

**THE EFFECT OF USING STORY PYRAMID STRATEGY IN READING  
COMPREHENSION AT HARAPAN MEKAR2 MEDAN**

**Skripsi**

*Submitted partial fulfillment of the requirement  
for degree of sarjanapendidikan(S.Pd )  
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## ABSTRACT

**Sundari Sri “The Effect of Using Story Pyramid Strategy in Reading Comprehension at Harapan Mekar 2 Medan ” Skripsi: English Education Program of the Faculty of the Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2017.**

The objective of this research was to find out the effect of using story pyramid strategy in reading comprehension at harapan mekar 2 medan .The study applied the experimental research method. The population of this research was the 2017/2018 first years students’ of SMK Harapan Mekar 2 yMedan. Jln. Marelan Raya No. 77 Rengas pulau which consisted of 60 students. The researcher will be used purposive sampling, the sample was taken from one class of population which consisted of 30 students. The students were dividing into one 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 and essay. The data was analyzed by using t-test formula. The result of this research showed that the t-observed value was greater than the t-table in which t-observed was 9,811 and t-table 1.701 in  $\alpha = 5\% = 0.05$ . It shows that  $t_{observed} > t_{table}$  ( $9.811 > 1.701$ ). The hypothesis was accepted. It means that there was any significant effect of using story pyramid strategy in reading comprehension at harapan mekar 2 medan . Total of significant effect was 70,80% and 29, 20 % was influenced by other factor.

**Key Words :** Reading, story pyramid strategy

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In writing this study entitled “The effect of using story pyramid strategy in reading comprehension at Harapan Mekar 2 Medan ” with the purpose for submitting in partial fulfillment of the requirement for sarjana a degree in English Department, there were so many obstacles faced by the following people, it was so difficult for the researcher would like to express his thank Third by to his dearest parents, Alm H. Rusli and Hj. Nurbaiti, S.Pd and my brother Saipulbahrifor their pray, advice courage, moral and material supports from he born until forever. Then the researcher also would like to thank:

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Hopefully the findings of this research are expected to be useful for those who read study and interested to the topics. Finally, the researcher realizes that the study is still far from being perfect in spite of the fact he has done his best in

completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this study.

Medan, 09 October 2017

Researcher

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Language is the tool to communication and interacts in daily life. In other word language is a tool express the mind, idea, concept, and opinion. Learning a language means to learn its four integrated skill, namely: Listening, speaking, reading, and writing. In teaching and learning English, reading is one of the most important skill that have to be mastered by the student. Reading is the process of understanding written language in order to know the message communicated. Through a text, a writer wants to communicate something to readers. Reading is a tool for student to get some information from the written text. Essentially, reading skill is necessary for learners to understand text literatures in English. Everybody needs to read in order to improve their knowledge and to gather any information, especially the students in the schools.

According to Nunan (2003) reading is a likewise a skill that teacher simply expect learners to acquire, in reading the student should be able to find the topic and identify the specific information of the text. And teacher should have an effective way to increasing in the students reading process. Narrative text is a one of kind a text that tell a story and purpose of narrative text is to entertain the reader and listener. In this case, Narrative text becomes one of important reading text to be learned. The story can be imaginative and factual. It can be folk tale,

legends, short stories etc. A narrative always deals with some problem which leads to the climax and then turns into a solution to the problem. A good reader is an active reader who adopts a purposeful approach to his reading and this is reflected in his pattern of eye-movements.

In reality the researcher's experience during practice at some of the students get the problem in reading skill. The problem not only come from student but also from the teacher. Such as: students did not interesting with the lesson, they have less motivation from teacher to study reading because they are feel bored subject when reading. The students still have difficulties in analyzing the text content, comprehending the vocabularies and grammar of the text. And also the student felt difficult to find which important part of the text. There are many teaching reading strategies can be used. One of them is story pyramid strategy. According to MaconBowell, (1991) in teaching explained that: Story pyramid Strategy helps student pinpoint highlight of a story and describe important part of using a limited number of word.

According to Valerie (2009) state that story pyramid is a strategy that will help the student to organize events in a story. Story Pyramid Strategy is an effective strategy to make students understand about the story based on the structure. Teacher need to change students to develop better thinking and understand about the text. This strategy forces student to review and summarize the main point of the story. Through story pyramid strategy, students' expected to find the main idea from the topic or problem. There are many procedure of story pyramid strategy from the expert. The procedure in this strategy is after reading

student summarize the main aspects of provide a handout with instruction on it, or read instruction line by line, leaving time for students to write before heading instruction

There are some advantage of story pyramid strategy. According Macon in teaching the advantage of story pyramid is Story pyramid helps student pinpoint highlight of a story and describe important part of using a limited number of word. So the student will comprehend a text clearly because they will describe the important part by using the pyramid.

