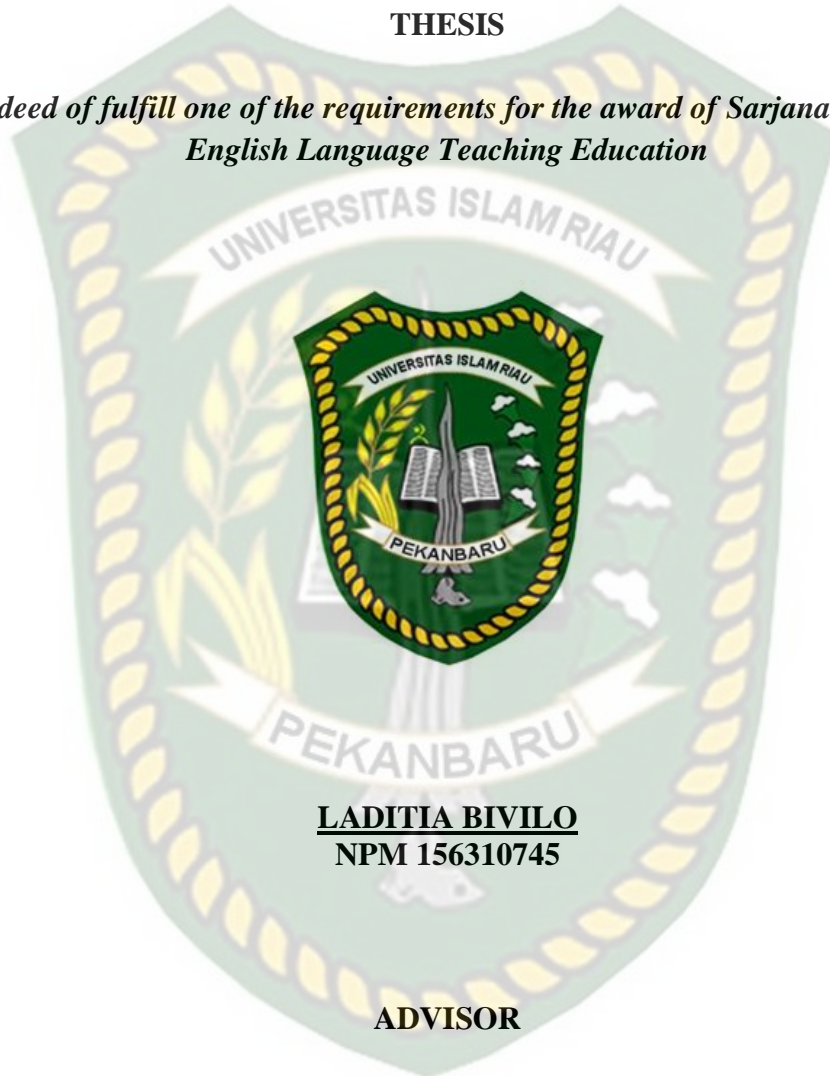


**THE EFFECT OF STORY PYRAMID STRATEGY TOWARD READING
COMPREHENSION IN NARRATIVE TEXT OF TENTH GRADE AT
SMAN 3 TUALANG**

THESIS

*Intended of fulfill one of the requirements for the award of Sarjana Degree in
English Language Teaching Education*



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2022

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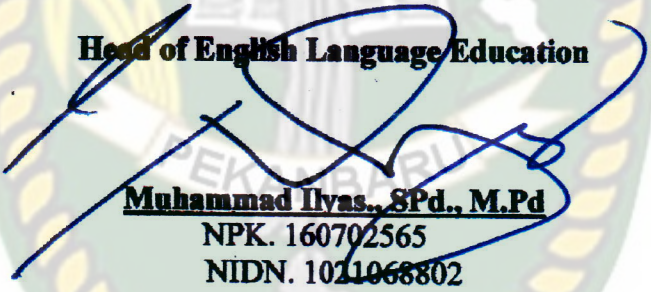
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COMPREHENSION IN NARRATIVE TEXT OF TENTH GRADE AT
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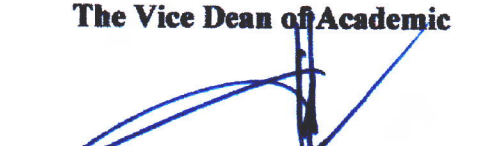
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7	27-6-2022	Revisi Bab 4 dan 5	Melengkapi data dan revisi bab 4 dan 5	
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The researcher signature below:

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I truly confess that this paper writing is derived from my own ideas, except some questions (directly and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, 14th July 2022

The researcher


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Alhamdulillahirabbil ‘Alamin, first and foremost, the researcher would like to express her thankfulness to *Allah Subhanahuwata’ala*, who has blessed me in finishing this thesis entitled: **THE EFFECT OF STORY PYRAMID STRATEGY TOWARD READING COMPREHENSION IN NARRATIVE TEXT OF TENTH GRADE AT SMAN 3 TUALANG**

Then the researcher expresses peace be upon prophet *Muhammad Sallallahualaihiwassalam*, his companions, and families who have brought mankind to the bright world.

This thesis is written as one of the requirements to obtain the undergraduate degree (S1) of the English Language Education of Universitas Islam Riau. The writer realizes that the accomplishment of this thesis has been contributed by many people to whom she would like to express her deepest gratitude:

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For closing this statement, this thesis may be uncompleted and still far being perfect. To complete this paper need suggestions and critics from the reader.

Pekanbaru, 14 July 2022

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Dokumen ini adalah Arsip Miik :
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ABSTRACT

LADITIA BIVILO, 2022. “The Effect of Story Pyramid Strategy Toward Reading Comprehension in Narrative Text of Tenth Grade at SMAN 3 Tualang”

Department of English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau

Keywords: *Story Pyramid, Reading Comprehension*

The aim of this research are to find out whether there is any significant difference on reading comprehension who are taught using story pyramid strategy and those who are taught using conventional strategy and to know the students' response to story pyramid strategy to teach reading on narrative text at tenth grade students of SMAN 3 Tualang.

The research design in this research was quasi-experimental. The population of this research is the tenth-grade students of SMAN 3 Tualang. From the whole population, two classes were taken as the sample where each class consists of 33 students by using purposive sampling . The students were dividing into two group,namely one group pre – test and post – test design. The experimental group was taught by story pyramid strategy . The instrument used the study was the multiple choices .

The data was analyzed by using t-test formula. The effect size was analyzed from the result of t-test and the number of students. The t-test was 14.274 and the number of students was 66. Alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.It can be concluded that Ho was rejected and Ha was accepted The hyphotesis was accepted. It means that there was any significant effect of using story pyramid strategy in reading comprehension at SMAN 3 Tualang . Total of significant effect was 76%and 24% was influenced by other factor.

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CHAPTER I

INTRODUCTION

1 Background of the problem

One of the language skills that must be learned at any level of education is reading. Reading is an ability to connect the text and readers' knowledge to build the meaning. In accordance with the idea stated above, Nunan stated that "reading is a set of skill that involves making sense and deriving meaning from the printed word (Nunan 2003). It is supported by Tankersley that "reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Karen 2003).

Reading is one of the language skills that should be mastered by students. There are four skills in English, such as listening, speaking, writing, and also reading. From reading, we get some information about whatever we need because by reading, we can learn something we do not know before. The aim of teaching reading is to make students able to read the text effectively and efficiently (Murcia, 2001:187).

They are not only supposed to understand the structure of the texts, but also to comprehend the meaning of the texts. In this case, there are so many students who feel difficulties in gathering and comprehending the idea of reading passage. In other words, reading is most general modern definition. Reading is of course the ability to make sense of written or printed symbols (Steven 2008:11). The reader uses the symbols to guide the recovery of information from his or her memory and

subsequently uses this information to construct a plausible interpretation of writer's message. Furthermore, in teaching and learning process, reading is an important way to improve general language skills in English. Besides that, we also learn how to pronounce words and very important we know what the writer's mean.

Related to the syllabus of curriculum 2013 required to comprehend and read several kinds of text such as descriptive, recount and narrative text. Especially, for the tenth graders, the standard competence stated that the students are expected to comprehend recount and narrative text. It means that they have to understand those types of text in order to achieve the comprehension level, including writing the topic correctly, and understanding the social function.

According Hidayat (2019) Reading comprehension is the ability to read text and understand its meaning to able to manage every part of the text. Everyone to get the information from their reading they have to learn the reading process because in reading comprehension the reader is not enough to read. Then they have to remember what you read and learn what you read to get knowledge from their reading.

