



Improving The Students' Reading Comprehension In Narrative Text By Using Story Pyramid At Eighth Grade Students Of MTs Fathul Huda

Peningkatan Pemahaman Membaca Siswa Dalam Teks Naratif Dengan Menggunakan Metode Piramida Cerita Pada Siswa Kelas VIII MTs Fathul Huda

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Abstract

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan strategi Story Pyramid dapat secara signifikan meningkatkan pemahaman membaca siswa dalam teks naratif. Penulis melakukan penelitian ini di MTs Fathul Huda dengan total populasi 69 siswa, dengan menerapkan purposive sampling yang terdiri dari kelompok eksperimen dan kontrol. Penulis menggunakan desain quasi-eksperimental dan menggunakan tes pilihan ganda yang terdiri dari 40 item. Dan hasil tes menunjukkan bahwa t-diperoleh lebih tinggi dari t-tabel ($6,447 > 2,014$). Hasil uji-t Sampel Berpasangan di kelas eksperimen menunjukkan peningkatan yang jelas. Peningkatan ini signifikan secara statistik di semua lima aspek membaca, ide utama, detail, urutan, inferensi dan kosa kata yang berarti bahwa penggunaan strategi Story Pyramid secara konsisten mendukung peningkatan pemahaman membaca siswa. Kesimpulannya, Story Pyramid dapat diterapkan untuk meningkatkan pemahaman membaca siswa.

Kata Kunci: Piramida Cerita, Pemahaman Membaca, Teks Naratif

Abstract

The aimed of this study was to find out the use of the Story Pyramid strategy could significantly improve students' reading comprehension in narrative texts. The writer conducted this study at MTs Fathul Huda with the total population was 69 students, by applying purposive sampling that consists of experimental and control group. The writer used a quasi-experimental design and using multiple choice test that consists of 40 items. And the result of the test showed that the t-obtained was higher than t-table ($6.447 > 2.014$). The Paired Sample t-test results in the experimental class indicated a clear improvement. This improvement was statistically significant across all five aspects of reading, main idea, detail, sequence, inference and vocabulary which means that the used of the Story Pyramid strategy consistently supported the improvement of students' reading comprehension. In conclusion, Story Pyramid can apply to improve the students' reading comprehension.

Keywords: Eighth Grade, Narrative Text, Reading Comprehension

INTRODUCTION

Reading is one of the fundamental skills in language learning that played a vital role in the educational process. It was not only a means of acquired information but also a gateway to understood and evaluated various types of texts. In the academic world, reading is a primary activity that supported the mastery of knowledge and other skills. Therefore, proficiency in reading is a



critical indicator of students' success in the learning process. According to Brassell & Rasinski (2008), reading involves understanding or interpreting the meaning of written text. It served as a means to gain a through understood and extracted ideas from a text. Reading is the process of understanding written text to gain information, knowledge, or enjoyment.

Reading comprehension refers to the ability to process, understand, and interpret the information contained in written texts. It involves several components, such as word recognition, understanding sentence structures, identifying main ideas, and connecting the information in the text with prior knowledge or experiences. According to Brassell & Rasinski (2008) reading comprehension involves creating meaning from written communication through a mutual and complete exchange of ideas between the reader and the message. Reading comprehension is a cognitive process that involves comparing individual words and understanding their meaning within sentences, clauses, and paragraphs during reading activities. Instead, reading requires a cognitive process that breaks down the components of the text. Therefore, for students to fully understand a text, they need creative skills that allow them to build new meanings from a literacy perspective and analyze the structure of the text in a creative and critical way.

Reading comprehension, as as cited by Gea, Sinambela & Sipayung in Manurung (2022), is the interaction between readers and text to derive meaning, messages, or information. This interaction involves understanding the main ideas, specific details, inferences, and contextual meanings within the text. For students, mastering reading comprehension is vital for academic success as it enables them to analyze, summarize, and apply the information effectively.

According to Lernas, Miller & Soro (2010), reading comprehension refers to the ability to derive meaning from written texts. It is not a fixed skill but rather one that changes depending on the purpose of reading and the type of text being read. This highlights that the main goal of reading comprehension is to enhance reading efficiency. For students, having strong reading comprehension skills is essential to extract information from a text. There are many types of reading texts that can be used to practice reading skills. One of them is narrative text.

Narrative text is a type of writing that tells a series of events. The events can be real or made up, Friska (2018). Narrative texts are structured around a series of events and often convey moral lessons. Understanding such texts requires recognizing the relationships between events and their significance in the story.

Students often face challenges in understanding paragraphs due to several interconnected issues, such as students' struggle to recognize words in English, learning new words for the first time, vocabulary knowledge and reading fluency. Based on the writer's experience at MTs Fathul Huda, the writers found several problems in reading comprehension. Students taking too long to understand the texts, students not being interested in learning and they feel bored when reading, difficulty finding important parts and understanding the structure of the text. This caused the average grade of eighth grade students' at MTs Fathul Huda was below 70. To address the issues an alternative is needed. One of the strategies that can be used to comprehend narrative texts is the Story Pyramid strategy.

