

**IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION  
ON NARRATIVE TEXT BY USING STORY PYRAMID STRATEGY  
AT SMA CITRA HARAPAN**

**SKRIPSI**

*Submitted in partial fulfilment of the requirements  
For the degree of sarjana pendidikan (S.Pd)  
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## ABSTRACT

**Dalimunthe, Ariani. 1402050227. *Improving Students' Ability in Reading Comprehension on Narrative Text by Using Story Pyramid Strategy at SMA Citra Harapan*. English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara Medan. 2018.**

This research was aimed to find out the improvement students reading comprehension on narrative text by using story pyramid strategy. The subject of this research was elevent grade at SMA Citra Harapan in Academic Year 2017/2018. It consisted of one class with 30 students as respondents. The objective was to discover the significant improvement of the students' reading on narrative text using story pyramid strategy. This research was conducted by using classroom action research. The instruments of collecting data were observation sheet, interview, and tests which were carried out in two cycles and the two cycles conducted in six meetings. The tests were given to the students in the form of pre-test, post test I in the first cycle, and post test II in the second cycle. The technique of analyzing data applied quantitative and qualitative. The result of data analysis showed that there was an improvement on the students' reading on narrative text from each cycle. It was showed from the mean of pre-test which was 29.16. After story pyramid strategy was applied in the first cycle, the mean's score in post test I was 69.33 and for the second cycle, the means's score was 85.5. Moreover, in pre-test session which was 0% (no student) who got point of over 70. In post test I for the first cycle which was 60% (18 students) who got the point of over 70. In post test II for the second cycle which was 100% (30 students) who got the point of over 70. It concluded that there was improvement of students' ability in reading comprehension by applying story pyramid strategy in learning reading comprehension.

**Keywords: CAR, story pyramid strategy, and reading**

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**Medan, Maret 2018**  
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# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

Reading is one of four language skills which need to be mastered by students. As one of the language skills, reading can not be separated from other language skills because reading itself is supported by other language skills. According to Klingner et al quoted by Elly Wardiningsih (2012) quated that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Reading refers to the ability to comprehend or make meaning from written text.

Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. Comprehension is the process of understanding meaning of the written material and cover the conscious strategy that lead to understanding. The process of reading deals with language form,while comprehension, the end of product deals with language content.



In senior high school curriculum, reading is one of the competence taught to the students. In KTSP curriculum, one of the reading competence which should be learn by the tenth grade students is to comprehend the meaning of short function text and essay in the form of narrative text, descriptive and news item in the context of daily life activities and to get knowledge. In addition, the question of narrative examination (UN) in english ) in English subject contain those kinds of texts and the students are asked to comprehend them. One of the kinds of text is narrative text.

However, in fact based on observation at SMA Citra Harapan found many problems such as the students difficulty in understanding the text, especially in finding out the factual or detail information of the orientation, complication, resolution and understanding language feature of narrative text. Faurthemor, the student just read but they could not understand what they had read. That is why, they cannot comprehend the text well. In addition, the students had lack vocabulary until they couldnot find main idea in each passage. More over, the teacher still used traditional strategy which made the students bored in learning reading and the last, the students had low motivation which made the students dislike learning english especially in reading comprehension on narrative text.

Based on the problem above a teacher should use the appropriate technique, media, strategy and method of teaching reading comprehension so that they able to comprehend the text. The researcher find strategy to teach reading comprehension which make students enjoy in learning reading, namely story piramid strategy. Story pyramid is one of strategies of graphic organizer that the

writer had used to teach reading comprehension. In this research story pyramid has proved that students showed their critical thinking. According to Macon et al quoted by elly story pyramid 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 3information from a story, such as the main character, the setting, and the major events in the plot can be comprehended.

Story pyramid strategy to teach narrative reading. The writer thought that story pyramid is one of the suitable strategies to teaching reading comprehension. Story pyramid is one of the strategies to help the students comprehend the text. A story pyramid 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. Use a story pyramid to describe important information from a story, such as the main character, the setting, and the major events in the plot.

Based on the problem, that is why the researcher intereted to conduct this research entitle **“Improving Students’ Ability in Reading Comprehension on Narrative Text by using Story Pyramid Strategy”**

## **B. Identification of the Problem**

The problems of this research were identified as follow:

1. The student’s difficulty in understanding the text.

2. The Student just read but they could not understand what they had read.
3. The students had lack of vocabulary.
4. The students bored in learning reading.
5. The students had low motivation in reading.

### **C. The Scope and limitation of the Study**

The scope of the study focused on reading skill on narrative text. And was limitation in improving students' ability in reading comprehension on narrative text by using story pyramid strategy at tenth grade at SMA Citra Harapan.

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

Based on the identification of the problem, the problems were formulated on "how is the improvement students reading comprehension on narrative text through story pyramid strategy?."

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

Based on the formulation of the problem, the objective of the study was to find out improvement students reading comprehension on narrative text through story pyramid strategy.

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

In this study, many contribution were given, theoretically and practically

1. Theoritically

This study could enrich theory and development reading comprehension to further research.

2. Practically

- a. For the researcher, it could increase the knowledge in story pyramid and could share to people who want to research in this field.
- b. For the reader, to know the story pyramid which applied in reading comprehension
- c. For the teacher, it could be applied in reading strategy during teaching learning process which made the students have fun and enjoyable in learning.
- d. For the other researcher, it could help them to futher research as reference in it.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Defenition of Reading Comprehension**

Reading comprehension is generally known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. In general, there are four levels of reading comprehension. The first level is literal comprehension. It asks the students to find out the answers in the text itself because they are explicitly stated in the text. It is the simplest level comprehension and makes the least demands on reasoning. The second level is inferential comprehension. It focuses on reaching conclusion or drawing inferences from what is read since the answers are not clearly stated in the text or implicitly. The third level is critical reading which involves evaluation, the making of a personal judgment on the accuracy, value and truthfulness of what is read. It concerns with how to analyze or gather the information of the text. The last level is creative reading. It is the highest level of reading comprehension which leads the students to think beyond the truth and look for alternate ways to solve problems. It uses divergent rather than convergent thinking skills (Mardianti,2014).

Reading as a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a

process of understanding the meaning of written forms. The reader has to have ability to decode letters, words, and sentences that have been presented by the writer. Moreover, the reader has to be able to comprehend the written text. Comprehending means the ability of the reader to understand and gain the meaning from what has been read in the written text. Similarly, Grabe and Stoller say that “reading is the ability to draw meaning from the printed page and interpret this information appropriately.

”Since reading is a complex process, Ruddell argues that: *Reading is the act of constructing meaning while transacting with text.* The reader makes meaning through combination of prior knowledge and previous experience; information available in text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication. Here, in the reading process, prior knowledge and previous experience are important. The reader is demanded to connect them with the information available in the text that is read. So, the reader will be able to get information from the text easier.

### **1.1 Strategy In Reading Comprehension**

There are some strategies in reading comprehension supported by Richard *et al* (2002), namely:

- a. It is embedded in a content area so that students are learning strategies while they are engaged in their regular reading for a variety of purpose.

