

TEACHING READING THROUGH PYRAMID DIAGRAM STRATEGY TO JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Reading is an important language skills possessed by students who learn English class. Because reading is one of the four skills in learning English and can prioritize language skills compared to the other three. "Students are expected to develop their reading skills. However, to understand the reading text is not easy, because students are lazy and slow to understand the purpose of reading the text". This makes students feel lazy and become frustrated. Feeling lazy and frustrated students usually arise, because the student is not able to connect the idea that they read. For example, students can not determine the purpose of each paragraph in the text and read the verse that relates to another paragraph of text contained in the text, as a result of the students' They do not understand the purpose of reading the text. Often, students do not check or re-read their literature, when students do not know the meaning of the text they read. Pyramid diagram strategy recommended to help students in determining the important details in the reading text. By using the pyramid diagram strategy the teacher can provide insight to construct a visual representation of the student in determining the details of which are used to draw conclusions and observations.

Key words: English Class, Reading Text, Pyramid Diagram Strategy

A. Introduction

Reading is a process of interpretation of the meaning of literature that we read, it is the support of Smith (2004: 2) which states "the most natural reading is an activity that people do in obtaining information through the interpretive process of reading written text. "As more reading, then increase our insight. Specifically, reading is

important language skills possessed by students that learning English class. Because reading is one of the four skills in learning English and can prioritize as compared to the other three language skills ". Students are expected to develop their reading skills, this statement is supported by Nunan (2007: 99) speaks of "many students should be able to read the text in English both

for their career or just entertainment in order to obtain new ideas from reading the text that they read".

However, to understand the reading text is not easy, Westwood (2008: 33) explains that "students are difficult to understand in reading text, because students are lazy and slow to understand the purpose of reading the text". This makes students feel lazy and become frustrated. Feeling lazy and frustrated students usually arise, because the student is not able to connect idea that they read. For example, students are not able to determine the purpose of each paragraph in the text and read the paragraph connected with another paragraph of text contained in the text, as a result of students. They do not understand the purpose of reading the text. Often, students do not re-examine or re-read their reading material, when the student does not know the meaning of text they read. For example, when students will hit the meaning of the text reading, they are not trying to find meaning in a dictionary or ask their teachers.

There are several factors that make students understand the contents of

the text, Westwood (2008: 32 -37) explains that the factors that make students have difficulty in understanding the text of the first reading is a limited vocabulary because students are afraid of trying or using new vocabulary they find. Second, the lack of smoothness because students do not focus on reading text. Third lack of familiarity with the subject matter because students are less interested in the material presented by the teacher. Fourth is that the level of difficulty of text (reading) because the students do not understand the words or terms contained in the text they read. Fifth inadequate use of effective reading strategies for students not capable of interpretation texts they read. Sixth verbal reasoning is weak because students are not able to connect the main idea of each paragraph. Seventh problem with the processing of information for students who are having trouble on themselves so that their concentration decreases, as students feeling stressed or worried. Eighth difficulty recalling information after reading because of weak memory students, advise students to practice creating

keywords from the text being read. In short there are eight factors that make the students understand the difficulty in reading the text, the writer illustrates details into of a table 1.1 :

Table 1.1
Factors of Reading Difficult

No	Factors	Problems
1	The Limited vocabulary Knowledge	Students are afraid to try or use new vocabulary that they find
2	Lack of fluency	Students do not focus on reading text.
3	Lack of familiarity with the subject matter	Students are less interested in the material presented by the teacher
4	The level of difficulty of text (reading)	Students do not understand the words or terms contained in the text they read
5	Inadequate use of effective reading strategies	Students are not capable of interpretation texts they read
6	Weak verbal reasoning	students can not connect the main idea of each paragraph
7	Problems with information processing	Students who are having trouble on themselves so that their concentration decreases, as students feeling stressed or worried.
8	Trouble remembering information after reading	Weak memory students, advise students to practice creating keywords from the text that is read

In accordance with what was discussed above, the teacher should implement a strategy that can facilitate teaching students to understand the text. The writer recommends one of the learning strategies for junior high school students that " pyramid diagram strategy " is a strategy that aims to enable students can be assisted in

identifying important concepts and details to remember reading text into a topic. By using the pyramid diagram strategy, students can determine the important details in a text reading and help students in selecting the information to draw conclusions and make their own conclusions. According to Buehl (2014: 159) states that "by using a pyramid diagram strategy, the teacher can give the student an understanding to build a visual representation of the student in determining the details of which are used to draw conclusions and observations". Based on the above problems, the writer are interested in discussing the application of the pyramid diagram strategy as an alternative strategy in teaching reading for junior high school students.