SMAN 3 Tualang is located at Tualang, Siak Regency. This school uses (K 13) as a guideline to teach and learn. English lesson is taught twice with duration 90 minutes (2 x 45) minutes for one meeting. It means that they have 180 minutes in a week. The students passing grade in this school is 75. The students must achieve higher score than their passing grade. It can help them finish their final evaluation. According to syllabus at the tenth grade, the students must comprehend different

types of text, such as *narrative*, *recount*, *procedure*; and also their generic structure correctly.

Based on the researcher's preliminary research at SMAN 3 Tualang, the teacher used a modeling technique suggested by School Based Curriculum in teaching reading. In teaching process, the teacher gave a type of text and read that whole text first. Then, the teacher explained the purpose of text, the generic structure, and so forth. Next, the teacher asked the students to reread the text in a small group discussion, and then asked them what they had read. After that, the teacher asked the students to read the text once again individually.

Finally, at post-activity, the students were asked to answer the questions based on the text given. In teaching narrative text, the students often feel bored because the teachers sometimes ask the students to translate the story whereas it is ineffective method of making students understand the text. Absolutely, the students can not enjoy the text its self. After observation, the researcher found some of the student still got many difficulties in reading activity and their difficulty in comprehending an English text made them slower in doing task given by their teacher.

Furthermore, some of the students could not reach passing grade (75) in doing the reading assessment. The problems faced by students in reading activity can be seen as follows:

1. Some of the students take too much time in comprehending the text.
2. Some of the students get difficulty to find the main idea of the text.
3. Some of the students get difficulty to reach the standard score.

4. Some of the students get difficulty in identifying reference.
5. Some of the students get difficulty to find the meaning of unfamiliar word.
6. Some of the students get difficulty to analyze the content of the narrative text.

Based on the phenomena above, it needs the strategy which is used by the teacher that can help the students to comprehend the text properly. Actually, there are various reading techniques and strategies that can be used in order to assist the students to gain the comprehensional level as the goal of reading activity. One of the strategies that can be used in reading activity is called Story Pyramid strategy.

According to Macon et al (1991), Story Pyramid Strategy 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. 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.

From this point of to make students reach the objective of the basic competence above, the researcher assumes that teacher must have strategy to help students to solve their problem. It is important to choose an appropriate and interesting strategy to motivate and attract the students in improving their writing skill. There are some alternative strategies to improve reading skill. One of strategies that can be used is story pyramid strategy.

Lenski (1999, as cited in Angella Novitaningrum, 2014), pyramid strategy is a strategy designed to help students with story comprehension, but could also be used to focus on characters, setting, and story problems. Story pyramid is one of effective strategies that can be used in teaching writing. It is a prewriting activity that describes important information from a story such as the main character, the setting and the major events in the plot. It helps students to generate and organize the ideas clearly before they start to write.

Considering the benefits of story pyramid strategy in writing narrative text, writer wants to conduct a research which entitled *“The Effect of Story Pyramid Strategy toward Reading Comprehension in Narrative Text of Tenth Grade at SMAN 3 TUALANG”*.

1.2 Setting of the Problem

Based on the background of the problem above , the students at SMAN 3 tualang still have problem in reading comprehension especially in comprehending Narrative text. The first In teaching narrative text, the students often feel bored because the teachers sometimes ask the students to translate the story whereas it is ineffective method of making students understand the text.

The students can not enjoy the text its self . some of the student still got many difficulties in reading activity and their difficulty in comprehending an English text made them slower in doing task given by their teacher.

And Some of the students get difficulty to find the main idea of the text, find the meaning of unfamiliar word and some of the students could not reach passing grade (75) in doing the reading assessment.

1.3 Limitation of the Problems

Based on setting of the problems above , there are many problems related to reading a narrative text. So the research focuses on the use of story pyramid strategy in increasing students reading comprehension. The researcher chose this kind of the text because a narrative text is one of the texts that must be learned and comprehend by the tenth grade year students of Junior High School based on syllabus.

1.4 Formulation of the Problem

Based on the limitation of the problem above ,the researcher formulated the problem as follow: Is there any significant effect of story pyramid strategy towards students reading narrative text of tenth grade at SMAN 3 Tualang?

1.5 Objective of the Research

The objective of conducting this research is to find out whether there is a significant effect of story pyramid strategy towards students reading narrative text of tenth grade at SMAN 3 Tualang .

1.6 Significance of the Research

The result of this reseach is expected to give contribution for student an teacher:

a. For teachers

If there is a positive effect of story pyramid strategy and students' reading comprehension in narrative text, teacher may use this strategy in the class to develop students' skill and help the teacher in providing active learning, creative and effective for students according to learning style

b. For Students

The students who have problem in reading skill can try to use Story Pyramid Strategy to help them to review and summarize the main points of a story before they start reading story.

c. For Researcher

Researcher can expose herself to Story Pyramid Strategy in order to improve her reading comprehension and also can use it in the class where she teaches.

1.7 Definition of the Key Terms

From the topic of the research, the researcher gives definition about the Choosing of variables and subject of the research as follows

1. Reading

Seyler (2004) states that reading is the process of obtaining or constructing meaning from a word or cluster of words. It means that reading the process is understand a word in a sentence and then understand a sentence in a paragraph. It also help the learners in understand

2. Narrative Text

Barwick (2006:5) cited in Rosnija, Bunau and fauziah states that a story that qualifies as a narrative should have the following elements: a setting, characters, atmosphere, a plot, conflict, (and event eventual resolution), and a theme. Narrative text which intended by the researcher is the text that tells about a story that is based on the some events contains of problematic and conflict or turning point of some kind, which in turn find a resolution

3. Story of pyramid

Macon et.al 1999 as cited in Dwi Kartini states pyramid strategy helps students pinpoint highlight of a story and describe the important parts by using a limited number of words. By using pyramid strategy It means that this strategy is used to develop the students' critical thinking and get specific information of the text easily. It keeps the writer's ideas that he or she want to describe as his or her intention. In other words, it helps to generate and organize the ideas clearly before it starts to write something.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Reading

In this research, the term reading is one of four skills related to language teaching and learning. According Hamidah (2016) Reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. the meaning of reading is a language process which requires the understanding of write language . A reader reads the written language to get the information, digest it is and comprehend the text.

Reading is also one of language learning skills that use an approach according to learning signs in the curriculum. Reading activity is a mental activity that understands what is conveyed by the author through text or reading. Reading is the process of processing a reading critically, as well as an assessment of the condition, value, and impact of reading.

Reading is not about how the the students can read faster but it is about knowing the meaning of the text . In addiotion to other skill, reading skill must be mastered because reading is one the important skill which process the readers to be active in undstanding the meaning what they read.

Comprehension is the act constructing meaning through interaction and involent between the reader, text , and activity. The purpose of reading is comprehension. It means that the students must be able to undesrtand what they read.

Keenan , Betjemann and Olson in Pourhosein Gilakjani (2008) expressed that reading comprehension needs expansion and arrangement of a lot of lower and higher level processes skill. It means that there are many source for possible comprehension and different based on skill level.

According Wijayanti (2015) reading is important for the students as one of the language skill.. Reading comprehension is important because without it reading does not provide the reader with any information. From reading the students transfer an information or knowledge and linking someone idea to other. Reading comprehension it is mean attempt understand, evaluate and also recognize the author's ideas of reading.

According satria (2016) Reading comprehension is reading in advance which actively involves students in the process and use their background knowledge, vocabulary, grammatical knowledge and strategies to understand texts. it is means the students should be understand knowledge about strategy to read the text.

2.1.2 The Effective of Reding Strategies

PourhoseinGilakjani (2016) stated that there are alot of strategies for reading comprehension. These strategies are explained in detail in this section :

1. Activating and Using Background Knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. For instance, a child's schema for dog can involve her or his comprehending of the family pet such as white, furry, and fun. When the child gets more experiences with a

lot of dogs in different environments, the dog schema develop and can be improved. It can relate to other schema-kinds of dogs like colors of dogs; foods that dogs eat; places where they stay when the family is on holiday; and dangerous dogs. Cognitive scientists stated that successful readers permanently relate their prior knowledge to the new knowledge they face in texts. Good readers activate their schema when they start reading

2. Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information.