- b. Strategies are taught through direct explanation, teacher modeling, and feedback. Students are never in doubt as to what the strategies are, where and when they can be used. And how they used. The teacher models expert behavior by reading and thinking aloud. The students also read and think aloud in class, and their strategy use is supported by teacher feedback
- c. Strategies are constantly recycled over new text and task. The students encounter individual strategies and groups of strategies time and time again. In this way, students better understand the usefulness of strategies and there is transfer of training from one type of text or task another
- d. Strategy use develops over the long term. It is estimated that it takes several years for 1.2 students to develop as strategic readers. Certainly the decontextualized teaching of individual strategies for a short period is not likely to have long-term impact on students or to effectively help them develop as strategic readers.

## **1.2 Technique In Teaching Reading**

There are some techniques in teaching reading comprehension by Johnson (2008), namely:

- a. Create a space every day for sustained, silent reading: Just like learning to play a musical instrument, children who are learning to read get better at it by practicing.

- b. Connect reading pleasure to reading practice: A simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are more likely to do that thing again.
- c. Keep your reading program simple: In all areas, rigor is not the same as complexity.
- d. Make reading like real life: The kind of reading and writing we have children do in school should be very much like the kind that adults do in real-life situations
- e. Include talk and other forms of social interaction: Talking and social interaction enhances learning of any kind. Children need to talk to each other about what they're reading and share their ideas and insights with others.

## **2. Definition of Comprehension**

Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic process, such as meta-cognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Brassel, 2008).



## 2.1 Level of Comprehension

Three-Level Taxonomy of Comprehension as Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension, namely:

- a. **Literal Comprehension:** Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot. **Inferential Comprehension.**
- b. **Inferential comprehension,** the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the reader's background knowledge.
- c. **Critical Comprehension:** Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights,

or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the "teacher asks and student answers" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

### **3. Students' Achievement In Reading Comprehension**

Achievement in reading comprehension concerned with the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text and

constructing an approximate understanding of the writer's message. An achievement test is treated directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in questions.

The primarily role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction. Reading comprehension achievement is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to the text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time.

#### **4. Definition of Narrative**

According to Knapp (2005) Narrative is also a 'big' or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. Countless books have been written about narrative and it is outside of the scope of this chapter to deal with anything more than the types of narrative that primary school-age students are expected to write. Our aim, therefore, is to provide a sound basis for teaching the basic techniques of narrative writing so that students may proceed beyond primary education to develop, and even break out of, some of the generic boundaries established here.

#### 4.1 Generic Structure of Narrative

The generic structure on narrative text supported by Dirgeyasa (2010), namely:

- a) Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.
- b) Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor Complication. The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.
- c) Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by

the characters. Like complication, there are Major Resolution and Minor Resolution.

#### **4.2 Language features of narrative**

There are some language features of narrative text, namely:

1. The Relevant grammatical pattern: The grammatical pattern or language usages of certain genre writing have their own distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, reader, and context in terms of when it happens, how it happens, or why it happens. The common grammatical features of narrative writing are:
  - a. It mostly often uses the past tense, but may be in the immediate present for effect
  - b. It varies in sentence lengths : simple, compound or complex.
  - c. It tends to use short sentences to increase tension, longer sentences provide contrast and detail
  - d. The use of dialogue will develop action and characters.
  - e. Tense may change within the dialogue.
  - f. Active nouns : make noun actually do something e.g it was raining “ could become “rain splashed down” or “ there was a large cabinet in the lounge could become “ a large cabinet seemed to fill the lounge”.

- g. Careful use of adjective and adverbs : writing needs judicious uses of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader

## **5. Definition of Strategy**

Brown (2001) says strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies vary individually each of us has a number of possible ways to solve a particular problem, and we can choose one or several for a given problem. Learning strategies can be defined as the planning that contains a series of activities designed to achieve specific educational objectives. Further described is a learning strategy learning activities that must be done so that the teacher and student learning objective can be achieved effectively and efficiently.

The terms strategy is often used in many contexts with meaning is always the same. In the context of teaching strategies can be interpreted as a general pattern of teacher-student action in the manifestation of the teaching activity. According to Joyce and Weil prefer to use the term models of teaching instead of using teaching strategies (Richard, 2002)

## **6. Definition Of Story Pyramid**

Story pyramid is pre-writing activity that is done before writing. It is an outline that contains some instructions to describe the important information from

a story such as the main character, the setting and the major events in the plot. It is supported by Lenski, he states that story pyramid strategy is a strategy designed to help students with story comprehension, and could also be used to focus on characters, setting and story problems. It means that this strategy is used to develop the students' critical thinking and get specific informations 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. By paying attention to the procedures of using story pyramid, the writing aim will be good ( Ningrum, 2015).

Story Pyramid is a wonderful way which helps students summarize the text. Further, Macon *et al.* add that a Story Pyramid helps the students pinpoint highlights of a story and describes the important parts using limited number of the words. This is a strategy used to help students improve their reading comprehension Moreover,Chaesstrategies qouted by ningsih (2014) explains that Story Pyramid also helps students promote comprehension and writing. It means that Story Pyramid Technique is a technique to improve students' reading comprehension and writing skill by catching and describing the important points of a text by using limited number of words. Story Pyramid Strategy can give some benefits in its uses.

### **6.1 Procedure of Story Pyramid Strategy**

The procedures of using story pyramid strategy in teaching narrative reading, namely:

- a. Teacher told the students that they are going to discuss about narrative text.
- b. Teacher explained how to use story pyramid and give a model to the students.
- c. Teacher delivered a story and a story pyramid worksheet to the students.
- d. Teacher asked the students to read the story carefully.
- e. The students read the story carefully.
- f. The students read the information requested in the worksheet.
- g. The student began fill in the story pyramid. First line, the students write the name of main character of the story.
- h. Second line, the students wrote two words describing main character.
- i. Third line, the students wrote three words describing the setting.
- j. Fourth line, the students wrote four words stating the problem.
- k. Fifth line, the students wrote five words describing one event.
- l. Sixth line, the students wrote six words describing a second event.
- m. Seventh line, the students wrote seven words describing third event.
- n. Eight line, the students wrote stating the solution to the problem.
- o. After finished fill in the story pyramid, they collected it.
- p. Teacher and students discussed difficult words in the story.

## **6.2 Advantages of Story Pyramid Strategy**

There are some advantages of story pyramid strategy. The advantages of story pyramid is help students poinpoint highlights of a story and describe the important part using a limited number of word , 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.

Chaesstrategies explain the benefits of Story Pyramid Strategy are as follows:

- a. Story Pyramid Technique helps students promote comprehension and writing.

It means that Story Pyramid Technique can help students to improve their understanding about the text they have read and their writing skill by summarizing the text using the outline of Story Pyramid;

- b. Through Story Pyramid Technique, students will be able to capture essential information about the book or reading selection. It means that by using Story Pyramid Technique, students will be able to catch the main point of the text using limited number of words;

- c. Students are also able to organize their thoughts to create writing pieces. It means that by using Story Pyramid Technique, students will be helped to organize their thoughts to write, because Story Pyramid provides some directions to guide the students to determine the main point of the text. Therefore, they can write a summary based on the outline of Story Pyramid. Story Pyramid is a way that helps students summarize the text. It requires the students to focus on relevant details and use concise terminology to capture the purpose of the statements (Boling and Evans, 2008:63). To pinpoint the main points of the text easily, Story Pyramid Technique provides eight lines appropriate with the characteristics of narrative text, which form is like the building of pyramid. In each line, there are directions for writing a Story Pyramid. Puthota 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 (Ningsih,2014).