B. Discussion

Concept of Reading

Reading is a process which engages prior knowledge with the current knowledge and interpret how the readers understand the meaning provided in the text. A person may reading order to gain information or

variety existing knowledge. According to Seyler (2004:3), reading is the process of obtaining or constructing meaning from a word or cluster of words. Then, Caroline and Nunan (2005: 71) supports that reading is a process that refers to the meaning, understanding, and entertainment. It involves higher level thinking skills and is much more complex than just decoding certain words. teach children how to acquire and analyze and synthesize the meaning of what they read is an important part of the process of reading.

Teaching Reading Stages

According to Nunan (2003:68) gives opinion that teaching reading has two aspects. First, it can refer to teaching learners who are learning to read for the very first time. In reading, the students can read a text by finding information and the meaning of the text for first time. Second, teaching reading refers to teaching learners who have already had reading skill in their first language. In learning reading, the students should know how to find some important information, words,

and phrases of the text, so they can easy to understand and comprehend the text

Concept of Pyramid Diagram Strategy

According to Sejnost and Thiese (2010:132) adds that pyramid diagram is a strategy that can engage the students in understanding reading activity. In learning, the students should find some information of the text, and do identification of the important information of the text. In doing the identification, they must think about the story setting of the text. Therefore, they should know how the event of the text happens.

Then, Buehl in Sethna (2011:17) defines that pyramid diagram is a strategy that helps the students in determining important details from their reading. Besides that, the students can comprehend how to find the information of the text from think a title of the text. They have more opportunity to offer interpretations and draw out differing opinion about the text.

Last, Buelh (2014:158) supports that pyramid diagram is a strategy that can be used by the teacher to guide

the students in selecting appropriate information a reading to be analyzed and help them consider possible implication of the material.

Steps of Pyramid Diagram

Strategy

There are several steps to implement the pyramid diagram strategy. According Sejnost and Thiese (2010:131), there are six steps to implement the pyramid diagram strategy in teaching reading, as follows:

- 1) Teacher provides the students with focusing questions that will help them select relevant information from a text
- 2) Teacher distributes index cards to the students and writes information related with the text on the cards.
- 3) The teacher asks the student grouping selected information from the text by asking the student responses from their cards
- 4) Teacher asks the students to brainstorm category headings for each grouping of cards
- 5) Teacher asks the students to draw on the chart two rectangles

representing the top two layer of the pyramid

- 6) Teacher asks the students to write information based on the text. In this step, the teacher asks the students to write a one-paragraph conclusion

Advantages of Pyramid Diagram Strategy

According to Sejnost and Thiese (2010:132, there are three advantages of pyramid diagram strategy, as follows:

1. Students construct a visual representasi of important details that are used to draw conclusions and make observations
2. Students are directive in their reading so that they actively search for appropriate information from a selection
3. Students gain ptactice in writing well – organized summaries of text

Implementation of Pyramid Diagram Strategy in Teaching Reading Teaching Preparation

a. Teaching Preparation

There are some aspects that should be considered by the teacher before creating the lesson plan.

1. Teaching goal, teachers should state the purpose of teaching before coming to class
2. Selecting and choosing the material
3. Media, With media can help students to be more interested in learning and they are useful to activate students' prior knowledge about the matter
4. Timing means a set of time that will be used by the teacher in teaching reading.

Procedures

In teaching learning process, there are three steps that should be done by the teacher and the students. Those are pre-teaching activities, whilst-teaching activities, and post-teaching activities

1. Pre-Teaching Activities

- a. Teacher brainstorms the students through some pictures related to narrative text

- b. Discussing New Vocabulary
- c. Predicting involves thinking ahead while reading and anticipating information and events in the text

2. Whilst-Teaching Activities

There are some activities that can be done by the teacher, as follows:

a. Exploration

In exploration part, teacher uses three procedures of pyramid diagram strategy, as follow:

1. Teacher explains the material narrative text
2. Teacher provides the students with focusing questions that will help them select relevant information.

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret, which she had, been a fish.