3. Making Inferences

Readers assess or draw conclusions from information in a text. In this strategy, writers do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make meaning.

4. Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Successful readers apply forecasting to make their existing knowledge to new information from a text to obtain meaning from what they read. Before reading, readers may apply what they know about a writer to forecast what a text will be about. The title of a text can operate

memories of texts with the same content, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion.

5. Summarizing

Readers combine information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement, or the episodes that result in certain important historical happenings.

6. Visualizing

Readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Visualizing is very important when it is used for narrative texts. When readers read narrative texts, they can easily understand what is happening by visualizing the place, personalities, or operations of a plan. It can also be used for the reading of expository texts.

7. Comprehension Monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies

to make better their understanding. Successful readers know and check their thought processes as they read. Strategies that successful readers use to improve their understanding are called “fix-up” strategies.

Table 2.1 Indicator of Component Reading comprehension in Narrative text

	Indicators
Reading comprehension of narrative text	students are able to discovering main idea
	students are able to identifying detail of the text
	students are able to understanding vocabulary
	students are able to summarizing concepts

2.1.3 Aspect of Reading

Related to the aspects in reading, Ellery (2009) proposes several aspects in reading which are as follows:

1. Main Idea

Main idea is a complete sentence including both topic and ideathat the author wishes to express about the topic. To find the main idea, the reader should look for the sentence that reveals the overall meaning of the text. It is mostly found in the first sentence of the paragraph.

2. Vocabulary

Vocabulary is important in reading. It shows that students are easier to comprehend the text if they have much vocabulary. It is useful to make students able to recognize the meaning or message which is explicitly or implicitly stated in a text.

3. Reference

Here, students have to find the relationship that connects a word, usually a pronoun to the more concrete noun that it replaces. The reference can be found explicitly in the text.

4. Inference

Sometimes the topic of the text is clearly stated in the text. This the students must read carefully in order to understand the text being read. In other words, inference question asks students to draw a conclusion by themselves based on the text they read.

5. Fluency

The reader's competence to read fastly and accurately is called fluency. Thus, it needs the reader to mix and use various reading skills at the same time.

6. Comprehension

Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Focused to the text.

7. Detail Information

The type of this questions are asked about a piece of information and not about all the information in the text. The answers are usually found in the text and also a restatement of the sentences in the text. In other words, the correct answer has the similar ideas with the text, but the words used are different.

2.1.4 Definition of Narrative Text

Djatmika and Wulandari in Ajeng(2013, p.3) stated Narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story. It means that Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader.

Narrative text is a kind of text that has to be taught at Senior High School based on the KTSP or School Based Curriculum. Sari , and Sabri (2017) stated that narrative text retelling events or activities that happened in the past which is intended to entertain the readers or listeners . it can be concluded that narrative text is a text which tells a story of an event an event and usually arranged in a chronological order, in the order in which they occurred in time.

Purba (2018) The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative. Narration is a tell ta story which about an event ranged in the order

in which they happened or in some other effective way. And also a story which happened in a certain time in the past.

Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers (Pardyono cited in Purba 2007: 94). It means that narrative text is concerning with a story o give meaning to an event or a series. The story includes some events which is presented to amuse the readers or listeners and get moral value.

2.1.5 Purpose of Narrative Text

According to (Derewianka cited in Sari and Sabri 1991):

- 1 To entertain
- 2 To teach or inform
- 3 To embody the writer's reflections on experience,
- 4 To nourish and extend the reader's imagination.

2.1.6 Generic structure of Narrative text

According to Irwan Sulisty(2013) on the Narrative text its structure is as follows :

1. Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of

narrative text tells who the character was / where, where it happened, when it happened.

2. Sequence of Events (complication)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem

4. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

5. Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students

(readers) find more than one complication and resolution. It can happen when the problem(complication) was still arisen or unsolved in scheme.

2.1.7 Language Features of Narrative text

- 1 Using Specific character, often individual participants with defined identities.

Major participants are human, or sometimes animals with human characteristics. Such as cinderella , Alibaba.

- 2 Using action verbs , but also many verbs which refer to what human participants said, or felt, or thought (verbal and mental processes). such as killed, dug, walked
- 3 Using simple past tense
- 4 Usually begins with the adverb of time (Adverbs of Time). Such as : long time ago, once, one, once upon a time.

2.1.8 Types of Narrative Text

There are many different types of narrative text . Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experiences written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up)

2.1.9 Definition of Story Pyramid Strategy

Rahayu and Zainal(2015) stated that Story pyramid is one of the strategies to help the students comprehend the text. According to (Valerie in Detta 2009). It means that this strategy forces students to review main points of a story to understand, from about characters and then setting, after that the events or problems that arise in the story, and the last is the solution of problem.

McLaughlin (2010) stated that Story Pyramid is a strategy to summarize a narrative text and to provide a format for summary writing . It means that the students should be read the narrative text to create a summarize. The students will easier to understand about the text narrative , because they will make the summary like a pyramid.

2.1.10 Procedure of Story Pyramid Strategy

There are some procedures before starting story pyramid strategy. Sadler (2011, p. 20 cited in mawadda) stated the procedures of story pyramid strategy are explained:

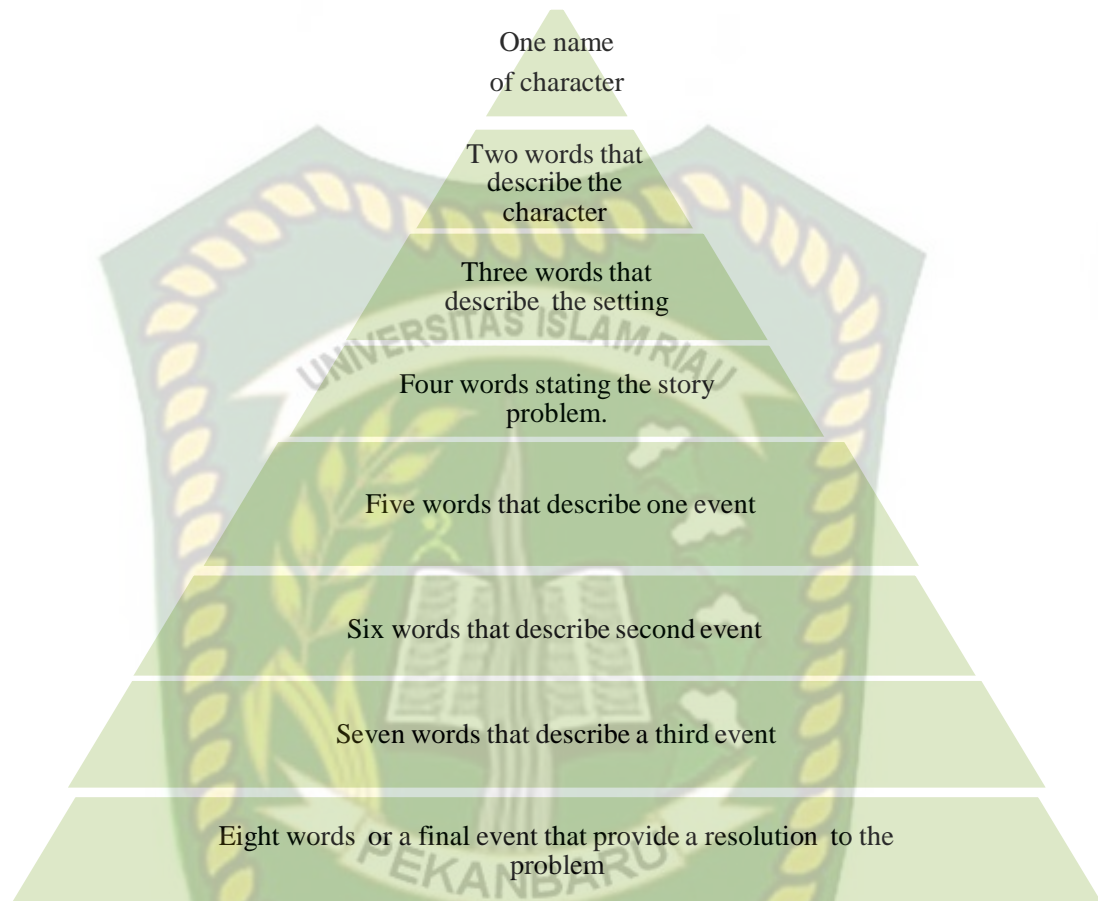
1. Teacher asks students to read the selection of the text
2. Teacher shows the students the format for writing story narrative pyramid
3. Teacher asks students to fill each line according to the format and questions
4. Teacher asks students to create the pyramid graphic organizer, and use it as the basis for discussion involving whole class.

