

**THE EFFECTIVENESS OF USING STORY PYRAMID STRATEGY IN TEACHING  
NARRATIVE TEXT TOWARD THE STUDENTS' READING COMPREHENSION  
AT THE EIGHTH GRADE OF SMPN 1 SUMBERGEMPOL TULUNGAGUNG IN  
ACADEMIC YEAR 2014/2015**

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**Abstract:** Some problems are faced by students in reading of English text. Students are frustrated and bored when they do not understand what they are reading. 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 problems in teaching reading comprehension were faced by students of the eighth grade at SMPN 1 Sumbergempol and, thus, a research aimed at knowing the effectiveness of using story pyramid strategy in teaching narrative text toward students' reading comprehension was conducted in this school. The research design of this research was quasi experimental research with quantitative approach.

The research finding in this research showed the difference between the mean of students' reading score when they are taught without using the story pyramid strategy (73.90) and when they are taught using story pyramid strategy (79.97). The result of statistical computation using Independent Sample T-Test showed that the score of  $t_{count}$  was (3.024) and  $t_{table}$  was (2.001). By comparing the "t" was  $t_{count} > t_{table}$  known that (3.024 > 2.001). The significant value is  $0.004 < 0.05$ . It was concluded that Story Pyramid Strategy is effective strategy in teaching narrative text toward students' reading comprehension to junior high school, especially for the eighth grade of SMPN 1 Sumbergempol, Tulungagung.

**Keywords:** Effectiveness, Story Pyramid Strategy, Reading Comprehension.

English is one of the international languages. As an international language, English is considered important in order to absorb and develop science, technology, art and culture. According to Richards and Renandya (2002:1), English in different parts of the world where it is not native language may have the status of either a "second" or a "foreign" language. In

the former case, it is a language that is widely used in society and learners need to acquire English in order to survive in society. In the latter case, it may be taught as a school subject but has restricted uses in society at large.

In Indonesia, English is used as subject matter in education and has been taught at the level elementary school until university, as the highest education level. It means that in Indonesia, English as the foreign language. They learn English to get more knowledge and information written in English, in the highest education, learning English means not more than knowledge the language so the learner can extend their knowledge on the real study.

In learning English as the foreign language, we must know the four basic skills and some components. The four skills are reading, speaking, writing and listening and the some language components such as grammar, pronunciation, and vocabulary. According to Blass (2002:VII), reading builds literacy. As literacy grows, so do language and conceptual development until reading and writing become the tools of empowerment and possibility, the tools by which the reader achieves academic success and satisfying life experiences. Reading is good way to develop and understand English. We know that in daily activities we read many English texts. Those are in some public places, brochures, books, etc. In other word, the ability to read English texts in any form will give some advantages to our lives.

Junior High School is a formal school in Indonesia. Students are in the Junior High School who just graduate from elementary school. Because of it, teachers need to be creative in correlating the main topic to real situation and students can learn the linguistic features automatically in teaching Junior High School. Students in this level are students are in the transition level from Elementary School which basically they are young learner. So, the teacher's role in teaching will take important part in the process of motivating the students to get a lot of information about the language itself.

In some facts, many students are difficult to comprehend English text. Based on the researcher's experience in practicing of teaching, students were not interesting with reading English. They became frustrated when they had difficulties in reading the target language. They said that their teacher only asks students to read the text and answer the comprehension question provided in the book. There is no strategy in teaching learning English. In this situation, the specific teaching strategy that focuses on the teaching of reading comprehension is needed.

Reading comprehension ability is becoming very important, but in act many students are having difficulty in comprehending. This is a condition where the importance of reading strategies comes in so as to facilitate the reading process and give students a clear sense of

what they are reading. However, when reading strategies are not readily available, the students become easily frustrated and bored because they do not understand what they are reading and as a result. The students have no motivation to read any longer.

Those factors are actually students' problems in reading. These cases need to be solved. Therefore, the researcher proposes one strategy in reading that can be used to improve students' comprehension. The strategy is Story Pyramid Strategy. Story pyramid is one of strategies of graphic organizer that the researcher uses to teach reading comprehension.

Macon, et al. (1991) in *Teaching Work* explained that:

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 stretches students' thinking and is fun.

Based on the theory, it can be assumed that by using story pyramid 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. 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.

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 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 above explanation of Story Pyramid Strategy, 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.