### **6.3 Disadvantages of Story Pyramid**

There are some disadvantages in using Story Pyramid that is usually faced by teacher and students. There are:

1. In dividing a group, it is not easy for teachers to determine a heterogeneous group.
2. In a group, there is feeling unsuited between the students. The weak students feel inferior when they are formed with a strong student.
3. In the discussion, sometimes the group task is only done by some students, meanwhile other are completed.

### **B. Related Study**

There were some previous researches relate this study, namely :

Mardianti et al (2014). The objective of this study was to improve the students' reading comprehension through schema activation strategy. The population of this research was the first grade students of SMA Negri 4 Palu.. A true experimental design and random sampling technique were used. As the result, Class X D and X E were selected as the sample of this study. Class X D of 32 students was chosen as the control group while the experimental group was class X E of 36 students. The data were collected through observation and tests; pre and post test. Observation was conducted to get information about the teaching-

learning process. When doing the observation, the researcher found that the English teacher did not use Schema activation Strategy in teaching reading skill. After giving pre and post-test, the data were analyzed statistically. It is found that the result of t-counted was 2.853. By applying the degree of freedom (df) 66 ( $36+32-2$ ), and level of significance 0.05, the value of t-table was 1.998. It can be said that the value of t-counted was higher than t-table. In conclusion, the use of Schema Activation Strategy can significantly improve the students' reading comprehension.

Agustiningsih et al (2014). The objective of this research was to investigate whether or not there is a significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the second grade students at SMPN 4 Jember. The research design applied in this research was preexperimental design: statistic-group comparison. In this research, there were two groups; the experimental group was taught by using Story Pyramid Technique and the control group was taught by using Question-Answer Relationship Technique. The research respondents were 64 eighth grade students of SMPN 4 Jember in the 2013/2014 Academic Year. The research data were collected from the students' English scores in middle semester, interview, and documentation. The results of summary writing test were analyzed by using independent sample t-test formula. Based on the calculation, the mean score of the experimental group was higher than that of the control group ( $80.662 > 68.309$ ). The result of the t-test analysis with significant level of 5% was higher than that of t-table ( $5.698 > 1.997$ ). This means that the null hypothesis was rejected, thus the alternative hypothesis

stating that the use of Story Pyramid Technique on summary writing achievement of narrative text on the eighth grade students at SMPN 4 Jember was accepted. It indicated that there was a significant effect of using Story Pyramid Technique on summary writing achievement of narrative text of the second grade students at SMPN 4 Jember.

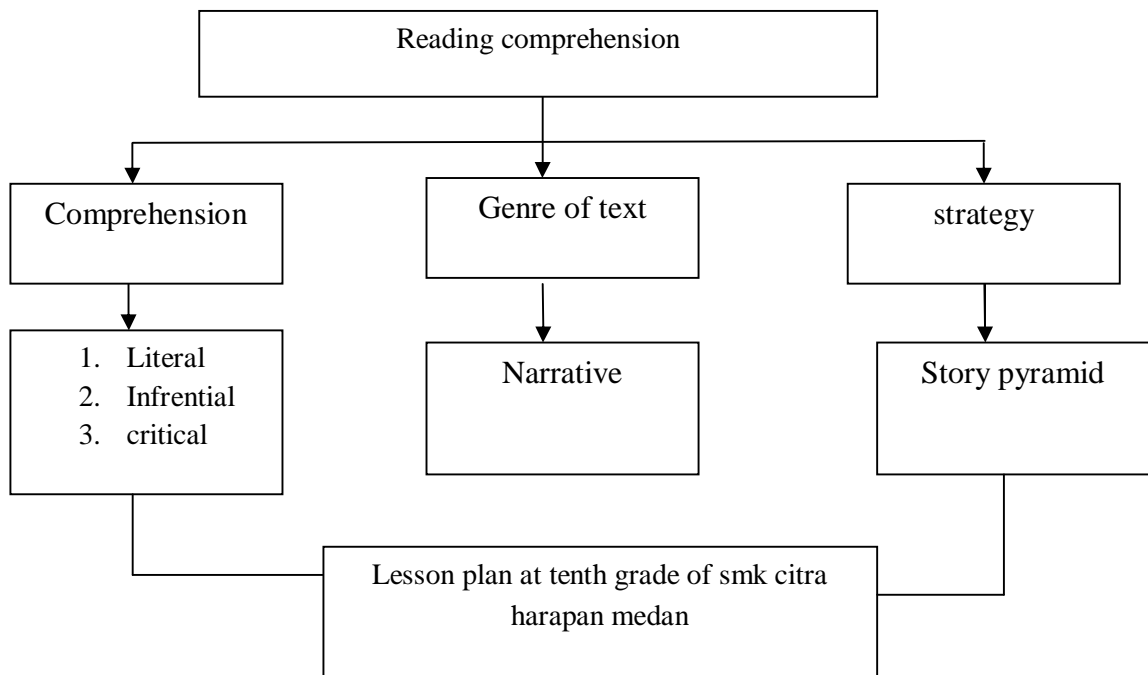
### **C. Conceptual Framework**

Reading as a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a process of understanding the meaning of written forms. The reader has to have ability to decode letters, words, and sentences that have been presented by the writer. Moreover, the reader has to be able to comprehend the written text. Comprehending means the ability of the reader to understand and gain the meaning from what has been read in the written text. Similarly, Grabe and Stoller say that “reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviors, most frequently involving imaginative stories with setting, character, and plot. According Narratives (stories) in the human sciences should be defined provisionally as discourses with a clear sequential order that connect events in a meaningful way

for a definite audience and thus offer insights about the world and/or people's experiences of it.

Story pyramid is one of strategies of graphic organizer that the writer hadused to teach reading comprehension. In this research story pyramid has proved that students showed their critical thinking. story pyramid 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.



**Figure 2.1 Conceptual Framework**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of the Research**

This research was conducted at tenth grade of SMA Citra Harapan. It was located on Medan Percut km 19,5 Percut Sei Tuan Kab. Deli serdang. The reason for choosing this school because there were some problem that the researcher found out when the researcher conducted the researcher in this school.

#### **B. The Subject of The research**

The subject of this reseach was the students of eleventh grade of SMA Citra Harapan Academic Year 2017/2018 . The students included of 30 students which consisted of 21 girls and 9 boys.