Based on explanation above, to improve students' comprehension of the text, the researcher tends to choose the title in this research: **The Effect of Story Pyramid Strategy in Reading Comprehension at Harapan Mekar 2 Medan**

## **B. The Identification of the Study**

Based on the background of the study, the problem were identified as follows:

1. The students are lack of reading
2. The students are not able to understand what they have read
3. The students feel difficult of reading comprehension

## **C. The Scope and Limitation**

Based on the problem identified previously, the scope is focused on reading skill and the subject is limited on reading text

#### **D. The Formulation of the Study**

Based on the identification of the problem, this study are formulated as follow:

- 1 Is there any significant of The Effect of Using Story Pyramid Strategy in Reading Comprehension to improve students' reading skill?

#### **E. The Objective of the Study**

The objective of the study are stated as follow

- 1 To find out any significant of The Effect of Using Story Pyramid Strategy in Reading Comprehension to improve students' reading skill

#### **F. The Significance of the Study**

The finding out of the study is expected to be useful theoretically and Practically, There were:

##### **Theoretically,**

These studies are expect to be use full:

1. As a source to give information about Story Pyramid Strategy

##### **Practically,**

This study will be useful

1. As English teachers' will be apply on their teaching and learning using by story Pyramid strategy to improve their reading student reading skill

2. for Student will be make easier in comprehending the reading texts and more interested in doing reading
3. The other researcher to increase their knowledge how to improve reading skill and as the references for further study related to this researcher.

## **BAB II**

### **REVIEW LITERARY**

#### **A. Theoretical framework**

##### **1. Description of Method, Approach, Strategy and Technique**

###### **1.1 Method**

According to Nunan (2003) a language teaching method is a single set of procedure which teachers are follow in the classroom. Method is one

###### **1.2 Approach**

According to Setyadi (2006) stated that an approach is a set of correlation assumptions dealing with the nature language and the nature of language learning and teaching. Approach is the level at which assumption belief about language. Language learning and language teaching.

###### **1.3 Strategy**

According to Brown (2000) stated that strategies are method of an approaching a problem or task, modes of operating for achieving a particular end, planned designs for controlling and manipulating certain information. Strategies is very intra individual; each of us has a

number of possible ways to solve a particular problem, and choose one or several in sequence for given problem.

#### **1.4 Technique**

According to Setiyadi (2006) stated that a technique is something that actually takes place in language teaching or learning in classroom.

## **2. Description of Reading**

There are many of definition of reading, reading is a one of the four language skill. In reading activities reading is an one of activity which an activity analyze and interpret conducted by the reader to get a message to be delieredwithwriterer.The reading became very important in educatio, student need to be exercside and trained in order to have a good reading skill.

According to Grabe andStoller (2002) states that Reading is an interactive process in at least two ways. First, the various processes involved in reading are carried out simultaneously. Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long – term memory, as background knowledge.

According to Grabe and Stoller (2002) states that Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a



given text is triggered by some individual purpose or task, whether imposed internally. Reading is also a comprehending process

According to Frank (2004) “ Reading is the process to get, to understand, to each the content of the reading and extracting information from print”. According to Meanwhile, Debora (2004:5) stated that reading is an active process that dependent on both an out door’s ability to convey meaning using process words and your ability to create meaning from them.

According to Nunan (2003) reading is fluence process of reader combining information from a text and their own background knowledge to build meaning. With reading someone is able to find information and comprehend the meaning of the text. Reading not only focusing on print word, but also reading has some meaning that should be known by everyone especially the student. The goal of reading is comprehension.

## **2.1 Purpose of Reading**

Kailani and Muqattash (2008) state that there are several purposes for reading most important of which are the following:

- Reading for referential material so as to get factual information with which to operate in the environment.
- Reading for research to get some information concerning a certain problem under study.
- Reading for improving intellectual skills, or to gain more general or specific knowledge.

- Reading for summarizing a text or for writing a report on a subject
- Reading for entertainment or self-development as when we read a novel, story, a poem, in a newspaper, magazine, or journal. <sup>23</sup> Each purpose affects the process depending on reading. Several types of skills are included depending to the reading activity. In other words, one focuses on related data and ignores material irrelevant to his objectives, when reading for pleasure one is free to read what one likes and how to read it. Consequently, reading is carried out for a purpose other than reading the language itself.

According to Grebe and Stroller (2002) classified the reading purpose as follow:

2.1.1 Reading to search for simple information and reading to skim  
 Reading to search for simple information is a common in reading ability thought some researches see it as relatively independent cognitive process it is used to often in reading texts that is probably best see as a type of reading ability. Reading to search, we typical scans the text for a specific piece of information or specific piece word. Reading the skim is a common part of many reading text and useful skill in its own right.