## **METHODOLOGY**

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 SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015. There were thirteen classes that consisted of 380 students. The researcher took E and B classes as the samples of this research. E class was as the control group and B class was as the experimental group. 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 get the data. The researcher used the objective tests that are divided to pretest and posttest. Before the instrument were given to both groups, the researcher tried out the instrument to another students but in the same level. It was meant to get the reliability of the instruments. The researcher computed the reliability of tryout test by using SPSS Statistics 16 with reliability analysis. The result of the computation of the reliability of the instruments were that the Cronbach's Alpha score for pretest was 0.515 and the Cronbach's Alpha score for posttest was 0.555. Those were not very reliable, therefore the researcher revised those items. For pre-test, the researcher revised 15 items and for post-test, the researcher revised 14 items.

After revising the instruments, the researcher gave the pretest to students of experimental and control group to measure students' reading comprehension before treatment process. The 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 student's score between pretest and posttest. The researcher gave the multiple choice test about narrative text. Pre-test of the control group was conducted on April 22<sup>th</sup> 2015 that was joined

by 31 students and the experimental group was on April 23th 2015 that was joined by 30 students. The number of test was 30 items.

The posttest was conducted to measure to students' reading comprehension of experimental group and control group after treatment process, this test was given to know the students' reading comprehension before and after they get treatment. The researcher gave the multiple choice test about narrative text. Post-test was conducted after the treatment. For the control group was on May 7th 2015 and the experimental group was on May 8th 2015. The number of test was 30 items.

The reseacher used SPSS Statistics 16 with reliability analysis to check the reliability of the test. the Cronbach's Alpha score for pretest of control group was 0.771 and the Cronbach's Alpha score for pretest of experimental research was 0,726. Related with the categories of reliability testing stated by Sujianto, the result of computation of both groups was categorized into reliable test. In this research to get the validity of instrument, the reseacher used content and construct validity. The normality and homogeneity testing was known normal and homogeneous. The test distribution of two groups were normal. Meanwhile, the the test is homogeneity because significant is 0.396, it means that the significant is more than 0.05 ( $0.396 > 0.05$ ).

The primary data in this research were students' reading comprehension score that taken from the tests administered directly by the researcher towards the experimental group and control group. Two kinds of test were used by the reseacher. Those were pretest and posttest.

The stages of collecting data consisted of pretest, treatment and posttest to both groups. The pretest was given to know the basic competence for students and to know earlier knowledge before they get treatment. The experimental and control group were in the same starting point. In the control group, the tretment was given before students got the teaching and learning process by the conventional method (without using story pyramid strategy). Whereas, in the experimental group, the treatment was given before students got the treatment (by using story pyramid strategy). Then the posttest was given after the student got the treatment. The posttest was conducted to measure to students' reading comprehension of experimental group and control group after treatment process, this test was given to know the students' reading comprehension before and after they get treatment and conventional method.

In analizing the data, the researcher used Independent Sample T test at SPSS 16.0 for windows to know the significant difference of achievement of students' reading

comprehension between they are taught by using story pyramid strategy and those are taught without using story pyramid strategy.

The hypotheses are in the form of Alternative Hypothesis (Ha) and Null Hypothesis (Ho). The alternative hypothesis (Ha), there is significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught without using story pyramid strategy and those are taught reading by using story pyramid strategy, while the null hypothesis (Ho), there is no significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using story pyramid strategy and those who are taught by using story pyramid strategy.

## FINDINGS

After giving pretest and posttest to both groups, the results were known. The subject of pretest in control group consisted of 30 students. The highest score was 83 and the lowest score was 30. For the detailed students' pretest score in control group.

The Students' Score on Pretest

No	Subject	Score (Y)
1	AD	77
2	ABMP	73
3	AF	83
4	ABDC	77
5	BFK	53
6	DNY	57
7	DF	73
8	EC	73
9	FDN	80
10	FF	67
11	IFM	73
12	IWL	33
13	JRF	80
14	KS	40
15	LAPS	77
16	MNF	77
17	MAA	30
18	MAH	77
19	MHA	73
20	NIK	83
21	NPR	53
22	PTRS	70

23	PB	57
24	RAW	63
25	RS	80
26	SIS	70
27	SN	50
28	SS	40
29	YWPK	63
30	YSR	83

The subject of posttest in control group consisted of 30 students. The highest score was 87 and the lowest score was 60