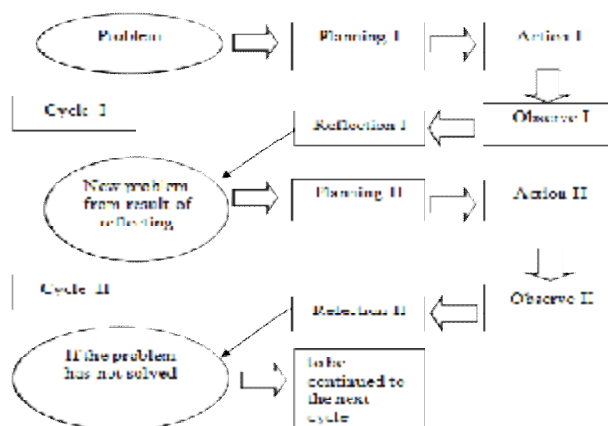
#### **C. Research Design**

In this reseach was conducted by applying classroom action research. Action research is about taking action based on the research and researching the action taken. Action research has been used in a variety of setting, including schools, hospital, health clinics, community agencies , goverment units, and other environment. It can be used to enchance everyday work practices, to resolve specific problem , and to develop special project and program. In classroom research procces consist for process, namely planning, action, observation and reflection.

- a. Planning. A plan is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice .it is in this phase that the reseach question and methods are explicated.
- b. Action. The researcher implements the plan or changes a practice and collects data may be collected from a variety of sources.
- c. Observation. The researcher reflect synthesizes and analyzes the data. Key issues related to the problem are identified.
- d. Reflection. The researcher reflects on and interpret the information and communicates or report it to other. A new understanding of the nature of the problem is developed . action are taken and a new area of focus is identified.

#### D. Procedure of the Research

The procedure of data collection of the study was conducted by administrating six meeting and two cycles. Each cycle consisted of three meeting and consisted of four steps, namely planning, action, observation and reflection.



**Figure 3.1: Action Classroom Research Model by Kemmis and Mc. Taggart (2001)**

## 1. Cycle 1

### a. Planning

The activities in the planning were:

1. Making the lesson plan about narrative text.
2. Designing the steps in doing story pyramid.
3. Preparing the material that narrative text.
4. Preparing sheets for classroom observation (to know the situation of teaching learning process when the story pyramid strategy was applied).
5. Preparing teaching aids, that was story pyramid.
6. Preparing a test, that was multiple choice.

### b. Action

Teachers' activity:

1. Teacher came to class on time.
2. Teacher opened the class by greeting the students.
3. The teacher talked the students what material they learn.
4. The teacher asked the students about narrative text.
5. The teacher talked the students about the advantages of learning narrative text.
6. The teacher explained about the generic structure and language features of learning narrative text.
7. The teacher gave the examples of narrative text by using story pyramid.
8. The teacher explained about narrative text by using story pyramid.



9. The teacher asked the students to make the narrative text based on story pyramid.
10. The teacher made a conclusion about narrative text with the students.
11. The teacher ended the class by closing and salaam.

#### Students' activity

1. The students come to class on time
2. The students answered greeting from their teacher as response to the teacher
3. The students gave their attention when the teacher talk what material they learn
4. The students gave their opinion about narrative text
5. The students gave the attention about the advantages of learning narrative text.
6. The students gave their attention to the explanation about generic structure and language features of narrative text.
7. The students saw the examples of narrative text by using story pyramid
8. The students gave their attention to the explanation about narrative text by using story pyramid.
9. The students wrote to analyzed narrative text based on story pyramid
10. The students made a conclusion about narrative text with the teacher
11. The students answered closing from their teacher as response to the teacher.

c. Observation

Observation was proposed to find out information action by observes in the classroom during the teaching learning process. Observation was done to collect data namely, teacher and students activity attitude during learning process going on. In this section the researcher did the observation formal. The researcher was an observer for English teacher, and the students of the class consisted of 35 students. The observer used indicators with note: 3 for very good, 2 for good and 1 for bad, it was used to see as indicators of teacher and indicators of students.

d. Reflection

Reflection was a feedback process from the action that is done. Reflection was used to help the teacher to make decision. The researcher analyzed all recording to the information learning process by using observation sheet and the resulted that had done. If the resulted in cycle 1 had no improvement, so it is revised in next cycle.

## **2. Cycle II**

a. Planning

The activities in the planning are:

1. Making the lesson plan about narrative text.
2. Designing the steps in doing story pyramid.
3. Preparing the material of narrative text.

4. Preparing sheets for classroom observation (to know the situation of teaching learning process when the pyramid strategy was applied).
5. Preparing teaching aids, that is story pyramid.
6. Preparing a test, that was multiple choice.

b. Action

Teachers' activity:

1. Teacher came to class on time.
2. Teacher opened the class by greeting the students.
3. The teacher talked the students what material they learn.
4. The teacher asked the students about narrative text.
5. The teacher talked the students about the advantages of learning narrative text.
6. The teacher explained about the generic structure and language features of learning narrative text.
7. The teacher gave the examples of narrative text by using story pyramid.
8. The teacher explained about narrative text by using story pyramid.
9. The teacher asked the students to make the narrative text based on story pyramid.
10. The teacher made a conclusion about narrative text with the students.
11. The teacher ended the class by closing and salaam.

Students' activity

1. The students came to class on time

2. The students answered greeting from their teacher as response to the teacher
3. The students gave their attention when the teacher talk what material they learn
4. The students gave their opinion about narrative text
5. The students gave the attention about the advantages of learning narrative text.
6. The students gave their attention to the explanation about generic structure and language features of narrative text.
7. The students saw the examples of narrative text by using story pyramid
8. The students gave their attention to the explanation about narrative text by using story pyramid.
9. The students wrote to analyze narrative text based on story pyramid
10. The students made a conclusion about narrative text with the teacher
11. The students answered closing from their teacher as response to the teacher.

b. Observation

Observation was proposed to find out information action by observes in the classroom during the teaching learning process. Observation was be done to collect data namely, teacher and students activity attitude during learning process going on in cycle II. In this section the researcher did the observation formaly. The researcher asked the students about difficulties in reading especially in narrative text.

c. Reflection

Reflection was a feedback process from the action that is done. Reflection was used to help the teacher make decisions. The researcher analyzed all recording to the information learning process by using observation sheets and the results that had been done. Finally, the teacher and collaborator analyzed all the results and found many aspects to improve since they applied the revised plan.

### **E. Instrument For Collecting Data**

In this research, the instrument for collecting the data, namely test, observation, and interview.

Test was used to measure the students' ability in comprehending the material. In this research, the test consisted of 20 questions in multiple choice form. In this test, each of the questions was given 5 points for the correct answer, meanwhile, each of the questions was given 0 points for the wrong answer.

Observation is the technique of choice when behavior can be observed firsthand or when people cannot or will not discuss the research topic. In this study, observation was used to observe the teaching learning process. It was used to make it easier for the researcher to collect the data.

Interview was used in this research to know the improvement of students' reading comprehension especially on narrative text by using the story pyramid strategy. Interview was done among students and teacher in each cycle.

## F. Technique of Analysis Data

The research applied quantitative and qualitative data. The qualitative data were obtained and analyzed to see the progress of the students' reading comprehension of narrative text by using story pyramid.