2.1.2 Reading to learn text

Reading to learn typically in academic and professional contexts in which a person needs to learn a considerable amount from a text. It requires abilities to:

A. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

B. Link the text to the reader knowledge based.

2.1.3 Reading to integrated information, write and critique text Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting for conflicting information to accommodate from multiple sources.

## **2.2 Basic of Reading**

According Mc Neil (1992:10) defines the basic skill of reading as follow:

### **A. Pronunciation**

Pronunciation is utterance of any symbol or word. It's important in recognizing a word because the correct pronunciation of a word would the reader the real the meaning of it.

### **B. Structural System**

Structural system is the part of a word that form unit of the meaning or sound. The unit may be parts of an inflection ending, compound word, a prefix, suffix, and syllable.

### **C. Vocabulary**

Vocabulary is a list of word in which a reader can find word to express the meaning. In other word recognition vocabulary is much large than production vocabulary as result, in part, of the computerized analysis of language data.

## **D. Comprehension**

According David ( 2005 ) defines the basic skills of comprehension as follow :

1. Recalling word meaning ( vocabulary knowledge )
2. Drawing inferences from content
3. Following the structure of a passage
4. Recognizing a writer's purpose, attitude, tone, mood
5. Finding answer to question answered explicitly or in paraphrase.

## **2.3 Reading Ability**

According to (Lipson 2003) that ability to read is the speed of reading and understanding all the content. Reading ability can be improve by mastering the techniques to read effectively and efficiently. The ability to read must be balanced by understanding of these readings. Effective reader and critical to be able to find important part of the reading material appropriate

## **2.4 Genres of Reading**

The word genre in today's world has been used broader to refer the range of ways in which things get done in particular society of culture. According to Knapp and Watkins(2005)Genre is place occasion, function, behavior, and interaction structures. Genre theorist assumes that the organizations of a text genre are classified. They move through to attain their purposes According to

Brown H.D, (2003) in a foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. There are three types (Genres) of reading:

1. Academic Reading includes:

General interest articles (in magazine, newspaper,etc.).

Technical report (e.g. lab report), professional journal

Articles.

References material (dictionary, etc.).

Textbook, theses.

Essay, papers.

Test direction.

Editorials and opinion writing.

2. Job-related Reading includes:

Messages (e.g. phone messages).

Letters / mails.

Memos (e.g. interoffice).

Reports (e.g. job evaluations, project reports).

Schedules, labels, sign, announcements.

Forms, application, questionnaires

Financial documents (bills, invoices,etc.).

Directories (telephone, office, etc.).

Manuals, direction.

3. Personal Reading includes:

Newspaper and magazine.

Letters, email, greeting cards, invitations.

Messages, notes, lists.

Schedules (train, bus, plane, etc.).

Recipes, menus, maps, calendars.

Advertisements (commercials, want ads).

Novel, short stories, jokes, drama, poetry.

Financial documents (e.g. checks, tax forms, and loan applications).

Forms, questionnaires, medical reports, immigration

Documents, comic strip, cartoon.

## **2.5 Type of Reading**

According to Dr. M.R. Patel and M. Jain (2008): Divide reading into four types. They are intensive, extensive reading, aloud reading, and silent reading. They are:

### **A. Intensive Reading**

According to Ali (2010) states that intensive reading involves learner reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learner reading text for enjoyment and develop general reading skill. The purpose of intensive reading is to teach new words and new patterns. In the classroom, intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match

headings to paragraphs, and scanning 25 jumbled paragraphs and then reading them carefully to put them into the correct order. So intensive reading is a process of learning instead of acquisition. According to Kailani and Muqattash (2008) suggest that intensive reading is a classroom task carried on under the teacher's guidance. It is mainly concerned with texts and includes concentrating on new words, structures, expressions, functions, pronunciation and on cultural insights. It is carefully guided so that thorough understanding of the content may be achieved. Intensive reading has two key advantages.

### **B. Extensive Reading**

According to Haboush (2010) Extensive reading means to read at length, for pleasure and in slow and relaxed way, intensive reading is likely to be more focused, less relaxed and dedicated to achieve study objectives. Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading.

