

# THE INFLUENCE OF STORY PYRAMID STRATEGY TOWARDS STUDENTS' READING ABILITY OF NARRATIVE TEXT

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**Abstract.** *The objective of this research are to know whether there is a positive influence of story pyramid strategy towards students' reading ability of narrative text , and to know whether the average score of students' reading ability of narrative text who learned reading through story pyramid strategy higher than those who learn reading through conventional technique. The research was conducted at the eighth grade of SMP Negeri 19 Pesawaran. The research used the experimental method. The population of the research was taken from the students at the second semester at the eighth grade of SMP Negeri 19 Pesawaran in academic year 2016/2017. This research used cluster random sampling technique to took the sample. The researcher took two classes as the sample. The first class as experimental class. It was VIII A and the second class as control class. It was VIII B class. In analyzing the data used t-test formula. Based on the data analysis and hypothesis test, it found that the result of calculating was t-test (4.91) with t-table (2,00) so,  $H_0$  was refused. It means that there is possitive influence of teaching reading through story pyramid strategy. And the average score of students' reading ability who learn reading through story pyramid strategy is higher than who learn reading through conventional technique. The average score of experimental class was 57,79 and Control class was 46.39. So, there was influence of story pyramid strategy towards students' reading ability of narrative text at the eight grade of SMP Negeri 19 Pesawaran.*

*Keywords: Story Pyramid Strategy, Reading, Narrative*

## **A. INTRODUCTION**

Reading ability is a complex skill that requires an active interaction between text elements and reader. Since comprehension of text is the ultimate goal in reading, understanding comprehension processes is critical to the study of beginning reading. In other words, the important of reading is get information from the text and add to the knowledge of students in improving English language lessons.

Reading is the fundamental skill upon which all formal education depends. Reading is one of language in English taught for students in English. It is important skill should be mastered by students. Through reading students can get information and improve their comprehension. Besides, they will know what the writer's purpose in his or her writing. Reading is a process in which reader finds information given by the writer in written form. In this case, reading can be say as an interactive process, check an questions about what the text is about. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read.

In teaching and learning activity, it is possible for students to fine some problems. Generally, in reading activity students get difficulties to comprehend the text which may be caused by their mastery of vocabulary, their motivation to read English text, their ability of English grammar and so fourth. Teachers as facilitator in teaching activity, may help the students to improve their reading ability. For example, by applying appropriate technique in teaching and learning activity can reduce the students' difficulties in gaining the information, massage, knowledge in written text.

Based on the observation in SMP Negeri 19 Pesawaran, the writer noted that the students face some problems in their reading ability. The students difficult to comprehend the text well. They get difficulty to find the main idea of the text. Furthermore, they confuse to recognize or identify the meaning of English words in a text. Referring to the problem above, the writer in interested to solve the students' problems by applying teaching technique in reading activity. The techniques which can be used in teaching reading is story pyramid.

The objective of the research are to know and describe the significant influence of using story pyramid strategy towards students' reading ability of narrative text and to know and describe whether the average score of students' reading ability of narrative text which is taught using story pyramid strategy is higher than which is taught through conventional technique.

### ***Reading***

Brown (2001) states "Reading will be developed best in association with writing, listening, and speaking activities". It means can help us to improve our reading ability in English. In other words, is important reading in addition is the most important aspect in studying a language especially in reading activity.

Moerover, Grabe and Stoller (2002) state "Reading to search for simple information is a common reading ability, though some researchers see it as a relative independent cognitive process". In addition Murcia (2001) states "strategic reading a major goal for academic reading instruction is the development of strategic reader". It means that reading is not only a source of information but also as a meaning of extending knowledge of the language.

Based on the statement above, the writer assumes that through reading the students get much information and knowledge, in other word students can develop other language skill by knowing the reference, knowing the particular meaning of the words, and identifying the implicit and explicit information of the reading text also they automatically have ability to understand written language.

Anderson and Anderson (1997) states narrative text types tell a story using spoken or written language. It can be communicated using radio, television, books, newspaper and computer files. Picture, facial expressions and camera angels can also be used to help communicate meaning. Narrative are usually told by a story teller. This person gives his/her point of view to the audience and determines the order in which the events of the story will be told.