Puthota (Cited in Ayu , Fardhani and eka 2013) adds that students have to fill out the pyramid using the information requested. By using Story Pyramid

Technique, students can describe the important information like the main character, the setting, the major events in the plot, and the solution of the story. According to Johnson (in Wardiningsih, Apriliawati, Arifin 2006) the student should draw lines in a pyramid design and insert the following information from the story. Line:

1. Line 1 : Name of the main character.
2. Line 2 : Two words describing the main character.
3. Line 3 : Three describing the setting.
4. Line 4 : Four words stating the story problem.
5. Line 5 : Five words describing one event in the beginning of the story
6. Line 6 : Six words describing one event in the middle of story
7. Line 7 : Seven words describing one event in the end of the story
- 8 Line 8 : Eight words that refer to the problem solution

Table Story Pyramid Strategy



(Panggabean , 2015)

Procedure of Teaching in Class :

Pre Teaching

1. The teacher greets to students
2. The students replay teacher greeting
3. The teacher checks students attendant list
4. The students response their names by rising their one by one
5. The teacher gives apperception

While Teaching

1. Teacher distribute of printed narrative text for pre-test
2. Teacher tells to students that they are going to discuss about narrative text.
3. Then, students listen their teachers instruction
4. Teacher distributes a narrative text and a story pyramid worksheet to student and then ask the students read a narrative text carefully
5. After that, students and read narrative text carefully star in paragraph one to identify the complication, paragraph three to identify the resolution and the last paragraph four to identify reorientation by strategy.
6. Format Strategy :
 - a First line the students write the name of the main character Closing of the story.
 - b Second line the students write two words describing main character.
 - c Third line the students write three words describing the setting.
 - d Fourth line the students write four words stating the problem.
 - e Fifth line, the students write five words describing the one event.
 - f Sixth line the students write six words describing the second event.
 - g Seventh line the students write seven words describing third event.
 - h Eight line, the students write stating the solution to the problem.
7. After finish read the text, then student read the information and fill in multiple choice task.
8. Close Teaching
 - a. Teachers and students convey conclusions and reflections on learning.

- b. The teacher provides feedback and moral messages from learning.
- c. The teacher gives assignments to students.
- d. The teacher delivers the next learning material.
- e. The teacher closes the learning activities by saying greetings and prayers.

2.1.11 The Benefit of Story Pyramid Strategy

According to Macon et al in Teaching Work (1991) the benefit of Story Pyramid is helps students pinpoint highlights of a story and describe the important part using a limited number of words. The requirement of brief responses stretches students' thinking and is fun. So, the students will comprehend a text clearly because they will describe the important part by using the pyramid.

Using the story pyramid strategy can helps students easily boost their reading skills. Because in this pyramid strategy, students are given the steps that are much easier to understand a text in the form of the English language. When they have to read a text, they have already known the first steps in write some text. It means, by using story pyramid strategy students can enhance their rading skill.

2.1.12 Advantages and Disavantages of Story Pyramid Strategy

According Pangabebean (2015) there are advantage and disavantage in story pyramid srtategy. The advantages of using the story pyramid form are as follows:

1. It catches the reader's interest.
2. It tells the reader what the story is about, depending on its importance.

3. It facilitates the editor to get the gist of the story in a hurry.
4. It helps the editor to leave out less important paragraphs, if pressure on space demands it.

The disadvantages of using story pyramid form are as follows:

1. It is only giving further details to each point
2. Next analysis repeats the entire story again

2.2 Relevance Studies

2.2.1 Review of the Related Finding

There are some studies related to this research , such as:

The first, article by Eva Nurchurifiani (2018) with the title “The Influence of Story Pyramid Strategy Towards of Student’s Reading Ability Narrative Text”. This study focused on investigating whether or not there is a significant effect of story pyramid strategy to student’s reading. This research used a Quasy-Experimental research .

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 inlearning English especially reading ability

The second previous study was conducted by Tiar Rivani (2018) entitled “The Effectiveness of Story Pyramid Strategy to Teach Reading at Tenth Grade of SMK Negeri 2 Sragen in Academic Year 2018/2019 . The study aimed to find out

whether there is a significant difference on students' reading comprehension achievement by using story pyramid strategy . This research using story pyramid strategy and small grup discussion .

The result of the research shows that there is any significant difference in reading comprehension on narrative text and recount text between students who are taught by using story pyramid strategy and those who are taught by using small group discussion. It means that story pyramid strategy is more effective than small group discussion to teach reading comprehension on narrative text and recount text, especially to tenth grade students of SMK Negeri 2 Sragen in academic year of 2018/2019.

The application of story pyramid strategy is more effective since it can help students svisually organize a story's elements and to teach their ability to retell, summarize and comprehend the story. The students also become easier when they want to answer the question which is given by their teacher. Based on the three previous studies, there are similarity and difference that can be found.

The similarity between this research and previous research is the entire researchers use story pyramid in improving students' skill. The differences are in the subject and the object of the research and the genre of text used by researcher. In this research, the researcher used experimental research at the tenth-grade students of SMA Negeri 3 Tualang by using story pyramid strategy in narrative text.

The content of the first previous study used narrative text and the subject of the research was eighth grade students to writing skill. The object of the second

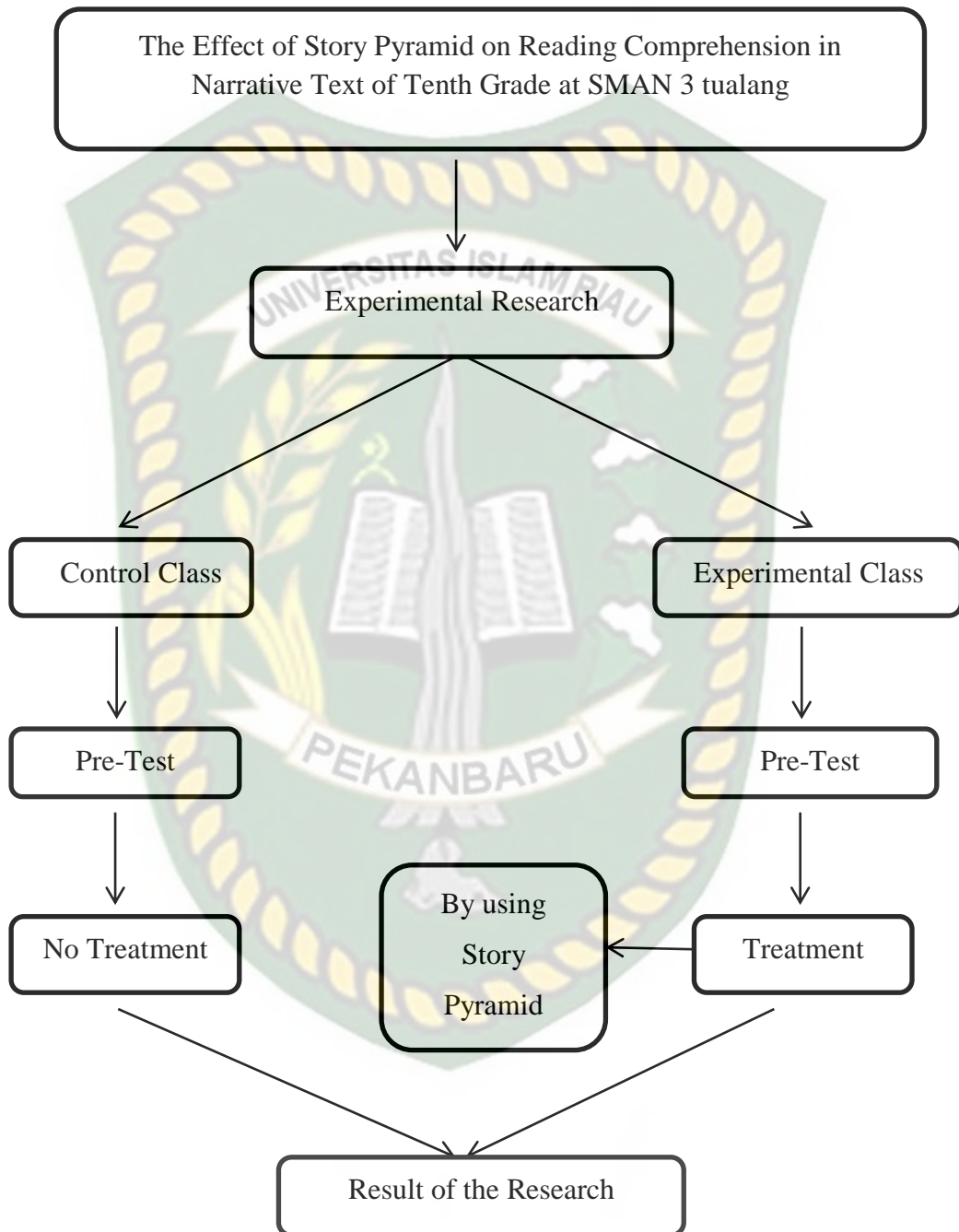
previous study was tenth -grade students and the research used narrative text and recount text to teach reading comprehension. The last previous study used narrative text at eighth grade to increas students ability in reading.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