According to Bamford and Day (2004) Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. The purpose of extensive reading will be to train the student to read directly and fluently in the object language for enjoyment, without the aid of the teacher

### **C. Aloud Reading**

Reading aloud is one of most important things parents and teacher can do with children.. Reading aloud build many important foundation skill, introduces vocabulary, provides a model of fluent, extensive reading and helps children recognize what reading for pleasure is all about. According to Kailani and Muqattash (2008) Reading aloud is another type of reading skill that can be used for certain purposes such as checking pupils' pronunciation, word stress, pauses, intonation and understanding. The passage to be read aloud should be short, complete and topical. Moreover, the content and the language of the text should be familiar and clear enough to be understood

According to Primamore (1994) states that reading aloud also has positive effects on the development of vocabulary reading comprehension. Reading aloud to children can be used proactively to avoid problems in reading such as poor vocabulary and lack of comprehension and motivation towards reading in general and would guarantee reading success

#### **D. Silent Reading**

Reading silently improves student's understanding because it help them concentrate on what they are reading, rather than the pronunciation of individual word. Readingsilent also help develop theskill of reading for a purpose as the focus is on understanding the content without the additional burden of having to pay attention to pronunciation. Silent reading activity is meant to train the student toread without voice in order that the student can concentrate their attention or through to comprehend the text.



### **3. Reading Comprehension**

#### **3.1 Definition of Reading Comprehension**

Some experts in reading say that reading for comprehension is also known as silent reading or mental reading. It is because it involves more mental activation than physical activation (like sounding in reading aloud). This kind of reading is more dependent on the reading speed and comprehension. The characteristic of mental reading is more receptive rather than productive since the reader reads for himself, not for others. According to Paulsen & the IRIS Center (2004). Comprehension in reading is the ability to understand a written text. When students comprehend a written passage, they construct meaning from the words to understand the passage as a whole. According to Woolley (2011) states that Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

According to While, Klinger (2007) states that Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. In addition, According to Wainwright (2007) states that Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. According to Espino (2012) Reading comprehension is

complex interaction among automatic and strategies cognitive process the enable the reader to create a mental representation of the text.

According Clara Wong (1997) states that reading comprehension is a process of making sense of a written text. The goal therefore, is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated word or sentence

### **3.2 Level of Reading Comprehension**

#### **A. Literal Comprehension**

Understanding the ideas and information explicitly stated in the passage.

##### **a. Foundation skills**

1. Expanding vocabulary concepts
- b. Using the rest of the sentence to determine meaning
- c. Matching word meanings
- d. Putting words in categories
- e. Choosing synonyms
- f. Recognizing sequence of ideas within a sentence
- g. Determining if sentence explains Why, when, where
- h. Understanding antecedents of pronoun referents

##### **b. Getting meaning from the context**

1. Reading to find answers
2. Finding the main idea in a paragraph or in a story
3. Putting ideas in proper sequence

In a story Berry (2005) also confirms that at this level, you would not have to understand the true meaning of a paragraph, however, you could memorize the information. Instructors might ask you to read a chapter dealing with dates or specific facts

### **B. Interpretative Comprehension**

Understanding of idea and information not explicitly state in the passage. Ability. Reason with information presented to understand the author's Tone, purpose, and attitude. Infer factual information, main ideas, comparisons, Cause- effect relationship not explicitly stated in the passage.

Interactive reading involves reading between the line or making inference. They are must be able to create critically and analyzed carefully what they have read. Reader need to be able to see relationship among idea.

### **C. Critical Comprehension :**

According to Kustaryo(1998) stated that "Critical reading a higher degree of skill development and perception. " Critical Comprehension is analyzing, evaluating and personally reacting to information presented in a passage. Critical Comprehension to the ability to make analysis, evaluation, judgment, and proposal reacting about the idea and information writer offers in a passage.

### **D. Creative Comprehension**

Creative reading uses different thinking skill go to beyond the literal comprehension, interpretation and critical reading level.

In the creative reading the reader try to come up with new or alternate solution to this presented by the writer.

### **3.3 The Basic Skill Comprehension**

According to David (2005: 241) defines the basic skill of the reading comprehension as follows:

1. Recalling word meaning ( vocabulary knowledge )
2. Drawing inferences from content
3. Following the structure of the passage
4. Recognizing a writer's purpose, attitude, tone, mood
5. Finding answer to questions answered explicit or in paraphrase.

### **4. Story Pyramid Strategy**

Story Pyramid is one of strategy of graphic organizer that the writer had used to teach reading comprehension. In this research story pyramid has proved that student show their critical thinking. Story pyramid is an adaption of story mapping that also used a visual framework for understanding, identifying, and remembering element in the narrative text.

According to Macon et al (1991) in teaching work explained "Story pyramid can helps student pin point highlight of a story and describe the important part using a limited number of word".

Based on theory, it can be assumed that using story pyramid strategy that description of information from a story, such as the main character, the setting, and the major event in the plot can be comprehended. This strategy is use after

reading activity. According to Thus (2011) state that story pyramid is strategy to ensure that student thorough comprehend a variety of the different aspects of a story by closely analyzing the main character, setting, problem event?

According to Moreover (2010) say that story pyramid is a strategy to summary writing. It means that the students will read the story and make a summary of the text. According to Moreover Chasstrategies(2013) explain that story pyramid also helps students promote comprehension and writing. It mean that Story Pyramid Strategy is a strategy to improve student's reading comprehension and writing skill by catching and describing the important point of a text by using limited number of words. Story Pyramid Strategy can give some benefits in its uses.