According to Mudjiono (1994) the uses of narrative texts in teaching learning process:

1. Improving students' ability
2. Giving more chances to the students to express their opinion.

3. Helping students to learn theoretically and practically.
4. Helping students to realize and to solve the problem based on their experiences
5. Helping students to judge their own ability by comparing to others.

From statement above, it means that narrative text the one of method. Material or strategy to make learners condition and teaching learning situation enjoy and it will make students have big motivation of improve their english skills especially reading.

To clarify the nature of narrative text, there are several characteristic goal and generic structure of narrative text. These text have generic structure as follows:

- a. Orientations, introduce the characters, background, setting, and time in the story.
- b. Complication, that sets off a chain of events that influences what will happen in the story.
- c. Sequence of events, where the characters solve the problem created in the complication.
- d. Coda, that provides a comment or moral based on what has been learned from the story.

The language features usually found in a narrative are:

- a. Specific characters.
- b. Time words that connect events to tell when they occur.
- c. Verb to show the actions that occur in the story.
- d. Descriptive words to portray the characters and settings.

### ***Story Pyramid***

Teacher plays an important role to achieve the aim of teaching and learning process. It is necessary for the teacher to be more creative in teaching the students. Creative means, the teacher have to try some strategies in order to make the students become more active in classroom. Sometimes teachers use old fashion in teaching process and it make the students become so lazy in studying. Based on explanation above, it is clear enough that using strategy will help the students to overcome their problem in learning process. In this research, the

researcher flaunted Story Pyramid strategy during teaching reading and learning narrative text.

According to Lenski (2001) state that “story pyramid is a strategy design to help students reading comprehension, but could also be used focus on character, setting, and story problems”. Moreover, 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 showed students’ critical thinking, because the students would analyze the text from the easy one to the difficult one based on highest to the lowest pyramid.

Based on theory, it can be assumed that by using story pyramid students can describe the important information from a story, such as the main character, the setting, and the major events in the plot can be comprehended. 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. A story pyramid is a structured format students use to summarize the most important parts of story. This strategy forces students to review and summarize the main points of a story. The procedure in this strategy after reading, students summarize the main aspect of the story in pyramid form with eight lines.

#### *Procedure of Using Story Pyramid Strategy*

The procedures of Using Story Pyramid strategy in teaching narrative reading by Wardaningsih, Apriliawati and Arifin (2013) :

1. Teacher told the students that they are going to discuss about narrative text.
2. Teacher explained how to use story pyramid and give a model to the students.
3. Teacher delivered a story and a story worksheet to the students.
4. Teacher asked the students to read the story carefully.
5. The students read the story carefully.
6. The students read the information requited in the worksheet.
7. The student began fill in the story pyramid. First line, the students write the name of main character of the story.
8. Second line, the students wrote two words describing main character.

9. Third line, the students wrote three words describing the setting.
10. Fourth line, the students wrote four words stating the problem.
11. Fifth line, the students wrote five words describing one event
12. Sixth line, the students wrote six words describing a second event.
13. Seventh line, the students wrote seven words describing third event.
14. Eighth line, the students wrote stating the solution to the problem.
15. After finished fill in the story pyramid, collected it.
16. Teacher and students discussed difficult words in the story.

By the steps above, the researcher arranged the procedures of using the strategy in the class.

The followings are the elaboration of procedures that were used in this study:

1. The teachers tell the students that they are going to discuss about narrative text.
2. The teacher gives students the model of story pyramid that have provide and explain how to use story pyramid about.
3. Third, the teacher gives narrative text and story pyramid worksheet to students, and ask them to read the story.
4. The next step, to measure students' understanding in narrative text, teacher give a test in multiple choice forms to students and ask the students to answer the questions.

### ***Narrative***

Nick Lacey(2000) state that the word derives from the Latin *narre*, which means 'to make know', so narratives frequently convey information. What distinguishes narrative from other forms is that it presents information as a connected sequence of events. Meanwhile Keraf(1984) state that Narrative paragraph is divided into two lands : imaginative story, such as short story, fable, novel and expressing narrative for example news report, biography, history. According to Knapp & Watkins(2005) is we cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Then, narrative is also a 'big' or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. Narrative is a process of narrating of the story as a connected sequence of events. Sequence of events narrative are orientation, resolution.

