a story and describe the important parts of using a limited number of words.it means that by using story pyramid students it will make students easily to comprehend and describe important part the text by using limited number of words. Puthota stated that Story pyramid is a strategy to ensure the students thoroughly comprehend the variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution. It means students would analyze important part of story from easy one to the difficult one.

Beverly J. Trezek said that a story pyramid is a strategy that uses a structure with a square base and four sloping triangular sides that meet at one point to help students learn the elements of a book story. It means the students must be completed each line of pyramid with information from the text.

According to definition above it can be concluded that story pyramid strategy is one of strategy that will help students to comprehend and describe detail information the text clearly using limited number of words, analyze important part of story from the easy one to the difficult one.

C. Definition of Narrative Text

Text are divided into several types. There are recount, explanation, discussion, report, exposition, procedure, narrative and descriptive. According to Anderson and Anderson there are some variations of text. Such as recount, exposition, procedure, descriptive, narrative, report, explanation. Narrative text is one of kind of the text. According to Anderson Narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener Gerot and Wignell (1994) explained that narrative is a kind of text which has function to retell past events for the purpose of informing or entertaining. The purpose of narrative text is to entertain or to amuse the reader or listener about the story.

Narratives include different type, or genres, that can vary somewhat from this basic story grammar template. This include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures. In summary, narrative text is a fictional text that tells about the past event and it has purpose to amuse the reader or listener.

METHOD
A.   The Method of Research

In this research, the researcher used experimental research to find out whether there is the influence of story pyramid strategy on students' reading comprehension or not. According to (Nunan 1992) that experiment is a procedure for testing a hypothesis by setting up the situation in which the strength of relationship between variables can be tasted. It means It means that in experimental research, we make some tests after giving the treatment to find out how far the influence of our method to the students. Creswell said that in experimental research we test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable.

B.   The Setting of The Research

In this research the researcher take place in SMAN 1 CIOMAS located in Jl. Raya Pasar Ciomas Sukabares Kecamatan Ciomas. The reason why the researcher chooses this school because the researcher did the teaching practice (PPLK) at SMAN 1 CIOMAS. Therefore, she conducts this research on August 2019 until this research is finished. Then, back to my background of this research there

were many students get difficulties especially in reading comprehension narrative text. The researcher expect, if this research, it will be applied in language teaching in various school, especially in SMAN 1 CIOMAS.

C. Population and Sample

The population of this research is the students of SMAN 1 CIOMAS, especially the tenth grade that consist 344 students for ten classes.

Sample of this research the researcher chooses two classes as a sample, they are class X IPA 1 consist of 34 students as experiment class and class X IPA 2 consist of 34 students as control class.

The Research Instrument

Research instrument is facilitating that use by the researcher for collecting data. The researcher used test and observation sheet to collect the data. This test is designed for students' pre-test and post-test activities. Pre-test was given before the treatment applied and the post-test was given after treatment applied. The researcher also used observation while treatment of story pyramid strategy is given after pre-test. The English teacher and students in the class observed and monitor how researcher facilities and how students' activities as long as learning activities using story pyramid strategy in reading comprehension narrative text. So the researcher know whether there are differences before and after treatment or not.

FINDING AND DISCUSSION

A. Description of Data

In this chapter, the researcher explains the result of this research. The goal of this research is to know the influence of using story pyramid strategy on students' reading comprehension and to give the report of score of pre-test and post-test from both the experiment class and control class. The researcher analyze the data quantitatively.

The result of pre-test showed that students of the tenth grade of SMAN 1 Ciomas have poor ability in reading comprehension and below average before the treatment. The students had difficulties in understanding a text and they have poor in understanding English text because they did not know the meaning, they lack of English vocabulary, but after giving treatment using story pyramid strategy, the students' reading comprehension increase gradually. It can be seen from the result of post-test and the students' progress in learning activities. In learning reading especially for experimental class the researcher utilized story pyramid strategy. By using story pyramid strategy the students' would analyze the text and describe detail information by using limited number of word, so the students were assisted to comprehend English text and they easily to describe detail information from the easy one to the difficult one by using story pyramid strategy.