Batara Guru agreed and promised that he would never tell anybody about it. They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it. The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then, the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then, this lake is known as Toba Lake.

Source: English Book for Junior High School Students

3. Teacher provides the students with focusing questions that will help them select relevant information from a text
4. Teacher distributes index cards to the students and asks them to read a selection of information on the cards, like figure 1.1 :

Figure 1.1

Index Cards of Legend Lake Toba

<p>There was a handsome man. His name was Batara Guru Sahala. He was surprised to find out that the fish could talk. The fish begged him to set it free. Batara Guru could not bear it. He made the fish free. He felt in love with that fish-woman.</p>	<p>Batara Guru agreed and promised that he would never tell anybody about it. They were married happily. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters.</p>
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5. Teacher models to the students the process of categorizing the selected information from the text by soliciting the students' responses from their cards

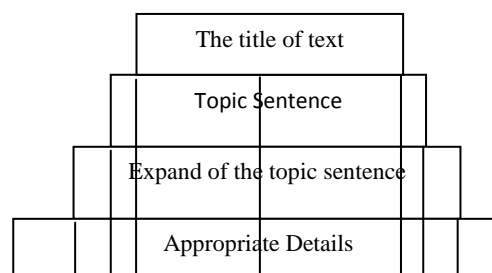
b. Elaboration

In elaboration, teacher uses three procedures of pyramid diagram strategy, as follow :

1. Teacher asks the students to brainstorm category headings for each grouping of the cards.
2. Teacher asks the students to draw on the chalkboard two rectangles representing the top two layer of the pyramid. Then, the teacher asks the students to determine an appropriate title for the pyramid, like figure 1.2:

Figure 1.2

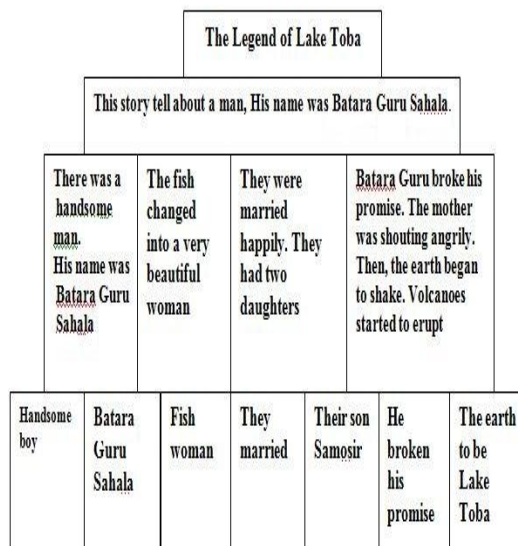
Structure Pyramid Diagram of Legend Lake Toba



- a. Teacher asks the students to write a one-paragraph conclusion that addresses the focusing question. The second layer of the pyramid provides them with a topic sentence. The third layer suggests subsequent sentences that will expand on the topic sentence. The bottom layer identifies appropriate details that may be used to illustrate each of the examples, like figure 1.3

Figure 1.3

Pyramid Diagram of Legend Lake Toba



C. SUGGETIONS

Conclusion

Based on the discussion in the previous chapter, the writer can draw

some conclusions. Reading is an activity that people do in obtaining information through the process of reading written text interpretation. In particular, reading is an important language skills possessed by students who learn English class. Because reading is one of the four skills in learning English and can prioritize language skills compared to the other three. Students are expected to develop their reading skills. However, to understand the interpretation of the text is not readable. students often experience difficulty in recognizing the tribe to build a word.

By using the pyramid diagram strategy, students can determine the important details in the reading of the text and help students in selecting the information to draw conclusions and make their own conclusions. In identification, they should think about setting up a text story. Therefore, they must know how to text events occur. By applying pyramid diagram strategy, the teacher can give the student an understanding to construct a visual representation of the student in determining the details of which are

used to draw conclusions and observations. The writer conclude that the pyramid diagram is a strategy that uses the teacher to make students have critical thinking about the text..

Suggestions

Writer expects future diagram pyramid strategy method can contribute to the learning process in junior high schools. By applying the methods of pyramid diagram this strategy can help junior high school students understand the reading text in English. So the teachers of junior high school can be helped with this diagram pyramid method, and hopefully this paper can serve as guidelines or as a reference for teachers in teaching reading.

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