In order to know the mean of the students' score of each cycle, the researcher applied the formula (Ary, 2010):

$$\bar{X} = \frac{\sum x}{n}$$

Notes:

$\bar{X}$  = the mean of the students' score

$\sum x$  = the total score

$n$  = the number of the students

Moreover, the following formula below used to classify the number of the students who were competent to write narrative text (Anas, 2000):

$$P = \frac{R}{T} \times 100 \%$$

Notes:

$P$  = the percentage of those who get the point 70

$R$  = the number of those who get the point 70 or above

$T$  = the total number of the students

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. DATA**

The data of this research were qualitative data (observation sheet, interview) and quantitative data which had been gathered within 2 cycles. Cycle I consisted of three meetings and cycle II consisted of three meeting. So, the total of 2 cycle were six meeting. The data was conducted at eleventh grade of SMA Citra Harapan which consist of 30 students. It could be seen from the data analysis bellow .

**B. DATA ANALYSIS**

**1. Quantitative data**

Quantitative data were taken from multiple choice test which consist of 20 questions in pre-test, 20 questions in cycle I and 20 question in cycle II. In pre-test, all of students got the score below 70 point. The result of students' score in pre-test could be seen in table below:

**TABLE 4.1**  
**The Students' Score In Pre-Test**

<b>No</b>	<b>Students' initial</b>	<b>Score</b>
1	AVS	20
2	APYS	35
3	A	20
4	AF	35
5	BRS	25
6	CCP	40
7	DSUS	20
8	EF	25

9	F H	35
10	F	20
11	F W P	20
12	F M	20
13	F T	20
14	F A	30
15	J P A	30
16	L M W S	25
17	M J	25
18	M L	25
19	N P	25
20	N A	40
21	P A	40
22	P A A	45
23	R I	45
24	R D	45
25	S O S	45
26	S M	30
27	S	25
28	S I S	25
29	S A S	20
30	Y F	20
<b>Total</b>		<b>875</b>
<b>Mean</b>		<b>29.16</b>

From the table above, it show that the students score in pre-test was 875, and number of students was 30 students, so, the mean score in pre-test was :

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{875}{30} = 29.16$$

From the analysis above, the students' ability in reading comprehension of narrative text was low. The mean of students' score in pre-test was 29.16 and to look the number of students' who were competent in reading comprehension test was calculated by applying



$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{0}{30} \times 100\% = 0\%$$

From the explanation above, the students' ability in reading comprehension was very low. The mean of students' score in pre-test was 29.16. no one students passed in pre-test session (0%). It concluded that the students' ability in reading comprehension was classified very low when conducting action research in pre-test. The researcher continued to solve this problem in cycle I. The result of students' score in post-test I could be seen in table below

**Table 4.2**  
**The Students' Score In The Post-Test I**

No	Students' initial	Score
1	AVS	60
2	APYS	65
3	A	70
4	AF	75
5	BRS	75
6	CCP	65
7	DSUS	60
8	EF	65
9	FH	70
10	F	75
11	FWP	75
12	FN	75
13	FT	60
14	FA	85
15	JPA	70
16	LMWS	75
17	MJ	75
18	ML	70
19	NP	60
20	NA	65
21	PA	70
22	AAA	75
23	R	75
24	RD	65

25	S O S	60
26	S M	65
27	S	70
28	S I S	75
29	S A S	75
30	Y F	60
<b>Total</b>		<b>2080</b>
<b>Mean</b>		<b>69.33</b>

From the table above, it showed that the students' score in post-test I was 2080, and number of students was 30 students, so, the means score in pre-test was

$\bar{x} =$

$$\bar{x} = \frac{2080}{30} = 69.33$$

From the analysis above, the mean of students was 69.33 and to look the number of students' who were competent in reading comprehension test was calculated by applying

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{18}{30} \times 100\% = 60\%$$

From the explanation above, the students' ability in reading comprehension still categorized was low. However, there was improvement from pre-test to post-test I. In post-test I, there were 18 students (60%) who got up 70 point and 12 students (40%) failed who got up 70 point. Because some of students still difficult in comprehending the text, so the researcher continued cycle II. The result of students' score in post-test II could be seen in table bellow

**Table 4.3**  
**The Students' Score In Post –Test II**

<b>No</b>	<b>Students' initial</b>	<b>Score</b>
1	AVS	80
2	APYS	85
3	A	80
4	AF	90
5	BRS	95
6	CCP	80
7	DSUS	80
8	EF	85
9	FH	80
10	F	90
11	FWP	95
12	FM	90
13	FT	80
14	FA	85
15	JPA	80
16	LMWS	90
17	MJ	95
18	ML	80
19	NP	80
20	NA	85
21	PA	80
22	PA A	90
23	RI	95
24	RD	85
25	SOS	80
26	SM	85
27	S	80
28	SIS	90
29	SAS	95
30	YF	80
<b>Total</b>		<b>2565</b>
<b>Mean</b>		<b>85.5</b>

From the table above, it showed that the students' score in post-test II was 2565, and number of students was 30 students. So, the means' score in post-test II was

8a

$$X = \frac{2565}{30} = 85.5$$

From the analysis above, students' achievement in reading comprehension of narrative text was improved. The mean of students was 85.5 and to look the number of students' who were competent in reading comprehension test was calculated by applying

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{30}{30} \times 100\% = 100\%$$

From the explanation above, the students ability in reading comprehension was improved. There was improvement significantly of the result of students' score in post-test II. It was showed that 30 students passed in post-test II (100%) in learning reading comprehension. It can be concluded that the students' ability in reading comprehension by applying story pyramid can improve significantly. To know the improvement from pre-test, post-test I, and post-test II, it could be seen in table 4.4 below:

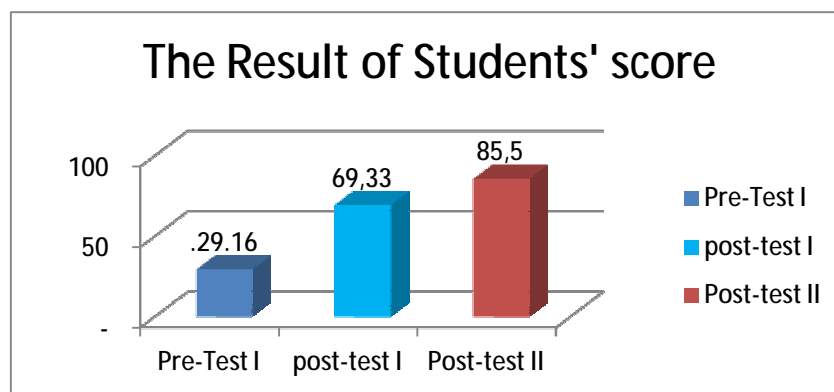
**Table 4.4**  
**The Result of Students' Score**

No	Students' initial	Pre-test	Post-test I	Post-test II
1	AVS	20	60	80
2	APYS	35	65	85
3	A	20	70	80
4	AF	35	75	90
5	BRS	25	75	95

6	C C P	40	65	80
7	D S U S	20	60	80
8	E F	25	65	85
9	F H	35	70	80
10	F	20	75	90
11	F W P	20	75	95
12	F M	20	75	90
13	F T	20	60	80
14	F A	30	85	85
15	J P A	30	70	80
16	L M W S	25	75	90
17	M J	25	75	95
18	M L	25	70	80
19	N P	25	60	80
20	N A	40	65	85
21	P A	40	70	80
22	P A A	45	75	90
23	R I	45	75	95
24	R D	45	65	85
25	S O S	45	60	80
26	S M	30	65	85
27	S	25	70	80
28	S I S	25	75	90
29	S A S	20	75	95
30	Y F	20	60	80
<b>Total</b>		<b>875</b>	<b>2080</b>	<b>2565</b>
<b>Mean</b>		<b>29.16</b>	<b>69.33</b>	<b>85.5</b>

From table above, the result of the score showed that the total score in pre-test was 875 and the mean was 29.16, in post-test I the total score was 2080 and the mean was 69.33, and in post-test II the total score was 2565 and the mean was 85.5. It showed that there was improvement after applying story pyramid. It concluded that story pyramid can improve students' ability in reading comprehension.

