THE EFFECT OF USING STORY PYRAMID STRATEGY ON READING COMPREHENSION OF STUDENTS OF SMP BABUSSALAM PEKANBARU

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Abstract: *This pre-experimental research is aimed to find out whether there is a significant effect of Story Pyramid strategy on reading comprehension of students of SMP Babussalam Pekanbaru. The design of the study is one group pretest-treatment-posttest design. The sample is VIII.6 chosen by using cluster random sampling technique. The results of the data analysis showed that the mean score of pre-test is 69.35 and the mean score of post-test is 77.83. In other words, the mean score of post-test is higher than pre-test. The value of t-test (9.575) is higher than t-table (2.074) at 5% of the significance level. Therefore, alternative hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It could be concluded that there is a significant effect of using Story Pyramid strategy on improvement of reading comprehension of students of SMP Babussalam Pekanbaru.*

Keywords: Effect, Story Pyramid, Reading Comprehension, Narrative Texts.

PENGARUH DARI STRATEGI STORY PYRAMID TERHADAP PEMAHAMAN MEMBACA SISWA SMP BABUSSALAM PEKANBARU

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Abstrak: Penelitian pre-eksperimental in bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi Story Pyramid terhadap pemahaman membaca siswa SMP Babussalam Pekanbaru. Rancangan penelitian ini yaitu terdapat satu kelompok pretest-treatment-posttest. Sampel penelitian adalah kelas VIII.6 yang ditentukan dengan menggunakan teknik pemilihan kelompok. Hasil analisis data menunjukkan bahwa rata-rata skor pre-test adalah 69.35 dan nilai rata-rata post-test adalah 77,83. Dengan kata lain, nilai rata-rata post-test lebih tinggi dari pre-test. Hasil juga menunjukkan bahwa nilai t-test (9.575) lebih tinggi daripada nilai t-tabel (2.074) pada tingkat signifikan 5%. Oleh karena itu alternatif hipotesis (Ha) diterima dan nol hiptesis (Ho) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan strategi Story Pyramid terhadap peningkatan pemahaman membaca siswa SMP Babussalam Pekanbaru.

Kata Kunci: Pengaruh, Story Pyramid, Pemahaman Membaca, Teks Narasi.

INTRODUCTION

English is a language that has been spread throughout the whole world. People use English most of the time. English is also a global language that has important roles in education. According to Vongxay (2013), English is an international language used in order to communicate in the fields of education, technology, trade and politics. Therefore, it is learnt as an important foreign language in many countries around the world.

In learning English, one of main skills that should be understood by the junior high school students in Indonesia is reading. By reading, the students will get information and knowledge that are decoding from the text. According to Pang (2003), reading is a complex activity that involves both perception and thought. Those factors are important in understanding a passage or a text. When eyes receiving a message from the text, the brain is working out to grasp whether knowledge or information that are decoded from the text.

According to Klinger et al (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

From that statement, it can be understood that reading comprehension is a strategic process of making connection between ideas in the text and ideas in the readers' mind. It means that, when students read the text they try to make connection between ideas in the text and their previous knowledge.

Based on the researcher's observation with the English teacher of SMP Babussalam Pekanbaru, the teacher said that the problem of the students to comprehend the text are: lack of students' interest to read the text, limited vocabulary and visualization, lack of identifying main idea, and the ineffective strategy applied are probably the causes of the students' difficulties in comprehending text. In addition, based on the interview with the students, they said that they feel bored and they are not interested in the learning process because they need some new activities that provide a change of mood in the classroom. It will motivate them to read the text and increase their interest on reading activity in the classroom. Because of that, a teacher should use an appropriate technique, media, strategy and method of teaching reading comprehension so that they are able to comprehend the text.

In this research, the researcher will use story pyramid strategy to teach narrative reading. The researcher thinks that 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. According to 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. Ideally, it can show students' critical thinking, because the student would analyze the text from the easy one to the difficult one based on the highest to the lowest pyramid.

In short, the research question of this research is as in the following: is there a significant effect of using Story Pyramid strategy on reading comprehension of students of SMP Babussalam pekanbaru?

METHODOLOGY

The type of the research is pre-experimental research. In this research, one group pre-test post-test design is used. It meant that the sample is one class only. Hatch and Farhady (1985) stated that pre-experimental research is divided into three categories, one-shot case study, one group pre-test-posttest design, and intact group comparison. In this research, the researcher used one group pre-test and post-test design. There is no control class. The design of this research is as follows:

$$T1 - X - T2$$

Where:
T1   : Pre-test
X   : Treatment
T2   : Post-test

(Hatch and Farhady, 1985)

The population of this research is all the second year students of SMP Babussalam Pekanbaru in the academic year 2016/2017. There are six classes and the number of population is 133 students.

Table 1 The Population of the Research

Clases	Total of students
VIII.1	21
VIII.2	20
VIII.3	21
VIII.4	24
VIII.5	23
VIII.6	23
Total	133

Since the number of the students is large and homogenous, it is necessary to select the sample. Cluster random sampling was used in this research. According to Gay and Airasian (2000), cluster random sampling is defined as a sampling in which is randomly selected. All the members of selected group have similar characteristics that appear close together with have the same teacher, material and intelligence. The sample was chosen by using lottery. Since there are six classes, six pieces of paper were made. Each class took one. As the result, Class VIII.6 was chosen as the sample which the total number is twenty-three students.

