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‘STORY PYRAMID’: AN INOVATION OF ENGLISH TEACHING STRATEGY IN PROMOTING STUDENTS’ READING SKILL

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Abstract

Some problems are faced by students in reading of English text. The interesting strategy is needed to teach them. Story Pyramid Strategy is one of strategies to teach reading comprehension. This strategy forces students to review and summarize the main points of a story. The research aimed at knowing the effectiveness of using story pyramid strategy in teaching narrative text toward students’ reading comprehension was conducted in SMAN 1 Serang. The research design of this research was quasi experimental research with quantitative approach. The research finding showed that Story Pyramid Strateg is effective in teaching narrative text toward students’ reading comprehension in Senior High School.

Keywords: Teaching Inovation, Story Pyramid Strategy, Reading Comprehension.

Reading has become important part in language skills. It is one of the skills which plays important role to learn. By reading, students 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 (Nunan, 2003:69). Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. It is why that the skill of reading strongly relates to sense, mental, and cognitive factors.

Johnson states that 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 (Johnson, 2006:3-4). Therefore, the most important thing when reading is comprehension. We should comprehend the meaning of the text that we read. For many students, reading is presumed as the beneficial dexterity that they can utilize inside and outside the classroom. It is additionally the skill that can preserve the lengthy time (Namaziandost et al, 2019). There are three factors that influence a person’s reading comprehension, namely intellectual ability, extensive knowledge, and reading strategies (Finocchiaro, 1989 in Sarimanah, 2016).

Based on the literature review and classroom observations, most of 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, and the students were not able to describe detail information. They became frustrated when they had difficulties in reading the target language and the most important thing was there is no sufficient teaching strategy to practice reading comprehension

(Yunita, 2017, Nisa, 2012)

Based on the problems above, the teacher should understand about the method and strategy in learning English. Meanwhile, creativity and innovation are part of a system that is inseparable from educators and students in teaching and learning process. Innovative learning is designed by the teacher or instructor as a new method for facilitating students to make progress in every process and learning outcome. Of course, innovative learning designs must follow the guidelines of the 21st Century, namely learning designs that have the quality of knowledge that leads to the formation of life skills, so that the knowledge obtained by students will underlie all alternative solutions to problem solving in various fields of life. Innovative learning is a learning that independently gives students the opportunity to build knowledge. In realizing innovation learning, it needs a learning models, learning media, and most importantly learning strategies. Along with that, Widyaningrum (2016) says that this renewal idea arises because teachers and students feel that there are learning problems that are out of date. Therefore we need a strategy that is believed to be able to overcome or solve these new problems.

The teaching strategy supports teachers of way in making the activity of teaching and learning more effective. The strategy in teaching and learning English motivate students based on the materials or analysis of student needs. Every teacher should choose the appropriate one to reach the goals. The strategy itself should be adjusted with the condition of the class and the ability of the students (Utami, 2017). The success of reading can be determined by many factors. One of the factors is the choice reading strategy. Base on those facts, 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 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. The requirement of brief responses could stretch students' thinking and it is fun. It means that, 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 by using story pyramid. The purpose of this strategy is to provide opportunities for students to practice reading skill with the teacher. The strategy helps students to comprehend the text. This strategy is used after reading activity. According to Tankersley (2003: 110), after reading a text, we want students to focus on clarifying their understandings and connecting the new knowledge to prior knowledge. We can help students verify predictions, organize information, and summarize, classify, or otherwise process the information at deeper levels of understanding.

Furthermore, a story pyramid is a structured format students use to summarize the most important parts of a story. This strategy forces students to review and summarize the main points of a story. The procedure in this strategy is after reading, 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 (Jonson, 2006:184).

Based on the explanation of Story Pyramid Strategy above, this research was conducted to know the students' reading comprehension of narrative text when they are taught without using the story pyramid strategy, to know the students' reading comprehension of narrative text when they are taught using story pyramid strategy and to find out whether there is any significant different achievement of students' reading comprehension of narrative text when they are taught by using story pyramid strategy and those are taught without using story pyramid strategy.

METHOD

This research used experimental research with quantitative approach. This research was conducted in the quasi experimental research design named Nonrandomized Control Group Design. The researcher used two groups in conducting this research. The first was the control group and the second was the experimental group. The control group was the class that was taught without using story pyramid strategy. Meanwhile, the experimental group was the class that was taught by using story pyramid strategy. In this research, the population was all the students of the eighth grade of SMAN 1 Serang. There were ten classes that consisted of 344 students. The researcher took X IPA 1 and X IPA 2 as the sample of the research, which is amount of 70 students. The researcher took X IPA 1 as the experimental class and X IPA 2 classes as the control class. Both the control and experimental group in this research were taken by the consideration such as, those classes are equal in level of English. In this research, the independent was the use of story pyramid strategy in teaching narrative text and the dependent variable was students' reading comprehension. The researcher used a reading test as an instrument to collect the data. In order to be clear, the following is the design of the method applied in this research:

Research Design

Experimental class	X ₁	T	X ₂
Control class	Y ₁		Y ₂

Notes: X₁ : Pre-test of Experimental group
X₂ : Post-test of experimental group
T : Treatment
Y₁ : Pre-test of control group
Y₂ : Post-test of control group

The researcher used the objective tests that are divided into pretest and posttest. Pre test was given to know the basic competence for students and to know earlier knowledge before they get treatment. The score was analyzed to determine the students' score between pretest and posttest. The researcher gave the multiple choice test about narrative text comprehension for both classes which are taught by using story pyramid strategy and those are without using story pyramid strategy.