To know the improvement of result of students, it could be seen in chart 1 below:



## 2. Qualitative data

In qualitative data, there were two data in this study, namely observation and interview. The observation sheet was by observed english teacher as collaborator in this study. Based on the result of the observation, it sowed that teaching learning procces by applying story pyramid was running well. It was proved by the from motivation and the antusiues of students in learning procces that was very good and they also brave in delivery their ideas and opinions. Moreover, teaching reading comprehension by using story pyramid strategy can improve students achievement and students interest in learning procces. It was proven from students interaction in group discussion that was very good and the communication between students and teacher can created a good environment, enjoyable in this classroom. To make clearly about observation sheet, it could be seen appendix VI.

Interview was conducted by teacher and students in two sessions. The first session was done in the first meeting when the first cycle had begun yet and the second session was done in the end of the last meeting after the second cycle was ended. In the first session, the students were interviewed about their comments of reading and their understanding of narrative text. They were also asked about their difficulties in reading. The interview result showed that most of students did not know about narrative text. The difficulties were in finding and organizing ideas, in constructing a good sentence and in comprehending the elements of writing.

In the second session, students were interviewed about their comment of the implementation of story pyramid strategy. Based on the interview, it can be concluded that students could produce a good narrative text if they applied the strategy. They said that this method was helpful, applicable, and effective. By applying this strategy they knew whether their writing was good or not, so they can improve their reading. The data, can be seen in Appendix VII.

### **The activity in cycle I**

#### **a. Planning.**

First, the researcher was made the lesson plan about narrative text. and then the researcher designed the steps in doing story pyramid. After that the researcher Prepared the material that narrative text. moreover the researcher Prepared sheets for classroom observation (to know the situation of teaching learning process when the story pyramid strategy was applied). then the researcher

Prepared teaching aids, that was story pyramid and the last, the researcher Preparing a test, that was multiple choice.

b. Action

The first the researcher came to class on time. then the researcher started the class by greeting the students. The reseacher talked to the students what material they would learn. After that the researcher asked the students about narrative text. Then the teacher talked to the students about the advantages of learning narrative text. So The reseacher explained about the generic structure and language features of learning narrative text. And the next the reseacher gave the examples of narrative text by using story pyramid. Moreover the reacher explained about narrative text by using story pyramid. At the last the reacher asked the students to make the narrative text based on story pyramid. In the end the reseacher made a conclution about narrative text with the students. Finally the rseacher ended the class by closing and salaam.

c. Observation

In the beginning of the first cycle, while the teacher was explained the material of the students were still making noises. The teacher asked to the students to keep quite story pyramid strategy during the teaching learning process. However, in the beginning of implementing ST, the teaching- learning process was run well. The situation was conducive for teaching- learning process because most of students could be controlled their noise. Students were serious not only



when the teacher explained the lesson but when they wrote their narrative text. They were active in working the task. Some of the students asked the teacher when they had difficulties. In this cycle the students had good interaction to the teacher. They had a good response to all the teachers' questions.

In this cycle, teacher gave a reading test about family members. In this reading test II, the students wrote based on the topic given by using story pyramid strategy. In this situation for the students who had many ideas and knowing about the topic they could apply the story pyramid. However, in working reading evaluation II, some of students were not seriously working the test. Sometimes they cheated their friends' writing, and they whispered each other. Generally, the teaching- learning process in this cycle was run well.

Based on the result of observation, it was concluded that teaching learning process was run well. The students' interesting or students' motivation was growing up. Their focus on the material explained also was better in every meeting. It was concluded that PGR method created a good learning environment.

#### d. Reflection

There were many problems of students indicated by the teacher in the class in the first cycle that conducted during three meetings. The student noises were controlled meeting by meeting where in the first meeting they often made noises in the class. The students started to pay attention to the teacher after the teacher told them about score from I cycle. They, then, slowly listened to the teacher and focused on the material about narrative text. They realized that after listening

the teacher explanation about the importance of reading and the advantages of using story pyramid strategy. The material was given to give more understanding about narrative text to the students. The students could accept the teacher explanation and had they a better understanding about the material. The students understanding about the material could be seen from their enthusiasm and their interest in conducting the exercises or questions about generic structure of a narrative text. The students could answer and identify the identification and description of a narrative text.

After students' reading were corrected, it was found that students' reading was better than before. Both of the orientation test score and score in cycle I showed improvement in students' reading. There were only 18 students got the score up to 70 (60 %). It was happened because some of students did not understand yet how to write in a good sentence beside the students had lack of vocabulary. In correcting of students' reading test, some of them were errors in vocabulary, organization and punctualitation. So, it was needed to do the second cycle. The problem found would be solved by teaching them how to make simple sentences by using story pyramid strategy.

### **The Activity in cycle II**

#### **a. Planning.**

First, the researcher was made the lesson plan about narrative text. and then the researcher designed the steps in doing story pyramid. After that the researcher Prepared the material that narrative text. moreover the researcher

Prepared sheets for classroom observation (to know the situation of teaching learning process when the story pyramid strategy was applied). then the researcher Prepared teaching aids, that was story pyramid and the last, the researcher Preparing a test, that was multiple choice.

b. Action

The first the researcher came to class on time. then the researcher started the class by greeting the students. The reseacher talked to the students what material they would learn. After that the researcher asked the students about narrative text. Then the teacher talked to the students about the advantages of learning narrative text. So The reseacher explained about the generic structure and language features of learning narrative text. And the next the reseacher gave the examples of narrative text by using story pyramid. Moreover the reacher explained about narrative text by using story pyramid. At the last the reacher asked the students to make the narrative text based on story pyramid. In the end the reseacher made a conclution about narrative text with the students. Finally the rseacher ended the class by closing and salaam.

c. Observation

The students' interest to read was continuously growing up. Most students were very enthusiastic and serious when they had understood how to read narrative text by using story pyramid strategy. The condition of class kept quite. All the students were active to work in columns. Sometimes, they still did the

errors in capitalization and punctuation, but the teacher remained them to correct their errors. They were also active in asking questions. Teacher had been successfully improved interaction with the students. Teacher had good responds to all questions and managed the time effectively and efficiently.

Based on the result of observation, it was concluded that teaching learning process ran well. In the second cycle the students' interest or students' motivation was continuously growing up. Their focus on the material explained also was better in every meeting. The observation result showed that in the last two meetings of the second cycle were better than the first meeting. It was concluded that story pyramid strategy created a good learning environment.