Table 4.1
Data from Pre-test and Post-test of Experimental Class

NO	Name of students	Pre-test	Post-test
1	SAL	75	85
2	SN	45	75
3	TELA	45	75
4	ESH	70	85
5	F	50	70
6	MFDU	70	75
7	MR	55	50
8	EA	50	75
9	ZF	65	80
10	NCA	65	90
11	NM	60	80
12	LU	60	80
13	ML	50	70
14	JWS	65	80
15	IRP	60	90
16	NK	60	75
17	RR	65	85
18	DIM	60	80
19	HH	60	80
20	AA	65	80
21	FH	55	80
22	AS	50	70
23	ASDC	50	60
24	AAD	50	758
25	AP	60	75
26	SG	70	85
27	AF	60	80
28	AS	55	85

29	NA	60	75
30	OR	65	80
31	AS	55	75
32	ED	60	80
33	RFN	55	75
34	CBW	55	75
N=34	TOTAL SCORE	1995	2625
	AVARAGE	58.67	77.20

Determine mean score pre-test and post-test of experimental class, the writer follows the formula :

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{1995}{34}$$

$$M_1 = 58.67$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_2 = \frac{2625}{34}$$

$$M_2 = 77.20$$

The table above showed the students' score of pre-test and post-test at the experimental class. The average score of post-test was 77.20. the students' result can show that the post-test is higher score after applied story pyramid strategy.

Table 4.2
Data from pre-test and post-test of Control class

No	Name of students	Pre-test	Post-test
1	FH	60	80
2	SS	65	40
3	AM	70	70
4	RP	40	50
5	A	50	70
6	MM	55	60
7	AF	65	70
8	B	50	65
9	N	50	55
10	PA	45	60
11	MAI	40	50
12	PP	40	65
13	LAM	60	70
14	JA	65	70
15	AW	65	65
16	SAA	50	70
17	NIR	70	70

18	DU	55	60
19	NW	65	70
20	DAG	60	70
21	NU	50	60
22	AR	65	70
23	I	50	70
24	AR	65	70
25	M	70	70
26	RS	55	70
27	MR	45	50
28	R	50	65
29	N	60	70
30	AF	50	60
31	AF	50	60
32	AM	60	60
33	APA	45	65
34	SS	65	65
N=34	TOTAL SCORE	1885	2165
	AVARAGE	55.44	63.67

Determine mean score pre-test and post-test of control class, the writer follows the formula :

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{1885}{34}$$

$$M_1 = 55.44$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_2 = \frac{2165}{34}$$

$$M_2 = 63.67$$

After comparison between the score of pre-test and post test in experimental class and control class, the researcher calculates deviation and squared deviation. The result of the calculation by using the formula t-test can be seen at the analysis of the data

B. Analyzing the Data

After the writer got the data from pre-test and post-test score from experimental and control class. The writer analyzed the data by t-test formula with

the degree of significance 5% and the writer used steps of formula.