2.3 Conceptual Framework

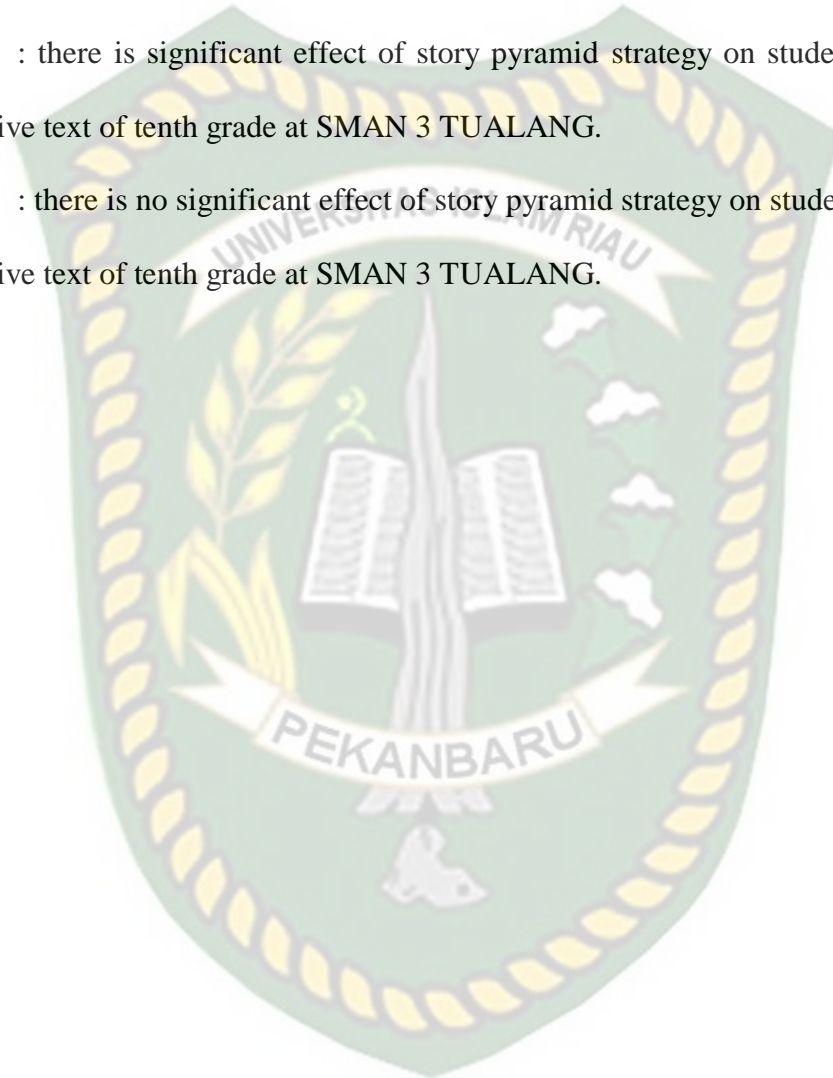


2.4 Hypothesis of the Research

Based on the theories and explanation above , the researcher formulated the Hypothesis as follows:

Ha : there is significant effect of story pyramid strategy on students reading narrative text of tenth grade at SMAN 3 TUALANG.

Ho : there is no significant effect of story pyramid strategy on students reading narrative text of tenth grade at SMAN 3 TUALANG.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher used quantitative method in this reserch. According to Creswell(2012), “Experimental research is research to test an idea, practice, or procedure to determine whether affects the outcome or dependent variable. It means that Quantitative research was kind of research that focused on data or score explaining the result of the research.

This research used quantitative as the method and quasi-experimental research as the design. According to L. R Gay (2000), the quasi-experimental design involve selecting group or more differing on some independent variable and comparing them on some dependent variable A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study of participants.

In this research, there are two variables. Story Pyramid strategy is independent variables, while the students reading comprehension is a dependent variable. Therefore the experimental classes are provided with pre-test, and post-test. They can be drawn in the following table:

Table 3.1 The research Design

Class	Pre-Test	Treatment	Post-Test
X IPA 1	Y1	X	Y2
X IPA 3	Y1	-	Y2

Where

Y1 : Pre-Test

Y2 : Post-Test

X : Treatment

X IPA 1 : Control Class

X IPA 3 : Experimental Class

3.2 Location and Time of the Research

The research conducted on Februari 2022 and the location of the research was at SMAN 3 Tualang which located on AMD Pinang Sebatang Timur street.

3.3 Population and Sample of the Research

3.3.1 Population

Population of this research was the tenth-grade students of SMAN 3 Tualang , which as consisted of 168 students that were divided into 5 classes.

Table 3.2 The population of the research

Class	Population
X IPA 1	33
X IPA 2	33
X IPA 3	33
X IPA 4	34
X IPA 5	35
Total	168

3.3.2 Sample

The sample becomes the representative of the population as the subject of this research. To choose the sample, the researcher used purposive sampling. According Etikan Ilker (2016) purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. Purposive sampling technique is based on certain consideration.

In this research, the researcher asked for recommendation from the teacher in the school and saw the result of the pretest which is given by the researcher. The classes chosen are X IPA 1 as Control Class and X IPA 3 as the Experimental Class. There were 33 students in each class.

Table 3.3 Sample of the Research

Class	Students
X IPA 1 (Control Class)	33
X IPA 3 (Experimental Class)	33
Total	66

3.4 Instrument of the Research

The researcher collected the data through the using reading test. The researcher administer into two stages. The first pre-test done before doing the treatment. The second pos-test done after doing the treatment. Kinds of the test is multiple choice as research instrument. The test item consists of 10 multiple choice. That was multiple choices type with five options (a, b, c, and d)

a. Pre-Test

The pre-test administered to both experimental and control classes. This test was given to know the students reading comprehension before teacher giving treatment. The topics about si molek . There were 10 questions pre-test in multiple choice form that relate to narrative text.

b. Post-Test

Post-test is a test which is given by students after treatment by story pyramid strategy. Post-test was aimed to know the effect of story pyramid strategy in reading tcomprehension especially narrative text. The test item consists of 10 multiple choice about Putri Pandan Berduri.

Table 3.4 Blue Print of the Test

No	Title	Indicator	Sub Indicator	Items
1	Si molek (Pre-Test)	Orientation	Identifying the setting of the story	1
			Identifying the Character	2
		Complication	Identifying the Problems	3
		Resolution	Identifying the resolution	2
		Reorientation	Identifying the reorientation	2
2	Putri Pandan	Orientation	Identifying the setting of the	1

Berduri (Post-Test)		story	
		Identifying the Character	2
	Complication	Identifying the Problems	3
	Resolution	Identifying the resolution	2
	Reorientation	Identifying the reorientation	2

3.4.1 Variable X

Based on the background of the problem, this research consists of two variables. They are variable X and variable Y. First independent variable as a variable X. Variable X of this research is Story Pyramid strategy that influences students' reading comprehension.

3.4.2 Variable Y

Dependent variable as variable Y. Variable Y of this research is student reading comprehension that is influenced by story pyramid strategy. So in this research the researcher tried to figure out the effect of story pyramid strategy toward reading comprehension.

3.4.3 Validity of Instrument

Validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what was proposed to be measured. It means that the test is valid to the extent that it measures what it is supposed to measure.

Before the test was given, both of the tests were conducted and tried on 33 students to obtain the validity of the test. It was determined by finding the

difficulty level of each item, item difficulty determined as proportion of correct respon.