According to Chasstrategies (2013) explain the benefits of story Pyramid Strategy areas follow:

1. Story Pyramid Strategy also helps students promote comprehension and writing. It mean that Story Pyramid Strategy can help student to improve their understanding about the text they have read and their writing skill by summarize the text the using outline of story pyramid
2. Through Story Pyramid Strategy, students will be able to capture essential information about the book or reading selection. It mean that by using Story Pyramid Strategy, student will be able to catch the main point of the text using limited number of words.
3. Students are also to organize their thoughts to create writing pieces. It means that by using story Pyramid Strategy, students will be helped to

organize their thought to write because Story Pyramid Strategy provides some direction to guide the students determine the main point of the text.

#### 4.1 Procedure of Story Pyramid Strategy

There are many procedure of story pyramid strategy from the expert. According to McLaughlin (2010) the procedure of story Pyramid StrategyAs follows: The first after reading a story, show student the format for writing Story pyramid. The format for writing story pyramid are:

- a. Line 1 - character's name
- b. Line 2 - two word describing the character
- c. Line 3 - three word describing the setting
- d. Line 4 - four word stating the problem
- e. Line 5 – five word describing one event
- f. Line 6 – six word describing another event
- g. Line 7 – seven word describing a third event
- h. Line 8 – eight word describing the student in problem

**Story Pyramid**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

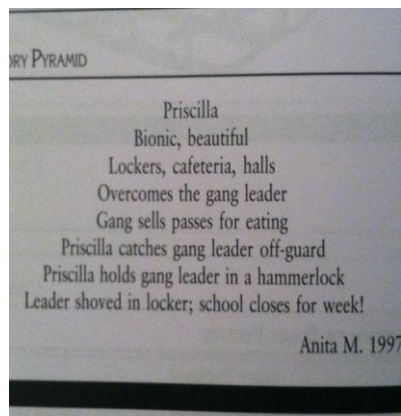
4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_



After that the student create a Story Pyramid as a class. And then have student create pyramid in pair or small group for a story they have read. Finally, use the completed pyramid as the basis for discussion According to Sadler(2011) states the procedure of Story Pyramid strategy are explained

1. Teacher ask students to read the selection of the text
2. Teacher shows the students theformat for writing story / narrative pyramid
3. Teacher ask students to fill each line according to the format and question
4. Teacher ask students to create the pyramid graphic organizer and use it as the basic for discussion involving whole class\

In addition, Education Department of western Australia (1994) as cited in department of education and early development (2014) state the procedure of Story Pyramid are:

1. Teacher select a text tomatch the students' need and interest
2. Teacher ask students to read a story or have the story read to them
3. Then the students retell the facts and feature of the story within the framework of the pyramid

#### **4.2 Advantage of using Story Pyramid Strategy**

There are some advantages of Story Pyramid Strategy. According to Macon et al in teaching work (1991) the advantage of story pyramid

is helps student pin point highlight of a story and describes the important part using a limited number of words.

The purpose of this strategy is to ensure that students thoroughly comprehend a variety of different aspects of a story by closely analyzing the main character, setting, problem, event and solution.

## **5. Narrative Text**

Narration or narrative provides details of telling of story. According to Joyce and Feez 2000 in (Mulyaningsih, DiniUtami, 2013) Narratives are stories about person or a group of people overcoming problems. They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. Narrative text is a type of the text that is appropriate to tell the activity or even in the past which highlight problematic experience and resolution for the purpose of entertaining and often intended to give moral lessons to the reader.

The classification based on analysis of three main element of a text namely:

a. The purpose of the text: why is the text made and what is the text made for by its writer.

b. The generic structure of the text: analyzing the use of structure in

Composing the text



c. The language features: taking a look at the linguistics characteristic of the Text, what kind of language features is used to build a text by its writer.

## **1. Previous Research**

1. The first research which has carried out by DwiKartiniNingsih with the title research “The Effectiveness of Using story Pyramid Strategy in Teaching Narrative Text toward the Student’s Reading Comprehension. The result of this research shows that significant different between the mean of reading score when they are taught without using the story pyramid strategy (73,90) and when they are taught using story pyramid strategy ( 79,97 ). The result of statistical computation using independents Sample T-test Showed that score of tcount was (3,024) and table was (2,001). By comparing the “t “ $t_{count} > t_{table}$  known that (3,024 > 2,001) the significant value is  $0.004 < 0,05$ .
2. The Second research which has carried out by Asti with the tittle Teaching Reading Comprehension to the eighth grade students of SMP Negeri 12 Palembang by Using Story Pyramid. The result of this research
3. The third research which has carried out by Attika, Yulia with tittle Improving reading comprehension of the x-9 students of SMA 1 Mejubo Kudus in Academic Year 2013/2014 taught by using Story Pyramid Strategy : Classroom action Research . The result of this research reading comprehension of narrative text is in pre cycle is 55, 92% as sufficient

category, in cycle I is 72, 36 % as good category and the improvement score also happened in cycle II is 85, 26 % as very good category. Base on result above the writer conclude that Story Pyramid Strategy can improve reading comprehension of narrative text of the X-9 students of SMA Negeri 1 Kudus in Academic year 2013/2014.