Puthota (2011) as cited in Tsuraya (2023), described the Story Pyramid as a strategy designed to help students deeply understand various elements of a story by carefully examining the



main character, setting, conflict, sequence of events, and resolution. This means that the description of key story information, such as the main character, setting, and major plot events, can be understood using the story pyramid.

Based on the explanation above, the writer conducted a research with the title: “Improving the Students’ Reading Comprehension in Narrative Text by Using Story Pyramid At Eighth Grade Students’ of MTs Fathul Huda”.

METHOD OF RESEARCH

This study was used a quasi-experimental design, spesifically the pretest-posttest non-equivalent group design. According to Creswell (2018). An experimental design involves intentionally changing one or more variables to observe how these changes affect a specific outcome or set of outcomes. According to Creswell (2009), quasi-experimental designs are suitable when participants cannot be randomly assigned to groups.

The writer was selected two intact classes to serve as the experimental and control groups. The experimental group, taught by using the Story Pyramid strategy and the control group, taught by using conventional teaching methods. Both groups gave pre-tests and post-tests to evaluate the impact of the treatment.

Experimental group O1 _ X _ O2

Control group O3 C O4

Where:

O1 : Pre-test of experimental group

O2 : Post-test of experimental group

O3 : Pre-test of control group

O4 : Post-test of control group

X : Treatment (Story Pyramid)

C : Conventional Method

_____ : Dashed line

In this study there were two classes, experimental and control group. Both experimental and control classes have pretest. After the writer got the score from pre-test, the writer applied treatment for experimental group. Meanwhile, for the control group they studied like usual. At the last meeting, both of experimental and control group given the post-test.

Bagian metode penelitian berisi bahan dan alat, lokasi penelitian, uraian masalah atau alasan penelitian, metode/cara pengumpulan data (survei atau perancangan percobaan), dan analisis data. Pendahuluan ditulis dengan font Times New Roman-12, spasi 1,15. Tiap paragraf diawali kata yang menjorok ke dalam sekitar 1 cm dari tepi kiri tiap kolom.



FINDINGS AND DISCUSSION

1. Findings Of Study

The test was distributed to the eighth grade students of MTs Fathul Huda. The total number of students was 71 students from all of the eighth classes, there were 47 students taken as sample. 8.1 as experimental class consist of 23 students and 8.2 as control class consisted of 24 students.

The finding of this study dealt with the result of the test done by the students in the experimental class. The test was given to the students before and after the treatment. The pre-test was given to the students before the treatment in form of multiple choices. Meanwhile, the post-test was given at the end after treatment and the test was the same as the pre-test. In the control class the test was given in form of multiple choices without treatment.

2. The Analysis On Reading Comprehension In Experimental Class (Paired Sample T-Test)

To found out whether or not there was significant progress in students' reading comprehension between before and after treatment, the result of students' reading comprehension in pre-test and post-test were compared by researcher, paired sample t-test was used to process the data. The distributed data was described as table 7 below.

Table 7

The Result of Paired Sample T-Test Reading Comprehension of Experimental Class

Variable	Mean Pre-Test	Mean Post-Test	Mean Differences	T-Obtained	Sig. (2 Tailed)
Reading Comprehension (Total)	29.13	64.02	34.891	12.518	.000
Main Idea	1.83	3.65	1.826	9.875	.000
Detail	1.87	3.52	1.652	7.401	.000
Sequence	1.30	2.83	1.522	5.572	.000
Inference	1.17	2.91	1.739	8.654	.000
Vocabulary	1.70	2.74	1.043	6.069	.000

In the table 7, it explained that the result of pre-test and post-test in experimental class was compared by the researcher, in the term of reading comprehension aspects. Based on the table above, the mean of pre-test of reading comprehension was 29.13, the mean of post-test of reading comprehension was 64.02 with mean differences was 34.891. Meanwhile, the value of t-obtained was 12.518 at the significance level .000.

Furthermore, in term of reading comprehension aspects, the value of mean pre-test of main idea was 1.83, the mean of post-test of main idea was 3.65 with mean differences 1.826. Meanwhile, the value of t-obtained was 9.875 at the significance level .000. The next was detail, the mean score in the pre-test was 1.87 and the post-test was 3,65, with the mean differences 1.652. Meanwhile, the value of t-obtained was 7.401 at the significance level .000. And then sequence, the mean score



in the pre-test was 1.30 and in the post-test was 2.83 with the mean differences 1.522. Meanwhile the value t-obtained was 5.572 at the significance level .000.

The next aspect was inference, the mean score in the pre-test was 1.17 and in the post-test was 2.91, with the mean differences 1.739. Meanwhile, the value of t-obtained was 8.654 at the significance level .000. The last was vocabulary, the mean score in the pre-test was 1.70 and the post-test was 2.74, with the mean difference 1.043. Meanwhile, the value of t-obtained was 6.069 at the significance level .000.