Table 4.3
The score of Distributation Frequency

No	x1	y2	X1	Y2	X1^2	Y1^2
1	85	80	7.8	16.33	60.84	266.66
2	75	40	-2.2	-23.67	4.84	56.26
3	75	70	-2.2	6.33	4.84	40.06
4	85	50	7.8	-13.67	60.84	186.86
5	70	70	-7.2	6.33	51.84	40.06
6	75	60	-2.2	-3.67	4.84	13.46
7	50	70	-27.2	6.33	739.84	40.06
8	75	65	-2..2	1.33	4.84	1.76
9	80	55	2.8	-8.67	4.84	75.16
10	90	60	12.8	-3.67	163.84	13.46
11	80	50	2.8	-13.67	7.84	186.86
12	80	60	2.8	-3.67	7.84	13.46
13	70	70	-7.2	6.33	51.84	40.06
14	80	70	2.8	6.33	4.84	40.06
15	90	65	12.8	1.33	163.84	1.76
16	75	70	-2.2	6.33	4.84	40.06
17	85	70	7.8	6.33	17.89	9.48
18	80	60	2.8	-3.67	7.84	13.46
19	80	70	2.8	6.33	7.84	40.06
20	75	70	-2.8	6.33	4.84	40.06
21	80	60	2.8	-3.67	7.84	13.46
22	70	55	-7.2	-8.67	51.84	75.16
23	60	70	-17.2	6.33	295.84	40.06
24	75	70	-2.2	6.33	4.84	40.06
25	75	70	-2.2	6.33	4.84	40.06
26	85	70	7.8	6.33	60.84	40.06
27	80	50	2.8	-13.67	7.84	186.86
28	85	65	7.8	1.33	60.84	1.76
29	75	70	-2.2	6.33	4.84	40.06
30	80	60	2.8	-3.67	7.84	13.46
31	75	60	-2.2	-3.67	4.84	13.46
32	80	60	2.8	-3.67	7.84	13.46
33	75	65	-2.2	1.33	4.84	1.76
34	75	65	-2.2	1.33	4.84	1.76
Σ	2625	2165	0.2	0.22	1953.56	2215.14

a. A. Determining mean of variable X (variable I) with formula:

$$M_1 = \frac{\Sigma X1}{N_1}$$

$$M_1 = \frac{\Sigma 2625}{34}$$

$$=77.20$$

b. B. Determining mean of variable Y (variable II) with formula:

$$M_2 = \frac{\Sigma X2}{N_2}$$

$$M_2 = \frac{\Sigma 2165}{34}$$

c. $= 63.67$

C. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1.N_2}\right)}}$$

$$t = \frac{77.20 - 63.67}{\sqrt{\left(\frac{1953.56 + 2215.41}{34 + 34 - 2}\right)\left(\frac{34 + 34}{34.34}\right)}}$$

$$= \frac{13.53}{\sqrt{(63.16)(0.05)}}$$

$$= \frac{13.53}{\sqrt{3.15}}$$

$$= \frac{13.53}{1.77}$$

$$=7.64$$

D. Determining degrees of freedom (df) with formula:

$$df = (N_1 + N_2) - 2$$
$$= (34 + 34) - 2$$
$$= 68 - 2$$
$$= 66$$

According to the statistical calculation above, the value of t_o is 7.64 and the degree of freedom is 68 with 5% degree of significance used by the writer. Based on the significance, it can be seen that on df = 66 in significance 5% the value of t_{table} 1.66 by comparing the result of the t_{table} and t_o in the degree of significance of 5%, $t_o \geq t_{table} = 7.64 \geq 1.66$. From the result of statistical calculation, it was obtained the t-observation t_o was 7.64; meanwhile, the t-table (t_{table}) of df

66 in significance 5% was 1,66. It means t-observation (t_o) was higher than t-table (t_{table}), so null hypothesis (H_o) rejected and alternative hypotesis (H_a) is accepted.

E. Interpretation of the Data

In this research, the reseracher described the interpretation of the research findings and testing the hypothesis of research. The research was held to answer the question how is students' reading comprehension narrative text of SMAN 1 CIOMA? how is the story pyramid strategy applied in teaching reading comprehension narrative text? How is the influence of story pyramid strategy in teaching reading comprehension narrative text ? In order to answer the question the writer formulated the Null Hypothesis (H_o) and the Alternative Hypothesis (H_a).

The writer summarized that $t_o \geq t_{table}$ it means that the Null Hypothesis is rejected and Alternative Hypothesis is accepted. The writer analyzed the result of calculation that H_o rejected and H_a is accepted. It can be seen from the calculation of t-test that shows that in the degree of significance of 5%, $t_o \geq t_{table} = 7.64 \geq 1.66$. From the result of statistical calculation, it was obtained the t-observation t_o was 7.64; meanwhile, the t-table (t_{table}) of df 66 in significance 5% was 1,66. It means t-observation (t_o) was higher than t-table (t_{table}), so null hypothesis (H_o) rejected and alternative hypotesis (H_a) is accepted.

