

## CHAPTER II

### STORY PYRAMID IN TEACHING READING COMPREHENSION

#### A. The Nature of Story Pyramid

##### 1. Definition of 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 makes the students become so lazy in studying.

Thus, reading is one of the important skills that have to be mastered by students. But, in reality reading is not an easy thing to be mastered. Pang et al (2003: 6) stated that "Reading is a complex activity that involves both perception and thought." Considering the problems are faced by the students, the researcher will use a strategy to help students overcome their problem in learning process, particularly in reading comprehension.

The use of strategy can help students in learning process, according to Tankersley (2003: 90), "Strategies are what we provide to the learner to help him organize and make meaning as he is reading." Likewise, McNamara (2009: 34) states that, "Teaching strategies are one of the most effective means of helping students to overcome them." Many ways can use to help students in their learning activity; implement the strategy

is one of the ways. Based on explanations above, it is clear enough that using strategy will help the students to overcome their problem in learning process. In this research, the researcher implemented Story Pyramid strategy during teaching and learning narrative text.

Story pyramid is one of learning strategy, and it was used by the researcher in this research. According to Puthota cited in Dwilkhaira (2014: 3) states that “Story Pyramid is a strategy to ensure that students thoroughly comprehend a variety of different aspects of a story by closely analyzing the main character, setting, problems, events, and solution”. This connotes that story pyramid strategy enables the students to comprehend the text easier.

In the same way, Jonson (2007: 184) state that “Story Pyramid is a structured format students use to summarize the most important parts of a story.” Further, Dixon (2012: 23) explains that “Using a story pyramid, students identify the parts of a story and the structure. Students should be able to identify when and how the story begins and when and how they know the story ends.” This strategy can help students to brief a story. By using this strategy, the students must think about the characters, setting, problem in the story, the events of the story and the solution of the problem. Jonson explained that this strategy used after the students complete their reading activity (2007: 184). By the definitions state, the researcher concludes that story pyramid is a strategy to summarize a story and the strategy can be used in reading skill.

According to Jonson (2007: 186), line by line in story pyramid is about the important part in the text, as follows:

- a. Line 1 – name of main character
- b. Line 2 – two words describing the main character
- c. Line 3 – three words describing the setting
- d. Line 4 – four words stating the problem
- e. Line 5 – five words describing one event
- f. Line 6 – six words describing a second event
- g. Line 7 – seven words describing the third event
- h. Line 8 – eight words stating the solution to the problem

## **2. Procedure of Using Story Pyramid**

There are the procedures of using Story Pyramid strategy in teaching narrative reading by Wardiningsih, Apriliaswati and Arifin:

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 pyramid 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 requested 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. Eight line, the students wrote stating the solution to the problem.
15. After finished fill in the story pyramid, they 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 the procedures that were used in this study:

1. The teacher tells the students that they are going to discuss about narrative text.
2. The teacher gives students the a model of story pyramid that have provide and explain how to use story pyramid and tell them what is story pyramid about.
3. Third, the teacher gives narrative text and story pyramid worksheet to the students, and asks 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.

### **3. Advantages and Disadvantages of Story Pyramid**

Every teaching strategy has advantages and disadvantages, and it is also appear in this strategy. Since the goal of this strategy is to help students pinpoint the highlights of a story and describe the important parts using a limited number of words (Macon et al cited in Dwilkhaira, 2014: 3), the researcher concludes that these are some advantages by using this strategy:

1. Help students to brief a story
2. Help students to find out the important parts in a story
3. This strategy help students to pinpoint the story by use limited number of words and it make them easier to comprehend the story.
4. Story pyramids force students to read an assigned story, comprehend the story enough to formulate key words for each line, and also to use critical thinking to be succinct and concise while still getting their point across.

Besides the advantages as stated above, this strategy was also had some disadvantages, they are:

1. Stated in the previous page, line by line in story pyramid describe the important parts in a story. In line 5, 6, and 7, the students have to describe the same parts; event. It means that the students have to find

out more than one event in the text, and it can make students confuse.

2. Story pyramid strategy guides the students to find the character, setting, problem, events, and the solution of the story. It requires the students to find out the moral value of the story by their own thinking, and the students also have to conclude what is the story about by their own words.

The disadvantages of this strategy was appearing during teaching and learning process. The researcher found that the students difficult to find more than one event in the story. When the researcher asked them to answer the question in line 5, 6 and 7, they wrote the same event. By this problem, the researcher emphasizes the students to read text carefully in order they can find the other event from the text.

## **B. The Nature of Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading is one of skills that have to be mastered by the students. As explained by Bilal et al (2013: 283), “If a student is good at reading he will make good grades otherwise he will stay low in the order of merit.”

This explains that reading is an essential part of any other related aspect of English. In line with Pang et al (2003: 6) states how important reading is, “Learning to read is an important educational goal.” Clearly mastering reading skill is one of the important goals in education.

There are many definitions of reading stated by the experts. Pang et al (2003: 6) point out that “Reading is about understanding written texts.” It means that after reading, they will get the passage of the text. Akyol cited in Sahin (2013: 1) also define that “Reading is a dynamic inferring process that makes communication between researcher and reader essential.” Reading is an activity that connects the writer and the reader. By reading, the readers will understand what the writer’s aim. Besides, Chastain cited in Poulkalhor and Kohan (2013: 53) states that “Reading is a receptive skill in that reader is receiving a message from a writer.”