#### d. Reflection

Generally, all students had been able to use strategy , so their ability can improve in reading comprehension on narrative text. From the result of the students score in post test II showed that all of the students passed to get up 70 point. And the total of students score was 2565 and the means score was 85.5. it concluded that students ability can improve by using story pyramid strategy.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. Conclusion**

Having analyzed the data, it was concluded that there was improvement of students ability in reading comprehension. The data that score have presented in the previous chapter. It is showed by the mean of the students. In pre-test showed 29.16 with 0% who got 70 and the first cycle showed 69.33 with 60% (eighteen students ) who got 70. The second cycle showed 85.5 with 100%(thirty students) who got 70.

#### **B. Suggestion**

The Result of this study showed that using story pyramid strategy could improve students' ability in reading comprehension of narrative text. In relation to the conclusion, suggestion are stages as follow:

1. For the researcher, it could increase the knowledge in story pyramid and could share to people who want to research in this field.
2. For the reader, to know the story pyramid which applied in reading comprehension.
3. For the teacher, it could be applied in reading strategy during teaching learning process which made the students fun and enjoyable in learning.
4. For the other researcher, it could help them to futher research as reference in it.

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## **APPENDIX I**

### **LESSON PLAN (CYCLE I)**

School : SMA Citra Harapan

Subject : English

Class/Semester : XI/II

Skill : Reading

Genre : Narrative Text

Time : 2 x 45 minutes

Meeting : 1<sup>st</sup> & 2<sup>nd</sup>

#### **I. Standard Competence**

Understanding the meaning of short functional text and essay in a form of descriptive, explanation, and Narrative in the daily context to access knowledge.

#### **II. Basic Competence**

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

#### **III. Indicator**

1. To know the text of narrative
2. To identify the meaning of the words in the text
3. Answer the question based on narrative text

#### **IV. Objective**

1. The students are able to know the text of narrative
2. The students are able to identify the meaning of the words in the text



3. The students can answer the question based on narrative text

## V. Teaching Material

### TEST 1



### Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

## TEST 2



### **The Tale of Lake Toba**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

### **VI. Teaching Strategy**

Ø Story pyramid strategy

### **VII. Media and Source**

- Media : Copies of article from the internet

- Source : Article from the internet

### VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	Students' Activities	
I.	<p><b>a. Opening</b></p> <p><i>Apperception</i></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher order the students to pray</li> <li>3. Check the attendance list of students</li> </ol> <p><i>Motivation</i></p> <ol style="list-style-type: none"> <li>4. Teacher gives briefly explain the target of standard competence and the basic competence</li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond the teacher's instruction</li> <li>2. Students start to pray</li> <li>3. Students listen to their names</li> <li>4. Students comprehend what the teacher's explain</li> </ol>	10'

II.	<p><b>b. Main Activities</b></p> <p><i>Exploration</i></p> <ol style="list-style-type: none"> <li>1. The teacher asks the students about narrative text.</li> <li>2. The teacher talks the students about the advantages of learning narrative text.</li> <li>3. The teacher explains about the generic structure and language features of learning narrative text.</li> <li>4. The teacher gives the examples of narrative text by using story pyramid.</li> <li>5. The teacher explains about narrative text by using story pyramid.</li> </ol> <p>The teacher ask the students to make the narrative text based on story pyramid</p> <p><i>Confirmation</i></p> <ol style="list-style-type: none"> <li>1.The teacher make a conclusion about narrative text with the students.</li> <li>2. The teacher ends the class by</li> </ol>	<ol style="list-style-type: none"> <li>1. The students give their opinion about narrative text</li> <li>2. The students give the attention about the advantages of learning narrative text.</li> <li>3. The students give their attention to the explanation about generic structure and language features of narrative text.</li> <li>4. The students see the examples of narrative text by using story pyramid</li> <li>5. The students give their attention to</li> </ol>	1'10''
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	<p>closing and salaam.</p>	<p>the explanation about narrative text by using story pyramid.</p> <p>6. The students write to analyzed narrative text based on story pyramid</p>	
III.	<p><b>c. Closing:</b></p> <p>1. Teacher closes the meeting</p>	<p>1. The students made a conclusion about narrative text with the</p>	10'

		teacher	
		2. The students answer closing from their teacher as response to the teacher	

## **APPENDIX II**

### **LESSON PLAN (CYCLE II)**

School	: SMA Citra Harapan
Subject	: English
Class/Semester	: XI/2
Skill	: Reading
Genre	: Narrative Text
Time	: 2 x 45 minutes
Meeting	: 4 <sup>th</sup> &5 <sup>th</sup>

#### **I. Standard Competence**

Understanding the meaning of short functional text and essay in a form of descriptive, explanation, and narrative in the daily context to access knowledge.

#### **II. Basic Competence**

Responding the meaning in formal and informal texts which use written language accurately, fluently, and appropriately in the daily context to access knowledge.

#### **III. Indicator**

4. To comprehend a Narrative text
5. To identify text organization of Narrative text
6. To answer the questions based on Narrative text

#### **IV. Objective**

4. The students are able to comprehend a Narrative text
5. The students are able to identify the text organization of Narrative text
6. The students are able to answer the questions based on Narrative text

## V. Teaching Material

### TEST 1

#### Post Test 2

(After Applied Story pyramid strategy)



### Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

### Test 2



## Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

### VI. Teaching Strategy

Ø Story pyramid strategy

### VII. Media and Source

- Media : Copies of article from the internet
- Source : Article from the internet

### VIII. Teaching and Learning Process

No.	Activities		Time Allocation
	Teacher's Activities	Students' Activities	

I.	<p><b>a. Opening</b></p> <p><i>Apperception</i></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher order the students to pray</li> <li>3. Check the attendance list of students</li> </ol> <p><i>Motivation</i></p> <ol style="list-style-type: none"> <li>4. Teacher gives briefly explain the target of standard competence and the basic competence</li> <li>5. Teacher gives a chance to hear and to solve what the students' problem in reading comprehension text</li> </ol>	<ol style="list-style-type: none"> <li>1. Students respond the teacher's instruction</li> <li>2. Students pray together</li> <li>3. Students listen their names</li> <li>4. Students comprehend what the teacher's explain</li> <li>5. Students ask the teacher about their problem in reading comprehension</li> </ol>	10'
II.	<p><b>a. Main Activities</b></p> <p><i>Exploration</i></p> <ol style="list-style-type: none"> <li>1. The teacher asks the students about narrative text.</li> <li>2. The teacher talks the students about the advantages of learning</li> </ol>	<ol style="list-style-type: none"> <li>1. The students give their opinion about narrative text</li> <li>2. The students give</li> </ol>	

	<p>narrative text.</p> <p>3. The teacher explains about the generic structure and language features of learning narrative text.</p> <p>4. The teacher gives the examples of narrative text by using story pyramid.</p> <p>5. The teacher explains about narrative text by using story pyramid.</p> <p>6. The teacher asks the students to make the narrative text based on story pyramid.</p>	<p>the attention</p> <p>about the advantages of learning narrative text.</p> <p>3. The students give their attention to the explanation about generic structure and language features of narrative text.</p> <p>4. The students see the examples of narrative text by using story pyramid</p> <p>5. The students give their attention to the explanation about narrative text by using story pyramid.</p> <p>6. The students write to analyze</p>	<p>1'10''</p>
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		narrative text based on story pyramid	
III.	<b>b. Closing:</b>  1. The teacher makes a conclusion about narrative text with the students.  2. The teacher ends the class by closing and salaam	1. The students made a conclusion about narrative text with the teacher  2. The students answer closing from their teacher as response to the teacher.	10'