**The Students' Score on Posttest**

No	Subject	Score (Y)
1	AD	77
2	ABMP	70
3	AF	87
4	ABDC	77
5	BFK	60
6	DNY	63
7	DF	77
8	EC	70
9	FDN	83
10	FF	70
11	IFM	77
12	IWL	70
13	JRF	80
14	KS	67
15	LAPS	83
16	MNF	80
17	MAA	60
18	MAH	80
19	MHA	77
20	NIK	83
21	NPR	63
22	PTRS	73
23	PB	63
24	RAW	70
25	RS	83
26	SIS	77
27	SN	70
28	SS	70
29	YWPK	77
30	YSR	80

The subject of pretest in experiment group consisted of 31 students. The highest score was 90 and the lowest score was 37. For the detailed students' pretest score in experimental group.

**The Students' Score on Pretest**

No	Subject	Score (Y)
1	AHA	40
2	AN	40
3	ARF	43
4	ANR	77
5	AHN	77
6	DNM	77
7	DNL	60
8	DI	37
9	EC	83
10	FSNA	70
11	HL	73
12	IHAP	77
13	IZS	67
14	IMP	60
15	IZH	90
16	JP	53
17	LR	80
18	LS	50
19	MHIZZ	40
20	MK	77
21	MIHF	57
22	MMF	47
23	MKM	50
24	NJS	77
25	NR	70
26	RHA	63
27	RD	60
28	RNL	87
29	YS	70
30	YPW	67
31	YS	77

The subject of posttest in experimental group consisted of 31 students. The highest score was 97 and the lowest score was 70.

**The Students' Score on Posttest**

No	Subject	Score (Y)
1	AHA	73
2	AN	70
3	ARF	83



4	ANR	93
5	AHN	87
6	DNM	73
7	DNL	87
8	DI	70
9	EC	83
10	FSNA	77
11	HL	87
12	IHAP	83
13	IZS	77
14	IMP	73
15	IZH	93
16	JP	73
17	LR	80
18	LS	77
19	MHIZZ	63
20	MK	80
21	MIHF	73
22	MMF	80
23	MKM	77
24	NJS	87
25	NR	97
26	RHA	73
27	RD	70
28	RNL	93
29	YS	87
30	YPW	77
31	YS	83

Based on the result of students' pretest score of control and experimental group were normal and homogeneous so the researcher only compared the students' score of post-test. The researcher compared students' score of posttest of both groups that consisted of the highest score, the lowest score and the mean score in reading narrative text. After that the researcher found out the score of each group from students' score in posttest to know whether the students' comprehension was getting down, same or different. The result of difference of statistical data in posttest of control group and experimental group can be seen in the table below.

**Difference of Statistical Data in Posttest of Control and Experimental Group**

No	Name	Posttest	Name	Posttest
1	AD	77	AHA	73
2	ABMP	70	AN	70
3	AF	87	ARF	83

4	ABDC	77	ANR	93
5	BFK	60	AHN	87
6	DNY	63	DNM	73
7	DF	77	DNL	87
8	EC	70	DI	70
9	FDN	83	EC	83
10	FF	70	FSNA	77
11	IFM	77	HL	87
12	IWL	70	IHAP	83
13	JRF	80	IZS	77
14	KS	67	IMP	73
15	LAPS	83	IZH	93
16	MNF	80	JP	73
17	MAA	60	LR	80
18	MAH	80	LS	77
19	MAH	77	MHIZZ	63
20	NIK	83	MK	80
21	NPR	63	MIHF	73
22	PTRS	73	MMF	80
23	PB	70	MKM	77
24	RAW	73	NJS	87
25	RS	83	NR	97
26	SIS	77	RHA	73
27	SN	70	RD	70
28	SS	70	RNL	93
29	YWPK	77	YS	87
30	YSR	80	YPW	77
31			YS	83

Based on the table above, it can be seen the difference of the students' score in posttest of control and experimental group in reading narrative text. In posttest of control group showed that the highest score was 87, the lowest score was 60 and the mean score was 73.90, while in posttest of experimental group showed that the highest score was 93, the lowest score was 63 and the mean score was 79.97.