In reading, the students have to understand it, according to Griffith and Rasinski cited in Sahin (2013: 1) “Understanding helps student to focus on meaning and using the expression in a proper way in order to improve comprehension skill.” It means comprehension is necessary for the students, by reading the students can get the information. Similarly, Jacobson (2007: 1) state, “Comprehension is the end goal of reading, whether an individual reads for pleasure, to learn, or to locate information.” When the readers comprehend the text, the readers know what the text is about. It is impossible to understand a passage of the text without reading it thoroughly since the goal of reading is to understand the text. According to Wolley (2015: 15), “Reading comprehension is the process of making meaning from the text.” This means that the purpose of reading is to gain information from the written text and to get the meaning entirely.

Reading and comprehension are two aspects that cannot be separated. For instance, students may be able to read the text given by teacher instantly but it is not justifiable to assert that the students will automatically comprehend what was the text about. Thus, reading without understanding will lead the students to waste amounts of time to get nothing at all. To support this argument, Ibid cited in Farzenah and Nejadensari (2014: 287) state that, “When readers do not comprehend, they are not reading.” Furthermore, Pardo cited in Sahin (2013: 2) stated that, “Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction”. Mentioned by Celle-Murcia in Pourkahlor and Kohan (2013: 2) “In reading comprehension, the reader is supposed to draw information from a text and then combine it with information he has.” Also Tankersley (2003: 90) state that, “Comprehension is the center of reading.” It is an important thing for students to apprehend the text they read. Just reading without comprehend it, means that they get nothing.

On the contrary, not every student good in reading activity, some of them find the difficulties in it. As cited by Sahin in Çelenk (2013: 57), “Reading; is a very complex mental activity that contains vision, dubbing, thought, and rendition.” It is reasonable at the same time to say that reading is not an easy thing to do.



## 2. Components of Reading Comprehension

There are some components of reading that will discuss by researcher such as; detail information, main idea, reference, vocabulary and inference. Each component will be explained as follows;

### a. Detail Information

This component refers to information that located within the text.

The students have to rearrange or rephrase the information stated in the text (Turlington, 2013: 147). For example the students identify the setting of the story, the character and the events from the text.

### b. Main Idea

Main idea is the gist of the text; this component is about thing that writer would like to transfer to the readers. As state by Wilawan (2012: 46) that, "Main idea is the main point or the central thought of the reading selection." It can be stated in one sentence that compresses specific ideas to general.

### c. Reference

In this component the students have to identify the correct referent such as who or what within the text, usually it use pronoun. Garrod in Kral (2004: 17) state that "Reference is an integral part of sentence comprehension that can often occur at the earliest possible point in reading or spoken language comprehension." Further Kral (2004: 18) mentioned that "Reference is thing which has been explicitly introduced, in other word thing which may have been

implied.” In conclusion, reference is a word that refers to one or more thing that stated explicitly in the text.

d. Vocabulary

This component refers to how the students identify the particular word within the text. For instance the students have to guess the similar meaning from the word in context, or what is the antonym of the word. State by Cynthia and Drew in Mart (2012: 179) that “To know a word students need to see it in context relates to the word around it.” To know what is meaning of the word, the students have to read carefully the text related.

e. Inference

Drawing inference is the most difficult thing in reading. In this part, the reader has to conclude what the text is about. State by Preszler (2006: 5) that “Inferences are evidence-based guesses, they are the conclusions a reader draws about the unsaid in a passage based on what is actually said by the author.” In short, inference is information not explicitly stated in the text.

**C. Narrative Text**

Narrative is one of common text type in English, according to Anderson and Anderson cited in Setyaningsih (2013: 3) state that, “Narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.” According to Sudarwati and Grace (2007: 154) it will be explained as follows:

### 1. Purpose

The purpose of this text is “To entertain the reader with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution.”

### 2. Text Organization

Orientation, complication, and resolution are text organization in narrative text. Each part will be explained as follows:

- Orientation :  
Set the scene: where and when the story happened, introduce the participants of the story: who and what is involved in the story.
- Complication :  
This part tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- Resolution :  
In this part the problem is resolved, either in a happy ending or in a sad ending.

### 3. Language Feature

- Focus on specific and individual participants
- The use of material process (action verb)
- The use of some behavioral and verbal processes
- The use of relational and mental processes
- The use of temporal conjunctions and circumstances

## D. Related Study

In this research, the researcher also discussed some of the previous researches that were also used the Story Pyramid strategy. There are three previous researches; Dwilkhaira (2014), Wardiningsih, Apriliawati, Arifin (2014) and Ningsih 2014. First research was conducted by Dwilkhaira (2014) entitled “*Teaching Reading by Combining Story Pyramid Strategy and Sketch to Stretch Strategy at Junior High School*”. Then Wardiningsih, Apriliawati, Arifin (2014) conducted research entitled “*Improving Students’ Reading Comprehension on Narrative Text through Story Pyramid*”, the last research conducted by Ningsih (2014) in her research entitled “*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".*

Based on the finding of their research, there were similar finding. The researcher found that Story Pyramid strategy help the students get information from the text, in order words help improving students reading comprehension in narrative text. Story pyramid also effective in teaching narrative text.