Based on the data above, the researcher gives conclusion that there is the influence of using story pyramid strategy on students' reading comprehension. Besides, the data also show that the increasing of learning reading by using story pyramid strategy to solve the problem that has thought in the statement of problem. The researcher use story pyramid strategy to help them comprehend the text, increase their vocabulary.

CONCLUSION

After analyzing data the researcher conclude that the result of this study can be described as follows:

1. In general, the students' reading comprehension at the tenth grade of SMAN 1 CIOMAS (both experiment and control class) was below average before the treatment (Using Story pyramid Strategy). In pre-test scores of experiment class, the highest score was 75 while the lowest score was 45. It can be known that the highest score is enough while the lowest score was low. Then the result of post-test after giving treatment in experiment class, the highest was 90 while the lowest score was 50. Meanwhile, in control class the highest score of pre-test was 70 while the lowest score was 40. The highest score was enough while the lowest score was very low. Then the highest score of post-test in control class was 80 while the lowest was 40.

2. The use of story pyramid strategy on students reading comprehension gave the effect for student learning it proved from observation sheet that researcher gave. The summary of teaching learning reading comprehension using story pyramid strategy in the first meeting student observation (before giving treatment) showed: introduction orientation percentage 83% high categories. Apperception percentage 81.2% high categories. Motivation percentage 80% high categories. Giving reference percentage 81% high categories. Pre-test percentage 80% high categories. Activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed : part main, observing percentage 80% high categories. Questioning percentage 77% high categories. Collecting data/ exploring percentage 79.3% high categories. Associating percentage 84% high categories. Communicating percentage 83% high categories.

Teaching learning activity reading comprehension using story pyramid strategy showed: last part closing, percentage 77% high categories. All activity teaching learning reading comprehension using story pyramid strategy first meeting percentage 80 high categories.

Teaching learning reading comprehension using story pyramid strategy in the second meeting (after giving treatment) student observation showed: introduction orientation percentage 86% high categories. Apperception percentage 94% high categories. Motivation percentage 83.3% high categories. Giving reference percentage 85% high categories.

Activity teaching learning reading comprehension using story pyramid strategy in the second meeting showed : part main, observing percentage 87.3% high categories. Questioning percentage 87% high categories. Collecting data/ exploring percentage 80% high categories. Associating percentage 84% high categories. Communicating percentage 83% high categories. Teaching learning activity reading comprehension using story pyramid strategy showed: last part closing, percentage 4.25% high categories. Post-test percentage 82% high categories. All activity teaching learning speaking skill using participation point system first meeting percentage 85.2 high categories.

3. There was influence of using story pyramid strategy on students reading comprehension. The result shows that score of t_o= 7.64 is bigger than t_t= 1.66 and 2.38 with level significant of 5% or 1%. It means alternative hypothesis of the result was accepted. Therefore, there is influence of using story pyramid strategy on students' reading comprehension narrative text at tenth grade of SMAN 1 CIOMAS.

SUGGESTION

The researcher would like to give some suggestions related to teaching learning process in SMAN 1 CIOMAS. The suggestions are for the teacher, the students, and the school.

a. For the teacher
1. The teacher has to know the various methods or techniques in learning and teaching in order to choose the suitable method or technique for suitable materials in classroom.
2. The teacher are expected to be creative person in order to make the learning and teaching process more interesting, effective and comfortable for the students.
3. Both the teachers and students can collaborate well in teaching and learning process. It will make them easier in solving the problems faced in teaching and learning process.

b. For the students
For the students of SMAN 1 CIOMAS, especially in the tenth grade must improve their reading comprehension, one of the ways is using story pyramid strategy because it is interesting and make easier in comprehending every english texts.

c. For the school
1. The school should support every teaching and learning process especially in English lesson.
2. The school pays more attention to the method or technique that was needed by the students to learn with fun.
The suggestions above are given based on the research that was done by the researcher. The researcher

expect the suggestions can give positive contribution for improving the teaching learning process in SMAN 1 CIOMAS.

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