The hypotheses testing of this research, If  $t_{\text{count}}$  is bigger than  $t_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that there is different score of students' achievement in reading narrative text who was taught without and using story pyramid strategy. The different is significant. If  $t_{\text{count}}$  is smaller than  $t_{\text{table}}$  the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted. It means that there is no different score of students' achievement in reading narrative text who was taught without and using story pyramid strategy. The different is not significant.

The researcher used Independent Sample T test to analyze the data. Interpretation for the data can be done by concerning on the value of  $t_{count}$  and significant value (Sig). The researcher uses both of them to analyze the data and the test the hypothesis. In this case,  $t_{count}$  is compared to  $t_{table}$  whereas if  $-t_{count} < -t_{table}$  or  $t_{count} > t_{table}$ , so null hypothesis ( $H_0$ ) is rejected and if  $-t_{table} \leq t_{count} \leq t_{table}$ , so null hypothesis ( $H_0$ ) is accepted (Priyatno, 2008:77). In addition, in interpreting significance value, if it is higher than 0.05 ( $Sig > 0.05$ ),  $H_0$  is accepted while if it is lower than 0.05 ( $Sig < 0.05$ )  $H_0$  is rejected. In other words,  $H_0$  is rejected if  $Sig < 0.05$  and  $t_{count} > t_{table}$ .

### The Result of Analyzing Independent Sample T Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.082	.776	-3.024	59	.004	-6.068	2.007	-10.083	-2.053
Equal variances not assumed			-3.029	58.808	.004	-6.068	2.004	-10.077	-2.058

The result showed the output independent sample T test. The number of  $t_{count}$  is -3.024 and  $t_{table}$  is -2.001. The result of computation is  $-3.024 < -2.001$  ( $3.024 > 2.001$ ) while the significance value  $< 0.05$  ( $0.004 < 0.05$ ), so  $H_0$  is rejected and  $H_a$  is accepted. This means that  $H_a$  which states that there is significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using story pyramid strategy and those are taught reading by using Story Pyramid Strategy is accepted. Whereas  $H_0$  which states that there is no significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in

academic year 2014/2015 in reading narrative text between who are taught reading without using story pyramid strategy and those who are taught by using story pyramid strategy is rejected.

## **DISCUSSION**

Regarding on the result of data analysis, it was found that Story Pyramid Strategy is effective to teach reading comprehension. The previous researcher also had proved that Story Pyramid Strategy can be effective and improve students' comprehension in reading narrative text. For the first research had been conducted by Melaningsih (2013) entitled *The Effects of Using Story Pyramid Strategy toward Students Reading Comprehension a Study at the Tenth Grade Students of Senior High School SMAN 5 Solok Selatan*. The second research had been conducted by Wardiningsih et al (2012) entitled *Improving Students Reading Comprehension on Narrative Text through Story Pyramid Strategy at the Tenth Grade of SMA Muhammadiyah 2 Pontianak* and the third research had conducted by Mumpuni (2014) entitled *Using Story Pyramid Strategy to Improve Reading Comprehension of 11<sup>th</sup> Grade Students in SMAN 1 Kesamben Blitar*. From the results of research that is conducted by Melaningsih, Wardiningsih et al, Mumpuni and the researcher, those shown that story pyramid strategy is very effective in teaching and learning reading purposed to improve students' reading comprehension.

The researcher can prove that the story pyramid strategy is suitable and appropriate strategy in teaching reading comprehension exactly in narrative text. They become easily to remember what they summarize in story pyramid worksheet about the main character, setting, problem and resolution of the story. According to Lenski et al (2001:103) in Melaningsih, story pyramid strategy is strategy designed to help students with story comprehension, but could also be used to focus on characters, setting and story problems.

In other word, the students can comprehend a text clearly because they can describe the important parts by using the pyramid. Story Pyramid Strategy gives advantages to students in reading comprehension. Based on Macon et al in *Teaching Work* (1991) that it can help students pinpoint highlight of a story and describe the important parts of using a limited number of words. The requirement of brief responses stretches students' thinking and is fun.

## CONCLUSION AND SUGGESTION

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 exactly narrative text.

Based on the above conclusion, it is suggested that the English teacher can use this strategy in teaching reading comprehension of narrative text. The teacher also can use this strategy to teach writing class. According to McKnight (2010:210), this graphic organizer helps students organize story components, which makes it a useful prewriting tool. Model it through whole-group instruction. It means that this strategy can be used as the tool to teach students' writing ability.

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