A consultation with the English teacher at school has been done in order to find out the appropriateness of instrument in which the test would be given to the student. The Relevance of the topic of reading based on SKKD(Standar kompetensi-kompetensi Dasar) based on curriculum 2013.

3.4.4 Reability of Instrument

A test can be considered realible if the test have a consistent result. To obtain the reliability of the test, it must be known the Mean and Standard deviation of the test. The reliability coefficients for good identified kinds of structure test and listening comprehension test are expected to exceed 0.00 and closed 1.00.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing,
- b. The administration of the test is clear, this is an important factor in deciding reliability.

3.5 Data Collection Technique

3.5.1 Data Collection for Experimental Class

In this research the data was collected by checking the attendance of students:

1. Pre-test

Pre-test used to measure students' ability before using the treatment.

The researcher give pre-test to X IPA 3 as experimental class. The pretest was given to know the basic competence for student and to know earlier knowledge before they get treatment. Pre-test was conducted to know the early ability of the tenth grade students SMAN 3 Tualang.

Table 3.5 Pre-test Section

Meeting	Measurement	Topic
1	Pre-test	Identification generic structure based on the text in the form of pyramid(Si molek)

2. Treatment

The treatment which conducted after given pre-test . The researcher teaches the way use story pyramid strategy to students. And students will apply after they understand. Whereas the test will be try in experiment,there are in the table.

Table 3.6 Treatment Section

Meeting	Measurement	Topic
2	Treatment I	Identification generic structure based on the text in the form of pyramid(The Legend of Senua Island)
3	Treatment II	Identification generic structure based on the text in the form of pyramid(Putri Gading Cempaka)
4	Treatment III	Identification generic structure based on the text in the form of pyramid(Si lancang)

3. Post-test

After treatment, this test was conducted to determine changed in student's reading skills after teaching through Story Pyramid Strategy are applied in the classroom process. The post-test was conducted in the last meeting. The result of the post-test was analyzed and used for the final data of this research.

Table 3.7 Post-test Section

Meeting	Measurement	Topic
5	Post test	Identification generic structure based on the text in the form of pyramid(Putri Pandan Berduri)

3.5.2 Data Collection for Control Class

1. Pre-test

The researcher give pre-test to X IPA 1 as control class. In pre-test this researcher give the some topic for the pre-test in control class.

It would be similar to the experimental class in the pre-test.

Table 3.8 Pre-test Section

Meeting	Measurement	Topic
1	Pre-test	Identification generic structure based on the text in the form of pyramid (Si molek)

2. Non treatment

There was not treatment in control class that research given . Students were though their English Teacher.

Table 3.9 Non-Treatment Section

Meeting	Measurement	Topic
2	Conventional method (without treatment)	Identification generic structure based on the text in the form of pyramid (The Legend of Senua Island)
3	Conventional method (without treatment)	Identification generic structure based on the text in the form of pyramid(Putri Gading Cempaka)
4	Conventional method (without treatment)	Identification generic structure based on the text in the form of pyramid(Si lancang)

3. Post-test

The post-test had done after doing pre-test. It have aim to know is there significant effect in experimental class and control class. The researcher give the some topic for the post-test. It would be similar to the experimental class in the pre-test.

Table 3.10 Post-test Section

Meeting	Measurement	Topic
5	Post-tes	Identification generic structure based on the text in the form of pyramid (Putri Pandan Berduri)

3.6 Research Procedure

1. Pre-test

Pre-test was given before teaching and learning process in the classroom. Pre-test was conducted to know early ability of the tenth grade SMAN 3 Tualang . the Pre-test was written in multiple choice.

2. Treatment

a. Meeting 1

The First meeting , teacher explained about definion , purpose , and generic structure of narrative text to students. After that narrative text was given to the students and they were got explanation about story pyramid strategy and the way in using story pyramid strategy in narrative text. then students were asked to read narrative text with the tittle “Si Molek” and the students began to fill the pyramid sheet. The step in teaching narrative text by using story pyramid strategy was :

Line 1 : one word to describe character in the story

Line 2 : two words describe the main character in the story

Line 3 : three words describe the setting in the story

Line 4 : four words to describe problem in the story

Line 5 : five words describe one event in the beginning of the story

Line 6 : six words describe second event in the middle of story

Line 7 : seven words describe one third in the end of the story

Line 8 : eight words that refer to the problem solution

b. Meeting 2

Second Meeting , the material of narrative text and story pyramid strategy was reviewed. After that, students were given narrative text with the title “The Legend of Senua Island”. The teacher asks students to read and understand the text by using the pyramid strategy.

c. Meeting 3

On third meeting, students were given the explanation of narrative text and story pyramid strategy. Then students were reminded of ways in applying story pyramid in narrative text. After that, students were given a narrative text with the title “Putri Gading Cempaka”. Next phrase, teacher asked students to read narrative text and filled the pyramid sheet.

Line 1 : one word to describe character in the story

Line 2 : two words describe the main character in the story

Line 3 : three words describe the setting in the story

Line 4 : four words to describe problem in the story

Line 5 : five words describe one event in the beginning of the story

Line 6 : six words describe second event in the middle of story

Line 7 : seven words describe one third in the end of the story

Line 8 : eight words that refer to the problem solution

d. Meeting 4

In fourth meeting, students were given narrative text with the title “Si Lancang”. After that, teacher was ask students to readthe text.

3. Post test

After treatment finished in five meeting by applying story pyramid strategy in teaching reading comprehension of narrative text, the students were able to comprehend the text. Furthermore, students were given post-test to see the effect of story pyramid strategy in reading comprehension especially in narrative text. the purpose of post-test was to compare between pre-testand post-test by using story pyramid strategy. So the result was identify by compared pre-test and post-test of students.

3.7 Data Analysis Technique

After the data was collected. The data in analysis data , the reseracher used Spss version 2.3 score of pre-test , post-test of the students. . The researcher give some treatment to the student before conducted by study. Count of scoring the students’ answer for correct answer and wrong answer. The scores was analysed by using statistical analysis test. The data nalyzed by statistical analysis, to know the result whether it will statistically significant and analysis by using test.

In this study, the reading test was in the form of multiple choices types. There was a certain score, in which 1 for the right answer and 0 for the wrong answer.

To obtain the total score, the following formula is used :

$$S = \frac{X}{N} \times 100$$

Notes :

S : Individual Score

X: The Correct Answer

N: The number of item

(Sugiono:2007)

CHAPTER IV

RESEARCH FINDINGS

4.1 The Description of the Data

The data of this research were the students' score of post-test in both of classes (control and experimental). Before giving post-test, the researcher gave pre-test to all of the samples in both of classes. The result of pre-test found that both classes had no different score significantly.

The experimental class had been taught with using story pyramid as strategy, while control class had been taught without using story pyramid as strategy. Post-test was given to the students in both classes after completing the treatment.

4.2 Data Presentation

The data of the research are the scores of the students' pre-test and post-test of control class and experimental in SMAN 3 Tualang. The data are collected through the following procedures:

1. The students of control class and experimental class get a pre – test by asking to answer the question.
2. The students of control class did not get treatment and the students of experimental class get treatment by using story pyramid strategy, but all groups get the same materials
3. The students of control class and experimental class get post – test by asking them to answer the question.

