THE EFFECTIVENESS OF USING STORY PYRAMID STRATEGY TO THE READING COMPREHENSION ADVANCEMENT

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ABSTRACT

The objective of this research was to find out the level effectiveness of using Story Pyramid Strategy to the reading comprehension advancement. The quasi-experimental method research design is used to carry out this research. There are experimental and control class. The experimental and the controlled class consists of 20 students for each class. The Story Pyramid Strategy was applied in the experimental class as a treatment to train students in reading narrative text. The instrument used in this research is a test in multiple choices. The researchers used a pre-test as an instrument before conducting the treatment of Story Pyramid Strategy and a post-test as an instrument after conducting the treatment of Story Pyramid Strategy. The result of this research after conducting the treatment of Story Pyramid Strategy in the experimental class shows there was an advancement in students' reading comprehension in reading narrative text. The Story Pyramid Strategy enables the students summarize the most important parts of text and got the detail and specific information. Story Pyramid also made students more active and creative in learning process. The researcher found that the use of story pyramid strategy to help the students understand the text and got the detail and specific information especially in narrative text.

Keywords: Story Pyramid Strategy, Reading Comprehension.

INTRODUCTION

There are four English skills that should be mastered by the students namely: listening, speaking, reading and writing. One of the language skills that must be learned at any level of education is reading. According to Johnson (2008) 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.

Reading is fluent process of reader combining information from a text and their own background knowledge to build meaning (Nunan, 2003). With reading someone is able to find information and comprehend the meaning of the text. Reading not only focusing on print word, but also reading has some meaning that should be known by everyone especially the student. Fadhilah (2015), reading comprehension is about understanding written text and as an ability or capacity for comprehending reading material to gain some information from the reading text.

Puthota (2011) story pyramid is a strategy to ensure the students thoroughly comprehend a variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution. Story Pyramid Strategy helps student pinpoint highlight of a story and describe important part of using a limited number of words (Bowell, 1991). Based on the theory, it can be assumed that by using story pyramid strategy can help students summarize the main point of the story such as the main character, problem and solution of the story.

In the previous preliminary research at one of Madrasah Aliyah (Islamic Senior High Schools) in Sinjai, South Sulawesi, Indonesia, the researchers found that there were some problems. The problems not only come from the student but also from the teacher. Such as: students take too much time in comprehending the text, students get difficulty to find main idea of the text, the students did not interesting with the lesson, they have less motivation from teacher to study reading because they feel bored subject when reading. Also, the student felt difficult to find which important part of the text. Based on phenomena above, it needs the strategy which is used by the teacher that can help students to comprehend the text properly. Actually, there are various teaching reading strategies can be used. One of them is story pyramid strategy.

In this research, the researchers would like to use story pyramid strategy toward students' reading comprehension. Story pyramid is one of the strategies to help the students comprehend the text. Using story pyramid strategy makes student comprehend the story easier and makes students express their idea about the text. The researcher hopes by using story pyramid strategy for teaching reading, student will be motivated, relax, and interested so that they can be able to comprehend the text, more active in classroom and makes the teaching-learning process satisfying, enjoyable and effective.

METHOD

This research applied quasi-experimental design. Gay (2019) explained that experimental research is a quantitative method which is the only research method that can truly test hypotheses regarding causal relationships. In quasi-experiment, the researchers used experimental and control groups. Both groups take a pre-test and post-test. Only the experimental group received the treatment.

The technique sampling used was total sampling. The samples were two classes of the tenth-grade students of one of Madrasah Aliyah (Islamic Senior High Schools) in Sinjai, South Sulawesi, Indonesia. They were science students an experimental class and social students as a controlled class which each class consisted of twenty students.

The researchers used a reading narrative test as the instrument for collecting the data. The procedures in collecting data this research in the experimental class was Pre-test, Treatment, and Post-test.

FINDING AND DISCUSSIONS

The Classification of the Students' Pre-test and Post-Test Scores in Experimental Class

Table 1 and 2 showed the classification of the tenth-grade students' reading comprehension in pre-test and post-test scores in the experimental class.

Table 1. The Rate Percentage of Score Experimental Class in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	100-81	0	0%
2	Good	80-61	0	0%
3	Fair	60-41	9	45%
4	Poor	40-21	11	55%
5	Very Poor	20-0	0	0%
	Total		20	100%

Table 1 showed that the percentage score of the experimental class in a pre-test, where the score of experimental class in a pre-test were in two classifications, namely fair and poor classification. The higher classification was fair classification. The result of the test shows that the students' knowledge in reading comprehension before giving the treatment was low.