## **2. Conceptual Framework**

As in theoretical framework, the researcher using story pyramid strategy as the research to find out the student more interesting in teaching and learning process when story pyramid strategy was applied. The strategy which used to make student fun and enjoyable. The purpose of this strategy is to provide opportunities for students to practice reading skill with the teacher. The strategy helps students to comprehend the text. The strategy is used after reading activity. By reading a person will gain in new understanding, gain knowledge, idea, expand the view so that later they Have high intelligence and civilization that is useful to himself and useful other.

### **3. Hypothesis**

Based on previous discussion on the background of this study, the hypothesis was formulated as follow:

Ha : There is a significant effect of using Story Pyramid Strategy in reading comprehension

Ho : There is no a significant effect of using Story Pyramid Strategy in reading comprehension.

### **BAB III**

#### **METHOD OF RESEARCH**

##### **A. Location**

The research was conducted at SMK Harapan Mekar 2 Medan, Jalan Marelan Raya No 77 Rengas Pulau. The research was conducted in the academic year 2017/2018. The reason for choosing this school was due to the following considerations:

- a. The same research has never been done here
- b. based on the researcher's experience when doing the real teaching program, it was found that reading skill is low and they are not interested in reading.

##### **B. Population and sample**

###### **1. Population**

The population of the research are first year of SMK Swasta Harapan Mekar 2 Medan on academic which consists of 2 classes for ( X AK & X AP1 ) and total all of student are 60 student

**Table 3.1**

###### **Population of research**

<b>No</b>	<b>Class</b>	<b>Population</b>
1	X- AK	30
2	X-AP 2	30
	<b>TOTAL</b>	60

## 2. Sample

According Sugiyono (2016 ) state that sample is piece of the total or characteristic which are belong of that population sample in this research are students class X AK that consist of 30 students which taken by purposive sampling technique. Purposive sampling technique is based on certain consideration. In this research, the researcher choose the class XAK as an experimental group. The sample of research will be taken 30students of the X –AK of SMK Harapan Mekar 2 Medan in academic year 2017/ 2018

**Table 3.2**

**Sample of research**

<b>Class</b>	<b>Sample</b>
X- AK	30
<b>TOTAL</b>	30

## C. Research Design

The experiment research was conducted an experimental research design, which consist one group namely experimental group .The experiment is teaching by Story Pyramid Strategy. The purpose this research is know this strategy is a significant the effect of using story Pyramid Strategy in Reading Comprehension or not. The experiment

group was given pre-test and post-test. The design of this research can be showed below:

**Table 3.3**  
**Research design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental ( X)	✓	Story Pyramid Strategy	✓

Based on table 3.3 Experimental group consisted of 30 students which teach by Using Story Pyramid Strategy inreading Comprehension

### **1. Pre-test**

Pre – test is administrated to sample before doing the treatment. Pre – test was given to experimental group. It is used to measure students’ ability before using the treatment. Pre – test consist of multiple choice. The pretest was given to know the basic competence for student and to know earlier knowledge before they get treatment

### **2. Treatment**

The treatment which conducted after given pre-test. The treatment was given before students got the teaching and learning process by the conventional method (without using story pyramid strategy). In the experiment group, as describe in table 3.4

**Table 3.4**

**Procedure treatment in Experimental Group**

<b>Meeting</b>	<b>Experimental group</b>
First	<ol style="list-style-type: none"><li>1. The teacher greet the students to open the class</li><li>2. Teacher give pre-test to the student in the classroom</li><li>3. Teacher collecting the answer of student</li></ol>
Second	<ol style="list-style-type: none"><li>1. Teacher distributed material</li><li>2. Teacher give example text which such as Narrative text</li><li>3. Teacher ask to the students to read the text</li><li>4. Teacher ask to the students to find out any difficult word of the text</li><li>5. Teacher ask to the student they predict the meaning of the text based on context of material</li><li>6. Teacher ask the student to select their answer related the answer</li><li>7. Teacher ask to the student to use Story Pyramid Strategy to find right answer</li></ol>

	and got the clear information
Third	Same as the second meeting but different in exercises
Fourth	<ol style="list-style-type: none"> <li>1. The teacher give direction related to the post test</li> <li>2. The teacher give post-test to the student</li> <li>3. The teacher was collected the answer sheet of the student</li> <li>4. The teacher was calculated score</li> </ol>