The data of the students' score of the test as the result of the research are presented in the following table:

1. The Students' Reading Comprehension Score on Pre-Test

Table 4.1
The Students' Reading Comprehension Score on Pre-Test

STUDENTS	PRE - TEST SCORE	
	CONTROL	EXPERIMENT
Student 1	60	30
Student 2	50	20
Student 3	30	40
Student 4	30	30
Student 5	40	30
Student 6	40	50
Student 7	50	40
Student 8	60	10
Student 9	50	20
Student 10	30	30
Student 11	20	30
Student 12	40	50
Student 13	50	20
Student 14	30	30
Student 15	20	40
Student 16	50	20
Student 17	40	30
Student 18	50	20
Student 19	30	20
Student 20	20	30
Student 21	30	40

Student 22	40	60
Student 23	20	50
Student 24	20	40
Student 25	50	50
Student 26	60	30
Student 27	40	30
Student 28	20	20
Student 29	50	40
Student 30	50	60
Student 31	40	30
Student 32	30	50
Student 33	20	30
Total	1280	1120
Mean	38.78	33.93

From the table above, there are 33 participants of the control class, and 33 participants in the experimental class. The calculation of total pre-test score of the control class is 1280 and the calculation of total pre-test score experimental class is 1120. The mean of pre - test scores of control class is 38.78, and the mean of the pre-test score experiment class is 33.93.

a. Control Class

The frequency distribution of pre-test score in the experimental class is obtained by using SPSS 16 as follows:

Table 4.2
The frequency distribution of students reading comprehension test
(Pre-Test) in Control Class

		Pre-test Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	7	21.2	21.2	21.2
	30	6	18.2	18.2	39.4
	40	7	21.2	21.2	60.6
	50	10	30.3	30.3	90.9
	60	3	9.1	9.1	100.0
Total		33	100.0	100.0	

Based on the table above, it can be seen that there were 7 students got score 20 (21.2 %), 6 student got 30 (18.2%), 7 students got 40 (21.2 %) , 10 students got 50 (30.3%), and 3 students got 60 (9.1%) and the highest score was 60 and the lowest score was 20.

b. Experimental Class

The frequency distribution of pre-test score in the control class is obtained by using SPSS 16 as follows:

Table 4.3
The frequency distribution of students reading comprehension test
(Pre-Test) in Experimental Class

		Pre-test Experiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	3.0	3.0	3.0
	20	7	21.2	21.2	24.2
	30	12	36.4	36.4	60.6
	40	6	18.2	18.2	78.8

50	5	15.2	15.2	93.9
60	2	6.1	6.1	100.0
Total	33	100.0	100.0	

Based on the table above it can be seen that there were 1 students got score 10 (3.0%), 7 students got score 20 (21.2 %), 12 students got score 30 (36.4 %), 6 student got score 40 (18.2 %) 5 students got score 50 (15.2 %). And 2 students got score 60 (6.1%) and the highest score was 60 and the lowest score was 10.

2. The Students' Reading Comprehension Score on Post – test

Table 4.4
The Students' Reading Comprehension Score on Post – test

STUDENTS	POST – TEST SCORE	
	CONTROL	EXPERIMENT
Student 1	70	70
Student 2	40	80
Student 3	40	80
Student 4	50	70
Student 5	50	80
Student 6	20	90
Student 7	30	70
Student 8	50	70
Student 9	40	80
Student 10	60	80
Student 11	40	80
Student 12	30	90
Student 13	30	80
Student 14	30	70

Student 15	50	80
Student 16	40	70
Student 17	20	70
Student 18	40	70
Student 19	50	80
Student 20	60	80
Student 21	40	70
Student 22	60	90
Student 23	50	80
Student 24	30	70
Student 25	50	80
Student 26	50	70
Student 27	50	80
Student 28	40	80
Student 29	50	80
Student 30	40	90
Student 31	60	70
Student 32	50	80
Student 33	30	80
Total	1440	2560
Mean	43.63	77.57

From the table above, there are 33 participants of control class, and 33 participants in the experiment class. The calculation of total post-test score of the control class is 1440, and the calculation of total post-test score of experiment class is 2560. The mean of pre - test scores of ontrol class is 43.63, and the mean of the post-test score experiment class is 77.57.

a. Control Class

The students' ability in reading comprehension after being given the treatment with using story pyramid strategy in experimental class can be seen in the following table:

Table 4.5
The frequency distribution of students reading comprehension test
(Post - Test) in Control Class
Post-Control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20	2	6.1	6.1	6.1
30	6	18.2	18.2	24.2
40	9	27.3	27.3	51.5
50	11	33.3	33.3	84.8
60	4	12.1	12.1	97.0
70	1	3.0	3.0	100.0
Total	33	100.0	100.0	

Based on the table above it can be seen that there were 2 students got score 20 (6.1 %), 6 students got score 30 (18.2 %), 9 students got score 40 (27.3 %), 11 student got score 50 (33.3 %), 4 students got score 60 (12.1 %), 1 students got 70 (3.0 %), and the highest score was 70 and the lowest score was 20.

b. Experiment Class

The students' ability in reading comprehension after being given the conventional method in control class that can be seen in the following table :

Table 4.6
The frequency distribution of students reading comprehension test
(Post - Test) in Experiment Class

Post-test Experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
70	12	36.4	36.4	36.4
80	17	51.5	51.5	87.9
90	4	12.1	12.1	100.0
Total	33	100.0	100.0	

Based on the table above it can be seen that there were 12 students got score 70 (36.4 %), 17 students got score 80 (51.5 %), 4 students got score 90 (12.1%), and the highest score was 90 and the lowest score was 70.

3. Students' Reading Comprehension Score on Pre-Test and Post-Test in Control Class and Experimental Class

Table 4.7
The Students' Pre-test Score in Experimental and Control Class

Students	Experiment Class		Gain Score	Control Class		Gain Score
	Pre – test	Post - test		Pre – test	Post - test	
Student 1	30	70	40	60	70	10
Student 2	20	80	60	50	40	-10
Student 3	40	80	40	30	40	10
Student 4	30	70	40	30	50	20
Student 5	30	80	50	40	50	10
Student 6	50	90	40	40	20	-20
Student 7	40	70	30	50	30	-20
Student 8	10	70	60	60	50	-10
Student 9	20	80	60	50	40	-10
Student 10	30	80	50	30	60	30
Student 11	30	80	50	20	40	20

Student 12	50	90	40	40	30	-10
Student 13	20	80	60	50	30	-20
Student 14	30	70	40	30	30	0
Student 15	40	80	40	20	50	30
Student 16	20	70	50	50	40	-10
Student 17	30	70	40	40	20	-20
Student 18	20	70	50	50	40	-10
Student 19	20	80	60	30	50	20
Student 20	30	80	50	20	60	60
Student 21	40	70	30	30	40	10
Student 22	60	90	40	40	60	20
Student 23	50	80	30	20	50	30
Student 24	40	70	30	20	30	10
Student 25	50	80	30	50	50	0
Student 26	30	70	40	60	50	-10
Student 27	30	80	50	40	50	10
Student 28	20	80	60	20	40	20
Student 29	40	80	40	50	50	0
Student 30	60	90	30	50	40	-10
Student 31	30	70	40	40	60	20
Student 32	50	80	30	30	50	20
Student 33	30	80	50	20	30	10
Total	1120	2560	1490	1280	1440	200
Mean	33,93	77.57	45.15	38.78	43,63	6,06

From the table above, it can be seen that the total score of pre-test in experimental class was 1120 and the mean score was 33.93. The total score of post-test was 2560 and the mean score was 77.57 with gain 45.15. While the total scores of pre-test in control class was 1280 and the mean score was 38.78. The total score of post-test was 1440 and the mean score was 43.63 with gain 6.06.

4.3 The Data Analysis

1. Students Reading Comprehension Taught without Using Story Pyramid Strategy

The data of students' Reading comprehension taught without using story pyramid strategy were obtained from students' post-test and score in control class. The statistical description of students' post-test in control class is described as follows:

Table 4.8
The Description Statistics of Students' Post-test Score in Control Class
Statistics
Post-Control

N	Valid	33
	Missing	0
Mean		43.64
Std. Error of Mean		2.079
Median		40.00
Mode		50
Std. Deviation		11.942
Variance		142.614
Range		50
Minimum		20
Maximum		70
Sum		1440

Referring to the table, the mean of the student's post-test score in the control class was 43.64, the std. deviation was 11.942, the variance was 142.614, the minimum score was 20, the maximum score was 70 and sum score was 1440.

Furthermore, the researcher used the classification of students' score as well to analyzed the students' post-test score in control class described as follows:

Table 4.9
The Classification of Students' Score

Score	Categories
80 – 100	Very good
70 – 79	Good
60 – 69	Sufficient
50 – 59	Poor
0 – 49	Fail

Based on the table above, the mean of post-test of class was 43.64, it means that the students' ability in reading comprehension before being taught by using story pyramid strategy was categorized into **fail level**.

2. Students Reading Comprehension Taught by Using Story Pyramid Strategy

The data of students' reading comprehension taught with using story pyramid strategy were obtained from the students' post-test score in experimental class. The statistical description of students' post-test score in experimental class is described as follows:

Table 4.10
The Description Statistics of Students' Post-test Score in
Experimental Class

Statistics

Post-test Experiment

N	Valid	33
	Missing	0
Mean		77.58
Std. Error of Mean		1.154
Median		80.00
Mode		80
Std. Deviation		6.629
Variance		43.939
Range		20
Minimum		70
Maximum		90
Sum		2560

Referring to the table, the mean of the students' post-test score in the experimental class was 77.58, the std. deviation was 6.629, the variance was 43.939, the minimum score was 70, the maximum score was 90 and sum score was 2560.