In doing this research, the pre-test, treatment, and post-test were given to the students. The test consist of five reading narrative texts which each of the texts consist of eight multiple choice question The total number of questions are 40.

The classification of students' scores from 2013 curriculum is used to classify the students' score in pre-test and post-test. In order to analyze the data, T-test is used by employing SPSS version 23.0. T-test is used to compare the difference result of pre-test and post-test.

Table 2 Classification of Students' Score

Nilai	Pengetahuan	Keterampilan	Predikat
A	85,00-100	85,00-100	Excellent
B	69,00-85,00	69,00-85,00	Good
C	55,00-69,00	55,00-69,00	Mediocre
D	00,00-55,00	00,0-55,00	poor

RESULT AND DISCUSSION

Result

Before giving the treatment, pre-test was given to the students. The result of pre-test is presented in the following table:

Table 3 Descriptive Statistic of Pre-test

	Mean	N	Median	Mode	Std. Deviation
Pre-test					
	69.35	23	67.5	65	7.43

Table 3 shows that the mean score of 23 students in pre-test is 69.35. According to the classification of students' score, the mean score is classified as good level. Meanwhile, the median score is 67.5 and the mode frequent score is 65.

The result of post-test is presented in the following table:

Table 4 Descriptive Statistic of Post-test

	Mean	N	Median	Mode	Std. Deviation
Post-test					
	77.83	23	77.5	85	6.49

Table 4 shows that mean score of 23 students in post-test is 77.83. According to the classification of students' score, the mean score is classified as good level.Meanwhile, the median score is 77.5 and the most frequent score is 85 as the mode.

Table 5 One Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	77.83	23	6.497	1.354
Pre-test	69.35	23	7.432	1.549

Table 5 shows that the mean score of pre-test is 69.35 and the mean score of post-test is77.83. The difference of the mean score between pre-test and post-test is 8.48. The result shows an improvement on the students' reading comprehension after the treatment is applied.

The last stage in analyzing the data is hypothesis. In this research, t-test formula is used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' reading comprehension.

$$t\text{-table} = n\text{-}1 \; ; \; \alpha/2$$
$$= 23\text{-}1 \; ; \; 0{,}05/2$$
$$= 22 \; ; \; 0{,}025$$
$$= 2.074$$

Finally, to prove the hypothesis, the data is calculated by using t-test formula with assumption as follows:

1. If t-test > t-table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.
2. If t-test < t-table, the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on the table 5, it showed that the result of t-test is 9.575. Meanwhile, t-table is 2.074. The comparison between t-test and t-table showed 9.575>2.074 means that t-test is higher than t-table. It can be concluded that the alternative hypothesis "There is a significant effect of using story pyramid strategy on reading comprehension of the

second year students of SMP Babussalam Pekanbaru" is accepted and null hypothesis is rejected.

Discussions

Based on the description of data, it can be stated that story pyramid strategy is applicable for teaching English on reading narrative text. It can be proved that the results by comparing the students' pre-test scores and the students' post-test scores. The result showed that the students' post-test score was better than their pre-test scores which indicated the improvement of students' reading comprehension in narrative text.

Based on the research procedure in collecting the data, the teaching learning process is divided into three steps. The first step is giving pre-test to the students in order to know their reading comprehension before story strategy pyramid strategy was applied. The second step was giving the treatment, as many as eight meetings. The treatment applied story pyramid strategy for teaching reading narrative text. In this treatment, the students are asked to read a narrative text that has been got by the teacher. The teacher provides a piece of paper with eight blank lines in pyramid form. While reading the text, the teacher asked students to complete each line in the pyramid. Then, then students asked to make a summary based on the words in the pyramid. The last step was giving post-test in order to know their students' reading comprehension after the treatment using story pyramid strategy.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on research findings, it can be shown that 'story pyramid' is effective to be a strategy in teaching reading comprehension. This research was conducted by using pre-experimental design which is aimed to find out whether there is a significant effect of using story pyramid on reading comprehension of narrative text of the second year students of SMP Babussalam Pekanbaru.The statistical calculation at the previous chapter showed that the mean score of pre-test is 69.35. After having conducted story pyramid strategy as a teaching strategy and analyzed the result of post-test, it is found that the mean score of post-test is 77.83. It can be concluded that the mean score of post-test is higher than the mean score of pre-test.

The result also showed that the value of t-test (9.575) is higher than t-table (2.074). It means that Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. Hence, there is a significant effect of using story pyramid strategy on reading comprehension of narrative text of the second year students of SMP Babussalam Pekanbaru

Recommendations

The result of the research showed that the students' reading comprehension improved. There are differences of the students' reading comprehension before and after being taught narrative text by using story pyramid strategy.

Based on the conclusion above, the researcher would like to give some suggestions which can be used to teach narrative text as follows:

1. The teacher should use interesting strategy to make the teaching and learning process become enjoyable and effective. So, the students will be interested in learning English subject.

2. The teacher can apply story pyramid as a teaching strategy in reading comprehension especially narrative text since it is proved that this strategy implied positive influence for students' reading comprehension in narrative text.

3. It's as reference to other researcher in doing treatment by using Story Pyramid Strategy.

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