Table 2. The Rate Percentage of Score Experimental Class in Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	100-81	0	0%
2	Good	80-61	10	50%
3	Fair	60-41	10	50%
4	Poor	40-21	0	0%
5	Very Poor	20-0	0	0%
	Total		20	100%

Table 2 showed that there was advancement in students' reading comprehension, where the score of experimental class in the post-test are in two classifications, namely good and fair classification. The higher classification in pre-test toward students' reading comprehension was in

fair classification and the higher classification in post-test was in good classification, it can be seen that students reading comprehension was increasing after giving treatment.

Based on the result above, it can be concluded that the rate percentage in the post-test higher than the rate of the pre-test.

The Classification of The Students' Pre-Test and Post-Test Scores in Controlled Class

The following table (table 3 and 4) showed the classification of the tenth-grade students' reading comprehension in pre-test and post-test scores in controlled class.

Table 3. The Rate Percentage of Score Controlled Class in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	100-81	0	0%
2	Good	80-61	0	0%
3	Fair	60-41	4	20%
4	Poor	40-21	16	80%
5	Very Poor	20-0	0	0%
Total			20	100%

Table 3 showed that there was no good or very good classification for the students in reading comprehension, where the score of controlled class in a pre-test was in two classifications, namely fair and poor classification. The highest value in the controlled class was in the fair classification.

Table 4. The Rate Percentage of Score Controlled Class in Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	100-81	0	0%
2	Good	80-61	0	0%
3	Fair	60-41	12	60%
4	Poor	40-21	8	40%
5	Very Poor	20-0	0	0%
	Total		20	100%

Table 4 showed that there was no good or very good classification for the students' reading comprehension, the highest value in the pre-test of controlled class like in the post-test in the controlled class was in the poor and fair classification. It means that there was no improvement in the value of students in the controlled class because there was no treatment using story pyramid strategy.

The Mean Score and Standard Deviation of Experimental Class and Controlled Class

After calculating the result of the students' score, the mean score and standard deviation of both classes can be presented in the following table:

Table 5. The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Pre-Test and Post-Test

Class	Mean score		Range	Standard Deviation	
	Pre-test	Post-test		Pre-test	Post-test
Experimental	42.4	60.8	-18.4	8.451	11.580
Controlled	35.6	45.2	-9.6	8.598	9.139

The table 5 showed that the mean score of the experimental class in a pre-test is (42.4) and the standard deviation of the experimental class was (8.451). The mean score of controlled class in pre-test was (35.6) and standard deviation was (8.598). Next, the mean score of experimental in the post-test was (60.8) and the standard deviation of the experimental class was (11.580). The mean score of the controlled class was (45.2) and the standard deviation was (9.139). It can be concluded from both of the tests; the experimental class gained a greater mean score than the controlled class.

The significance score between the experimental score and controlled class can be known by using the t-test. The result of the t-test can be seen in table 6.

Table 6. Distribution the value of the t-test and t-table in the post-test

Variable	t-test value	t-table value
Post-test	**4.680**	**2.042**

The table above showed that the t-test value was greater than the t-table. The result of the test shows there was a significant difference between the t-table and t-table smaller than the t-test.

Effectiveness Test

To find out more about whether this is effective or not, it must do the test of effectiveness as follow:

$$R(\theta_2, \theta_1) = \frac{Var\,\theta_1}{Var\,\theta_2}$$

$$R(\theta_2, \theta_1) = \frac{9.139}{11.580}$$

$$R(\theta_2, \theta_1) = 0.78$$

If R> 1, relatively θ_2 is efficient than θ_1, whereas if R <1, relatively θ_1 is more efficient than θ_2. The value of R is 0.78 (R <1). so that it can be said θ_1 (Story Pyramid Strategy) is more efficient than θ_2 (Existing strategy).

CONCLUSION

The finding of this research after the implementation of story pyramid strategy was effective to the advancement students' reading comprehension. The students in reading comprehension before using story pyramid strategy was fair 9 (45%) and poor classification 11 (55%). It was different from

the students' reading comprehension after using story pyramid strategy. The data analysis there was improvement of students' post-test of experimental class from 20 students, 10 (50%) students got good score, 10 (50%) students got fair score students got very poor score. It can be concluded that the mean score of the students' improvement from the fair (42.4) become good classification (60.8). The test value was 4.680 and the table was 2.042, it means that H1 was accepted explaining that story pyramid strategy was effective to increase the tenth grade students' reading comprehension of narrative text of MA Al Ikhwan Pasir Putih and the null hypotheses (H0) was rejected. So, Story Pyramid strategy was effective to increase students reading comprehension.

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