### **3.Post test**

After giving the treatment, the post-test will be conducted, this post- test will be final test in research, especially in measuring the treatment. Whether will be significant or not, after conducting the post test, there will be score. The score became data the data will be analyzed to find out the effect of using Story Pyramid Strategy in Reading comprehension at Smk Swasta Harapan Mekar 2 Medan

### **D. The instrument of the Research**

The instrument to collecting data in this research which is multiple choice test. The test will be an objective test which consist 25 item



### E. The Technique for Collecting Data

The instrument to collect the data in this research which. There score 25 items to be answered and the score for each correct answer which score

0. And the researcher use some step:

1. Giving Pre-test
2. Teaching in Experimental using by Story Pyramid Strategy
3. Giving post-test, the researcher make the same of test again to collect the post-test score and it will consist multiple choice
4. Scoring the student test

### F. Technique of Data Analysis

After collecting data , the research is implemented to analyze the data:

1. Scoring the students' answer for correct answer and wrong answer

$$\text{score} = \frac{\text{trueitem}}{\text{memberofitem}} \times 100 \%$$

2. Tabulating the student score in pre-test and post test
3. Calculating the total score post-test in experiment group

- a. Determining coefficient  $r^2$  by formulation (Sugiono2010:183)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum y^2 - (\sum x^2)\} - \{n \sum y^2 - (\sum y^2)\}}}$$

- b. Determining T- test by formula ( Sugiono 2010:197 )

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = t- test

N = total sample

1 = number constant

r = correlation of product moment

c. Testing linier regression (sugiono 2010: 188)

$$\hat{y} = a + bx$$

$$a = \frac{\sum x}{n} - b \frac{\sum x}{n}$$

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - b \frac{\sum x}{n}}$$

Where:

Y : The Prediction score

a : constant of if X = 0

b : regerasi coefficient

x : variable independent score

N : total of sample

$\sum x$  : Total score of post test

$\sum y$  : Total score of pre-test

$\sum xy$  : To summary of pre-test and post-test

## **G. Statistical Hypothesis**

Based on the problem of the research, the hypothesis was formulated as following:

Ha: There is a significant effect of using Story Pyramid Strategy in Reading Comprehension

Ho: There is a not significant effect of using Story Pyramid Strategy in Reading Comprehension.

## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. Data Collection

The data of this study were obtained from test score. There two kinds of test for experimental group, pre-test and post-test. The following were students' score on the pre – test and post – test of experiment group.

**Table 4.1**

**The Score of Pre – test and post – test of Experimental Group**

No	Students' initial	Pre – test ( O <sub>1</sub> )	Post – test ( O <sub>2</sub> )
1	AT	46	75
2	AI	40	75
3	APR	60	80
4	AN	45	75
5	AAN	35	88
7	BMZ	38	75
8	BS	35	90
9	DA	55	90
10	DS	50	68
11	DV	40	75
12	ESAH	50	75
13	HA	40	80
14	IPS	50	88
15	IPP	50	90

16	IS	45	78
17	LI	40	75
18	NP	60	80
19	NAW	45	85
20	NW	53	80
21	RS	45	80
22	RM	35	78
23	RF	60	88
24	RFS	50	80
25	RA	40	88
26	ST	53	75
27	SN	60	88
28	SNN	50	88
29	TJHG	32	88
30	TNZI	50	80
<b>TOTAL SCORE</b>		1452	2435
<b>MEAN</b>		48,33	78,50

Based on the table 4.1 showed that the means that of pre – test was 48,26 and mean of post – test was 78, 50

## B. Data Analysis

**Table 4.2**

**The Calculation Table of Experimental Group**

No	Students' Initial	Pre – test ( x )	Post - test ( y )	X <sup>2</sup>	Y <sup>2</sup>	x.y
1	AT	48	75	2304	5625	3600
2	AI	48	75	2304	5625	3600
3	APR	40	72	1600	5184	2880
4	AN	60	80	3600	6400	4800
5	AAN	45	75	2025	5625	3600
7	BMZ	50	88	2500	7744	4400
8	BS	43	75	1849	5625	3225
9	DA	48	90	2304	8100	4320
10	DS	55	90	3025	8100	4950
11	DV	50	78	2500	4624	3750
12	ESAH	40	93	1600	8649	3720
13	HA	60	75	3600	5625	4500
14	IPS	40	80	1600	6400	3200
15	IPP	50	88	2500	7744	4400
16	IS	50	90	2500	8100	4500
17	LI	45	85	2025	7225	3825