The previous research about story pyramid strategy is the title of *Improving Students' Reading Comprehension by Using Story Pyramid Strategy* by Mentari Wilis Wijayanti aims to : (1) know whether story pyramid strategy can improve the students' reading comprehension at the VIII C grade students of SMP Negeri 1 Kemusu Boyolali 2014/ 2015 Academic Year (2) find out the improvement of reading comprehension at VIII C grade students of SMP Negeri 1 Kemusu Boyolali 2014/ 2015 Academic Year (3) describe the classroom condition when story pyramid strategy is implemented at VIII C grade students of SMP Negeri 1 Kemusu Boyolali 2014/ 2015 Academic Year. The researcher conducted the reasearch VIII C by applying a classroom action research, as a method of the research. The result show that story pyramid strategy can improve the students' reading comprehension. It can be proved by the result of the pre-test and post test. The mean score of pre-test is (64,85) and it increase in post test 1 become (73,14), so it almost reach KKM which is 75. The score improve again until 83,28 and passed standard minimum score (KKM) of English lesson. It means with story pyramid strategy, the students can achieve all the reading comprehensions' indicator.

The hypothesis of this research as follows there is a significant influence of story pyramid strategy towards students' reading ability of narrative text.

## **B. RESEARCH METHOD**

This research used descriptive quantitative research. Mackey and Gass (2005) State that "it generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some short of numerical analysis is carried out". Quantitative research is way to summarize a large number of observations and indicate numerically the amount of error in collecting and reporting the data. To conduct the research, the writer uses experimental design. "in experimental studies, researchers deliberately manipulate one or more variables ( independent variable)" Mackey and Gass (2005). In this research, the writer investigated two variables namely Story pyramid Strategy and reading to know whether the strategy influence students reading ability.

### ***Population***

According to Mcmillan and Schumacher (2001) “Population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the result of the reach.” The population of the research is the eight grade students of SMPN 19 Pesawaran. The total numbers of the students are 283 students in eighth classes.

### ***Sample***

McMillan and Schumacher (2001) state that “In probability sampling subjects are drawn from a larger population in such a way that the probability of selecting each member of the population is known, though probabilities are not equal.” Besides, McMillan (1996) states that “the sample a group of elements, or single element, from which data are obtained.” The writer uses two classes as the sample of the research. The first class was used as experimental control and another class was used as control class. The name experimental is VIII A class and control is VIII B class.

### ***Sampling Technique***

There are several probability sampling procedures in educational research: simple random sampling, systematic sampling, stratified sampling, and cluster sampling” McMillan and Schumacher (2001). Furthermore, McMillan (1996) states that “ The purpose of sampling is to obtained a group of subject who representative of the large population or will provide specific information needed . “ In this research the writer used cluster sampling. According to , McMillan and Schurmacher (2001) “ In cluster sampling, however, the researcher identifies convenient, naturally occurring group units, such as neighborhoods, schools, districts, or region, not individual subject , and then randomly select some of these units for the study.” Besides, McMillan states that (1996) “Cluster sampling involves the random selection of naturally occurring groups or areas and then the selection individual elements from the chosen groups or areas.”

The instrument of this research is used objective test, that is multiple choices test. The test consist of four options A,B,C and D the score is 2,5 of each item test for true and 0 for



wrong. The highest score is 100 and lowest score is 0. And the data analysis used t-test formula.

### C. FINDINGS AND DISCUSSION

#### *Findings*

It was used to prove the hypothesis proposed by the researcher whether they were accepted or not by using t-test formula of t-test is as follow :

$$t_{\text{test}} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2}$$

Notes:

$\bar{X}_1$  = The average score of experimental class

$\bar{X}_2$  = The average score of control class

$n_1$  = the total students from experimental class

$n_2$  = the total students from the control class

$S_1^2$  = the variance from experimental class

$S_2^2$  = the variance from control class

From the table above, it was obtained :

$$n_1 = 34$$

$$S_1^2 = 182.86$$

$$n_2 = 34$$

$$S_2^2 = 64.82$$

$$\bar{X}_1 = 58.97$$

$$\bar{X}_2 = 45.7$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$\begin{aligned}
 &= \frac{(33)182.86 + (33)64.82}{34 + 34 - 2} \\
 &= \frac{6034.38 + 2139.06}{66} \\
 &= \frac{8173.44}{66}
 \end{aligned}$$