From table 7, in pre-test experimental the researcher found the high aspect score was detail was 1.87 because some students able to find the detail well and the students can described information and event from the story. The researcher also found the lower aspect was inference was 1.17 because almost all the students have very poor or even lack vocabulary, so the students have difficulty understanding of reading, especially in understanding the text. But, after the treatment the score of vocabulary aspect was improved to 2.74 because the students can answered correctly questions that related to vocabulary aspect.

It could be concluded that all of aspects of reading comprehension in experimental class had better significance in every single aspect before and after the treatment by using story pyramid strategy.

The Analysis On Reading Comprehension In Control Class (Paired Sample T-Test)

To found out whether or not there was significant progress in students' reading comprehension in control class, the result of pre-test and post-test in control class was compared by the researcher, paired sample t-test was used. The distributed data was described as table 8 below.

Table 8

The Result of Paired Sample Reading Comprehension of Control Class

Variable	Mean Pre-Test	Mean Post-Test	Mean Differences	T-Obtained	Sig. (2 Tailed)
Reading Comprehension (Total)	22.96	38.02	15.052	6.014	.000
Main Idea	1.67	2.08	.417	1.683	.106
Detail	1.21	1.92	.708	3.635	.001
Sequence	1.29	1.92	.625	2.394	.025
Inference	1.58	1.88	.292	1.046	.307
Vocabulary	1.42	1.96	.542	2.498	.020

Based on the table 8, the mean of pre-test of reading comprehension was 22.96 and the mean of post-test of reading comprehension was 38.02 with the mean differences 15.052. Meanwhile, the value of t-obtained was 6.014 at the significance level .000.

Furthermore, in term of reading comprehension aspects, the value of mean pre-test of main idea was 1.67, the mean of post-test of main idea was 2.08 with mean differences .417. Meanwhile, the value of t-obtained was 1.683 at the significance level .106. The next was detail, the mean score in the pre-test was 1.21 and the post-test was 1.92, with the mean differences .708. Meanwhile, the value of t-obtained was 3.635 at the significance level .001. And then sequence, the mean score in



the pre-test was 1.29 and in the post-test was 1.92 with the mean differences .625. Meanwhile the value t-obtained was 2.394 at the significance level .025.

The next aspect was inference, the mean score in the pre-test was 1.58 and in the post-test was 1.88, with the mean differences .292. Meanwhile, the value of t-obtained was 1.046 at the significance level .307. The last was vocabulary, the mean score in the pre-test was 1.42 and the post-test was 1.96, with the mean difference .542. Meanwhile, the value of t-obtained was 2.498 at the significance level .020.

From table 8, in pre-test control the researcher found the high aspect score was main idea was 1.67. The researcher also found the lower aspect was detail was 1.21 because almost all the students was difficult to understand the text and they can't find the detail from the text. It could be concluded that all of the aspects of reading comprehension in control class there was a little bit significant different.

The Analysis of Student's Reading Comprehension (Independent Sample T-test)

To found out whether or not there was significant difference on student's reading comprehension between two classes, experimental class and control class. The result of student's reading comprehension post-test in both classes were compared by the researcher in using independent sample t-test. The distributed data was described as the table 9 below.

Table 9

The Result of Independent Sample T-Test Both Experimental and Control Class

Variable	Post Test				Mean Difference Post Exp & Control
	Mean Exp	Mean Control	T-Obt	Sig	
Reading Comprehension	64.02	38.75	6.447	.000	25.2717

Based on the result of independent sample t-test, in the experimental class was at the significance level of .000 with the mean of post-test of experimental class 64.02 and the mean of post-test of control class 38.75. The mean difference between post-test of experimental and control class was 25.2717 where t-obtained between post-test of experimental and control class was 6.447. T-obtained was 6.447 with degree of freedom (df) 45, so that why from the t-table was 2.014. T-obtained (6.447) > t-table (2.014), it means the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

CONCLUSION

Based on the data analysis that was described in the previous chapter, it could be concluded that story pyramid strategy could improve the eighth grade students' reading comprehension at MTs Fathul Huda. The students' who were taught by using story pyramid strategy (experimental class) got better score than those who were not taught (control class) by using conventional strategy.

It could be seen from the data t-obtained. Based on the result of this study it found the t-obtained was 6.447 > 2.014 (t-obtained > t-table) with degree of freedom (df) was 45 at the



significant level .000, because basen on value significant 2-tailed of smaller that 0,05 it confirms that (Ho) the null hypothesis was rejected and (Ha) the alternative hypothesis was accepted.

In this study, there was significant differences between the students' reading comprehension before and after treatment. Besides, the test result of the experimental class that was higher than control class, it could be stated that teaching reading by using story pyramid strategy more interesting in the classroom. In the other words, story pyramid strategy could significantly improve students' reading comprehension.

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