Furthermore, the researcher used the classification of students' score as well to analyze the students' post-test score in experimental class described as follows:

Table 4.11
The Classification of Students' Score

Score	Categories
80 – 100	Very good
70 – 79	Good
60 – 69	Sufficient
50 – 59	Poor
0 – 49	Fail

Based on the table above, the mean of post-test of class was 77.58 it means that the students' ability in Reading Comprehension by using story pyramid strategy was categorized into **good level**.

3. The Significant Effect of Story Pyramid strategy Students' Reading Comprehension

The effect size was analyzed from the result of t-test and the number of students. The t-test was 14.274 and the number of students was 66. It was obtained by using the formula as follows:

$$\begin{aligned}
 \text{Eta squared} &= \frac{t^2}{t^2 + (N_1 + N_2 - 2)} \\
 &= \frac{14.274^2}{14.274^2 + (33 + 33 - 2)} \\
 &= \frac{203.747}{267.747} \\
 &= 0.76
 \end{aligned}$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = \text{Eta squared} \times 100\%$$

$$K_p = 0.76 \times 100\%$$

$$K_p = 76\%$$

Based on the data analysis about the students' reading comprehension, it shows that mean of the students' reading comprehension taught by using story pyramid strategy was higher than taught without using story pyramid strategy.

Then the percentage of coefficient was 76%. It means that the effect of story pyramid strategy had significant effect on students' reading comprehension. From the result of the percentage of coefficient effect above, it can be said that story pyramid strategy gives the contribution 76% to students' reading comprehension and 24% influenced by internal factors. These factors came from the students themselves, such as intelligence and motivation.

Table 4.12
The Mean and Standard Deviation Post-Test of Experimental and Control Class

Group Statistics

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Control	33	43.6364	11.94210	2.07885
	Experiment	33	77.5758	6.62868	1.15391

In the table 4.12, it can be seen that the total number of students from control class was 33 and experiment class was 33. The mean score of control class was 43.63 and the mean score of experiment class was 77.57, the standard

deviation in control class was 11.94 , while standard deviation in experiment class was 6.62. The standard error mean in control class was 2.07 and control class was 1.15.

Based on the data were normally distributed and homogenous, the researcher would show the description of independent sample t-test analysis as follows:

Table 4.13
Independent Sample T-test of Post-test in Experimental and Control Class

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	
Hasil Belajar Siswa	Equal variances assumed	10.871	.002	14.274	64	.000	33.93939	2.37763	38.68925	29.18953
				Equal variances not assumed	14.274	50.09	.000	33.93939	2.37763	38.71498

Based on the table 4.13, showed that the t result was 14.27, df was 64, significant was 0.02, mean difference was 33.939, standard error was 2.37 lower

difference interval was 38.68, upper difference interval was 29.18. There were two ways that can be done in interpreting t_0 . They were:

By using sig. (2 tailed); $H_0 = \text{sig. (2tailed)} > 0.05$; $H_a = \text{sig (2 tailed)} < 0.05$. The table showed that sig. (2 tailed) was lower than 0.05; $0.000 < 0.05$. It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

It can be concluded that H_0 was rejected and H_a was accepted. It means that there was a significant difference of listening comprehension taught without using story pyramid strategy.

Based on the output SPSS above, it answered the hypothesis of the research that H_a is accepted because $0.000 < 0.05$. its means that H_0 is rejected.

4.4 Data Interpretation

In the description of the data which was taken from 33 students of experimental class, Table 4.1 showed the description of the experimental class score which has the mean score of pre-test 33.93 before the story pyramid strategy was implemented. After story pyramid strategy was implemented in the class, the mean score of post-test was 77.57.

Meanwhile, control class score which has the mean score of pre-test 38.78 and the mean score of post-test was 43.63. It means that both classes have increased in the post-test score. Yet, the experimental class got higher score than the control class. Based on the statistical analysis, the increasing point of the experimental class was 43.64 points, from 33.93 to 77.57 as for the control, it

increased 4.85 points from 38.78 to 43.63. it means that experimental class had more significantly increasing points rather than the control class.

From the data analysis of the research, it can be assumed that story pyramid strategy can give significant effect of students' reading comprehension because the score of students' writing after being taught by using story pyramid is higher than before the writer gave the treatment. Furthermore, this rese supported the previous research that story pyramid strategy is an effective to teach reading.

In summary, using story pyramid strategy is effective to improve students' reading narrative text, especially for the grade tenth grade SMAN 3 Tualang

4.5 Hypothesis Testing

From the calculation of the data presentation, it was known any increasing score from pre-test until post-test. The score of students test could be seen in the following information.

Test	Mean	Level
Pre-Test	43.6	Fail
Post-test	77.5	Good

H_a : there is significant effect of story pyramid strategy on students reading narrative text of tenth grade at SMAN 3 TUALANG.

H_0 : there is no significant effect of story pyramid strategy on students reading narrative text of tenth grade at SMAN 3 TUALANG

By seeing the mean score of post- test of control and experimental class-control class: $43.64 < \text{experimental class } 77.58$, it can be stated that H_a is accepted and H_0 is rejected. It means that there is a significant difference between students' Reading Comprehension taught by using and without using of story pyramid strategy on students reading narrative text of tenth grade at SMAN 3 TUALANG

4.6 Discussion

Using Story Pyramid Strategy to teach students reading comprehension makes the students able to find the important information in the text and organize the information well. The data are obtained from the students' achievement score of the test of reading comprehension of narrative text . The data of the mean scores of the experimental class and the control class were appeared. The mean scores of both classes were computed to know whether each class was significant different or not.

The average score for experimental class was 33,93 (pre-test) and 77,57 (posttest). The difference of the mean score between the pre-test and posttest on the experimental class was 43,6. While on the control class, the average score was 38,78(pre-test) and 43,64 (posttest). The difference mean of the score between pre-test and post-test were 4,85.

From previous research, there are some differences with research at SMA N 3 Tualang. In terms of sampling, previous research used cluster random sampling and essay as research instrument. In this study, using purposive sampling in data collection and multiple choices as research instrument.

Based on research using story pyramid strategy on students' narrative text reading skills, the teaching learning process is able to motivate students in learning English, especially reading abilities. All of result of the research shows that there is any significant difference in reading comprehension on narrative text between students who are taught by using story pyramid strategy and without strategy.



CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

The research was conducted to find out whether there is a significant effect of students reading comprehension taught by using story pyramid strategy on students reading comprehension at the tenth grade students of SMAN 3 Tualang. . Based on the data presentation and data analysis of students reading comprehension from control and experiment classes, it showed that the result of students reading comprehension who were taught by children songs is better than students reading comprehension who were taught without using story pyramid strategy.

Therefore, the results of the data analysis could answer the formulation of the problems:

1. The tenth grade students at SMAN 3 Tualang who were taught by using strategy reading comprehension have good category than those who were taught without using it.
2. .Story pyramid strategies have given a large effect on the tenth grade students' comprehension at the tenth grade students of SMAN 3 Tualang.
3. There is a significant difference between students reading Comprehension who were taught by using and without using story pyramid strategy at the tenth grade year of SMAN 3 Tualang. Then the percentage of coefficient was 76%. It means that teaching English by using story pyramid strategy had significant effect on students reading comprehension.

5.2 Suggestion

Considering the effect of using pyramid strategy on students reading comprehension at tenth grade students of SMAN 3 Tualang, the researcher would like to give some suggestions as follows

1. Suggestion for Teacher

- a. Creating enjoyable teaching and learning in order to make students feel interested and not bored in doing their reading exercise or tasks that should be developed by English teacher, for example, by using story pyramid strategy. The more media for giving the study the more effective teaching and learning process.
- b. Giving media will help the students in understanding English well in order to make them interested in improving their reading comprehension well.
- c. Give the students' motivation whenever they are trying to learn English.

2. Suggestion for Student

- a. The students should study hard in studying by giving attention to the teachers' explanation.
- b. Try to always learn English in any situation.
- c. Do not be afraid of laughing from friends.
- d. The students should be spirited in developing their readingcomprehension.

3. Suggestion for orther researcher

Finding new appropriate strategy, technique or media is one of the good ways in doing research for helping students in mastering English, because the time and situation influence the effectiveness of a strategy.



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