$$S^2 = \sqrt{123.84}$$

$$S = 11.12$$

After standard of deviation was found, the researcher calculated them into t- test as follow :

$$t_{\text{test}} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{test}} = \frac{58.97 - 45.70}{11.12 \sqrt{\frac{1}{34} + \frac{1}{34}}}$$

$$t_{\text{test}} = \frac{13.27}{11.12 \times \sqrt{0.06}}$$

$$t_{\text{test}} = \frac{13.27}{2.7} = 4.91$$

$H_0 : \mu_1 = \mu_2$  (There is no influence of Story Pyramid Strategy towards students' reading ability of narrative text at the eighth class of SMP Negeri 19 Pesawaran)

$H_a : \mu_1 \neq \mu_2$  (There is an influence of Story Pyramid Strategy towards students' reading ability of narrative text at the eighth class of SMP Negeri 19 Pesawaran)

The criteria is accepted is  $H_a$  if  $t_{\text{ratio}}$  or  $t_{\text{test}} > t_{\text{table}} (1 - \frac{1}{2} \alpha)$

$$t_{\text{table}} = t (1 - \frac{1}{2} \alpha) (\text{df}), \text{ where } \text{df} = (n_1 + n_2 - 2)$$

for the significance  $\alpha = 0.01$ , it is obtained :

$$\begin{aligned}
 t_{\text{table}} &= t (1 - \frac{1}{2} \alpha) (\text{df}) \\
 &= t (1 - \frac{1}{2} 0/01) (34 + 34 - 2) \\
 &= t (0.95) (66) \\
 &= 2.43
 \end{aligned}$$

for the significance  $\alpha = 0.05$ , it is obtained :

$$t_{\text{table}} = t (1 - \frac{1}{2} \alpha) (\text{df})$$

$$= t (1 - \frac{1}{2} 0/05) (34+ 34 - 2)$$

$$= t (0.975) (66)$$

$$= 2.00$$

Based on the data analysis, it was got  $t_{ratio}$  or  $t_{test} = 4.91$  and  $t_{table} = 0.95 (66) = 2.43$ . It means that  $t_{test} > t_{table}$  ( $4.91 > 2.43$ ). So the writer could conclude that there is positive influence of Story Pyramid Strategy towards students' reading ability of narrative text at the eighth class of SMP Negeri 9 Pesawaran.

### Discussion

Based on the research by using story pyramid strategy towards students' reading ability of narrative text at the second semester of the eighth class at SMP Negeri 19 Pesawaran 2016/2017. The writer would like to say that using story pyramid strategy towards students' reading ability of narrative text in teaching learning process is able to motivate students in learning English especially reading ability.

Reading is one of the good ways to get much information and to improve our translation ability, because if we read something and we do not know the meaning, it is useless. However, if we understand

Reading is a basic skill that should be mastered by students because reading cannot be separated from learning activity, by reading we can get information, knowledge and get comprehension and also we can know what the writer purposes. According to Grabe et al (2002:9) that "Reading is the ability to draw meaning from the printed page and interpret this information appropriately".

After getting the result of the test, the writer could see that the average score of experimental class that was taught by story pyramid strategy is  $X^2_{ratio} = 5.99$  and the average score of control class that was taught by conventional technique is  $x^2_{ratio} = 4.98$

Based on the data analysis and hypothesis test, the writer got the result of research with formula that  $t_{test} = 4.91$  and  $t_{table}$  of 1% = 2.43 and 5% = 2.00. The result that was found  $t_{test} \geq t_{table}$ .  $4.91 > 2.43$  or  $2.00$  it means that there is positive influence teaching reading by using story pyramid strategy through students reading ability. Story pyramid strategy is a good technique to motivate the students in learning English, especially in reading.

## D. CONCLUSION AND SUGGESTION

Based on the result of the research and based on the theories above and data analysis, the researcher concluded as follows: There is an influence of Story Pyramid Strategy towards students' reading ability of narrative text at the eighth class of SMP Negeri 9 Pesawaran in 2016/2017. This is shown by the result of data analysis in which  $t_{test} > t_{table} = 4.91 > 2.00$  or 2.43. So,  $H_0$  is rejected and  $H_a$  is accepted.

The suggestion from this research is students should be active and should increase their motivation in learning English especially reading. The students should read more such as English books of Narrative text.

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