18	NP	40	75	1849	5625	3225
19	NAW	60	80	3600	6400	4800
20	NW	45	85	2025	7225	3828
21	RS	53	80	2809	6400	4240
22	RM	45	80	2025	6400	3600
23	RF	38	78	1444	6084	2964
24	RFS	60	88	3500	7744	5280
25	RA	50	80	2600	6400	4000
26	ST	40	88	1600	7744	3520
27	SN	53	75	2809	5625	3975
28	SNN	60	88	3500	7744	4400
29	TJHG	50	88	2500	7744	5280
30	TNZI	45	92	2025	8464	4140
		1452	2435	70122	195994	109881

Notes

$$N = 30$$

$$\sum x = 1450$$

$$\sum y = 2455$$

$$\sum x^2 = 70122$$

$$\sum y^2 = 192374$$

$$\sum xy = 119881$$

Base on the data at the table above, finding correction between pre – test  
post – tests by using formula:

### 1. Finding formula

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(30)(119881) - (1450)(2455)}{\sqrt{\{(30)(70098) - (1450)^2\} \{(30)(192374) - (2455)^2\}}}$$

$$r_{xy} = \frac{(3596430) - (3559750)}{\sqrt{\{21903940 - 2102500\} \{5879820 - 5929225\}}}$$

$$r_{xy} = \frac{3296430 - 3183960}{\sqrt{(19801440)(4405)}}$$

$$r_{xy} = \frac{36680}{\sqrt{88116408}}$$

$$r_{xy} = \frac{36680}{44498494}$$

$$r_{xy} = 0,84$$

### 2. Determining T – test

After finding the correlation, the T – test was calculated as follow :

$$T = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$T = \frac{0,824 \sqrt{30-2}}{\sqrt{1-0,824^2}}$$

$$T = \frac{0,824\sqrt{28}}{\sqrt{1-0,824}}$$

$$T = \frac{0,778 (5291)}{\sqrt{0,176}}$$

$$T = \frac{4116}{0,5674}$$

$$t_{\text{observed}} = 9,811$$



It means that there was a significant effect of using the story pyramid strategy in reading comprehension at senior high school Harapan Mekar 2 Medan

### 3. Testing Linear Regression

$$y = a + bx$$

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{(30)(119881) - (1450)(2455)}{(30)(70122) - (1450)^2}$$

$$b = \frac{3596430 - 3559750}{2103660 - 21108304}$$

$$b = \frac{92332}{190046}$$

$$b = 0.609$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$a = \frac{2450}{30} - 0,609 \frac{1450}{30}$$

$$a = 81,83 - 29,23$$

$$a = 52,59$$

After finding the value of a and b, input the value and the finding as the following:

$$y = a + bx$$

$$y = 52,59 + 0.609x$$

### 4. Calculating Determination

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0.842)^2 \times 100\%$$

$$D = 0,708 \times 100 \%$$

$$D = 70.80\%$$

From the determination above it was known the effect of using story pyramid strategy in reading comprehension at harapanmedan 2 medan was 70,80% and was 29,2 % influenced by other factor

### **C. Discussion on finding**

By consulting analyzing of the data, it is clearly stated that there was an effect of using story pyramid strategy. It can be simple see from the differences of mean score of pre – test and post – test in experimental class. They were 48,26 in pre – test and 78,50 in post – test of experimental class, the mean of pre – test increase after using Story pyramid strategy from 48.26 to 75.06. Based on the testing of hypothesis, the value of  $t = 9,811 > t_{table} = 1,701$ , it means that there is a significant effect of using story pyramid strategy in reading comprehension at HarapanMekar 2 Medan. The value of the effect of using story pyramid strategy is about 70, 80 and 29, 20 % from other factors.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis and the discussion, there are some conclusion that Can be described as follows: The findings were that the find hypothesis was  $t_{\text{observed}} = 9,811$   $t_{\text{table}} = 1.701$   $\alpha = 0.05$  at  $df 30 - 2 = 28$  students. So, the researcher could know that is  $t_{\text{observed}}$  higher than  $t_{\text{table}}$  that is  $9,811 > 1.701$  or  $t_{\text{observed}} > t_{\text{table}}$  so it meant that There was significant effect of using story pyramid strategy in reading comprehension at harapanmekar 2 medan .The effect of using story pyramid strategy was 70.80% and 29.20% was influenced by other factors.

#### B. Suggestions

Related to the conclusion above, some suggestion were put forward as following:

1. The English teachers are can help students to increase their reading comprehension on narrative text.
2. Story Pyramid Strategy also can stimulate the for student knowledge to comprehend the text to student
3. It is suggest to other researchers who are interested and want to do

research to use the story pyramid for another study. Not only English study. They can use religion study, moral (PPKN) study, Biology study through story pyramid in reading

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