RESULTS AND DISCUSSION

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 Serang have poor ability in reading comprehension and below average before the treatment. The students had difficulties in understanding a text and they have low ability in understanding English text because they did not know the meaning, they lack of English vocabulary, but after giving the 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. With this strategy, the students' would analyze the text and describe detail information by using limited number of word, so that the students were assisted to comprehend English text and they easily describe detail information from the easy one to the difficult one by using story pyramid strategy.

According to pre-test and post-test which were conducted during the study in the

experimental group, students' reading achievement showed various results as indicated in the following table,

The Score of Pre-Test and Post-Test in Experiment Class

	Pre-test	Post-test
Minimum Score	45	50
Maximum	75	90
Avarage	58,67	77,20

The table showed that students' reading comprehension before the experiment conducted by using story pyramid was in avarage of 58. The lowest score was 45 and the highest was 75. It indicates a low achievement gained by students in reading comprehension. It may also said that the students' ability in comprhending the text still need some treatment from the teacher. On the other side, the post-test score were raising with the avarage score of 77. This scores were gathered after the students practice reading by using story pyramid as the learning strategy. The lowest is 50 and the highest score is 90. It means there is about 24 % improvement compared with the pretest in the experimental class.

At the same time, another measurment was also conducted for the control group. The control group score results also indicated various scores as shown in the following table:

The Score of Pre-Test and Post-Test in Control Class

	Pre-test	Post-test
Minimum	40	40
Maximum	70	80
Avarage	55,44	63,67

The table above showed the students' scores of pre-test and post-test in control class. The scores showed that the students' reading comprehension in class can be controlled to a large extent and it is lower before the treatment. It can be seen from the scores of pre-test. The highest score is 70 while the lowest score is 40. Then the highest score of students' reading comprehension is sufficient, while the lowest score of students' reading comprehension is very low. Meanwhile, the students' scores of post-test mostly are good, the highest score is 80 while the lowest score is 40. It can be known that there is little improvement on the criteria of students' scores that the highest score is good and the lowest score is very low. The avarage improvement between two tests is about 12% at the control class.

After comparing 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 following tabel. The researcher analyzed the data by t-test formula with the degree of significance 5% as follow:

The score of Distribution Frequency

No	x1	y2	X1	Y2	X1²	Y2²
1.	85	80	7.8	16.33	60.84	266.66
2.	75	40	-2.2	-23.67	4.84	560.26
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	60.84	40.06
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

Determine mean of variable X and Y

Variable X

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

$$M_1 = \frac{\sum 2625}{34} = 77.20$$

Variable Y

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

$$M_2 = \frac{\sum 2165}{34} = 63.67$$

Determine t-test

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

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

$$\begin{aligned} &= \frac{13.53}{\sqrt{(63.16)(0.05)}} \\ &= \frac{13.53}{\sqrt{3.15}} \\ &= \frac{13.53}{1.77} \\ &= 7.64 \end{aligned}$$

Determining Degree of Freedom (df)

$$\begin{aligned} \text{Df} &= (N_1+N_2)-2 \\ &= (34+34)-2 \\ &= 66 \end{aligned}$$

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 $t_{\text{observation}}$ (t_o) was 7.64; meanwhile, the t_{table} of df 66 in significance of 5% was 1,66. It means $t_{\text{observation}}$ (t_o) was higher than t_{table} (t_{table}), so null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted.

The research was held to answer the questions of how is students' reading comprehension of narrative text in SMAN 1 Serang? 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 researcher formulated the Null Hypothesis (H_o) and the Alternative Hypothesis (H_a).

The researcher 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 is 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 $t_{\text{observation}}$ (t_o) was 7.64; meanwhile, the t_{table} (t_{table}) of df 66 in significance 5% was 1,66. It means $t_{\text{observation}}$ (t_o) was higher than t_{table} , so null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted.

Based on the data above, it can be figured out that there is the influence of using story pyramid strategy on students' reading comprehension. Students who learn reading by adapting story pyramid comprehend the text better than before. Besides, the data also show the improvement of reading comprehension by using story pyramid strategy. The researcher use story pyramid strategy to help students comprehend the text and increase their vocabulary.

CONCLUSION

From the previous findings and discussion, it can be concluded that there is any significant different achievement of students' reading comprehension of narrative text when those are taught without using story pyramid strategy and they are taught by using story pyramid strategy. This means that story pyramid strategy is effective to teach reading comprehension, especially narrative text.

Based on the conclusion above, it is suggested that the English teacher can use this strategy of narrative text in teaching reading comprehension.

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