## IX. Evaluation

The direction of evaluation :

- a. Every correct answer : 1
- b. Maximum score : 100

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

Notes :

S= scoring

N= Number Of Test Item

R= Number Of Correct Answer

Teacher

researcher

( Siti Sarah Batu Bara, S.Pd I)

( Ariani Dalimunthe )

Headmaster of SMA Citra Harapan

( H. M. Husnul Fadhilah NST, SS )

## APPENDIX III

### Pre-test and post test 1 (Before Applied Story Pyramid Strategy)

#### TEST 1



#### **Malin Kundang**

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

1. What is the text about?
  - a. the legend of the old woman
  - b. the legend of Malin Kundang
  - c. the most of popular legend in west-sumatera
  - d. the legend of the sailor

2. Where did the story take place?
  - a. at the ocean
  - b. at the lake
  - c. at the river
  - d. at the jungle
3. What is the main idea of the first paragraph above?
  - a. an old woman and a son lived in a village
  - b. a son was named Malin Kundang
  - c. an old woman and a son loved each other
  - d. they lived ever after
4. Which of the following statement is wrong according to the text above?
  - a. Malin Kundang had been cursed by his mother
  - b. An old woman finally met with her son happily
  - c. Malin Kundang is a good sailor
  - d. Malin Kundang became a rich man
5. Based on the next, we can conclude that the relationship between an old woman and Malin Kundang are...
  - a. Mother and her daughter
  - b. Mother and her son
  - c. Father and mother
  - d. Friendship
6. "You'll never be safe now. You and your money will turn to stone."  
The underlined word refers to...
  - a. A son
  - b. The sailor
  - c. Malin Kundang
  - d. an old woman
7. What lesson can we learn from the story?
  - a. do not ever forget our parents
  - b. do not be a greedy
  - c. do not be an arrogant people
  - d. be your self
8. Which is paragraph show resolution based on the text?
  - a. paragraph 6

- b. paragraph 5
- c. paragraph 4
- d. paragraph 3

9. What is the opposite of “near”?

- a. Quite
- b. Calm
- c. Far
- d. slow

10. How is the character of Malin Kundang?

- a. Smart
- b. Stubborn
- c. Foolish
- d. Greedy



## TEST 2



### **The Tale of Lake Toba**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. What is the text about?

- a. the man who living in the shore in North Sumatera
- b. the tale of lake toba
- c. the man’s hobby is fishing
- d. the man was a farmer

12. What is the main idea of the first paragraph above?
  - a. there was a man who was living in north Sumatra
  - b. the man was living in the complicated place
  - c. the man likes hunting in the jungle
  - d. the man likes fishing
13. Which of the following statement is false according to the text above?
  - a. the gold fish have changed to the beautiful princess
  - b. the man has one daughter
  - c. the man happily ever after
  - d. his wife became a huge golden fish back
14. What is the purpose of the text above?
  - a. to retell the story between the man and a fish
  - b. to know the reader about the man who was living in North Sumatera ago
  - c. to describe the lake in North Sumatera
  - d. to inform the reader about the tale of lake toba
15. Based on the next, we can conclude that the relationship between the man and a huge golden fish are...
  - a. father and sister
  - b. husband and wife
  - c. father and daughter
  - d. father and his friend
16. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster.” The underlined word means...
  - a. Agreement
  - b. Appointment
  - c. Application
  - d. aproximately
17. What lesson can we learn from the story?
  - a. take care of your self
  - b. fullfil you have a promise
  - c. always believe your friend
  - d. obeying your mother’s advice

18. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. What does the word “you” in the sentence refer to?
- a. the daughter
  - b. the golden fish
  - c. the man
  - d. someone else
19. Why did daughter want to come back to home after met his father?
- a. because, her mother asked to her come back to home
  - b. because, a big disaster will be happen
  - c. because, her father said that she was a fish
  - d. because, her father asked to her bring his lunch
20. What did her mother do after know the reason why her daughter cry ?
- a. asked her husband to run up the hills
  - b. suggest her daughter to run up the hills
  - c. she was crying and screaming
  - d. she was angry

## APPENDIX IV

### Post Test 2

(After Applied Semantic Webbing strategy)



### Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the witer?
  - a. Narrative
  - b. Report
  - c. Anecdote
  - d. Comparative
2. To tell the plot, the writer uses.....

- a. a rhetorical question and an exclamation
  - b. time sequences
  - c. contrastive evidences
  - d. past tense
3. Why Snow White ran away to the woods?
    - a. Her parents passed away
    - b. Her uncle was angry with her
    - c. Her uncle and aunt would go to America
    - d. Snow White was happy to run away
  4. When did Snow White run away to the woods?
    - a. In the afternoon
    - b. In the morning
    - c. In the evening
    - d. In the full moon
  5. Where did Snow White live after she ran away to the woods?
    - a. She lived in the cave
    - b. She lived in the lion nest
    - c. She lived everywhere in the woods
    - d. She lived in the dwarfs' cottage
  6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
    - a. because she loved them very much
    - b. as a result of forcing attitude from them
    - c. because her parents were dead
    - d. because she were afraid of the dwarfs
  7. The communicative purpose of this text is.....
    - a. to inform the readers about important and newsworthy events
    - b. to entertain readers with fairy tale
    - c. to share an account of an unusual event
    - d. to persuade readers to accept his/her opinions
  8. The organization of the text above is.....
    - a. abstract, orientatin, crisis, incident,coda
    - b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion

- c. orientation, major complication, resolution, complication, resolution, complication, major complication
  - d. description, background events, sources
9. The dwarf said, “If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
- a. He asked Snow White for a permission to stay with her
  - b. He offered Snow White to stay with them
  - c. He showed his interest in Snow White
  - d. He agrred to stay with Snow White
10. Snow White ran from house ...
- a. At night
  - b. At midday
  - c. At midnight
  - d. In the morning

## Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

1. What is the text about?
  - a. two animals
  - b. monkey and crocodile
  - c. the situation of the river
  - d. a smart monkey
2. Where did the story take place?
  - a. at the zoo
  - b. at the lake
  - c. at the jungle
  - d. at the river
3. What is the main idea of the first paragraph above?
  - a. the monkey and the crocodile were playing at the river
  - b. the monkey wanted to cross a river

- c. the crocodile was happy when the monkey was coming at the river
  - d. the crocodile refused about the monkey's request
4. Which of the following statement is wrong according to the text above?
- a. the monkey gave the heart to crocodile
  - b. the monkey jumped up on the crocodile's back
  - c. the crocodile helped the monkey to cross a river
  - d. the monkey climbed up to the top of tree and said that he (the crocodile) was a foolish
5. What is the purpose of the text above?
- a. to retell the story between the monkey and the crocodile
  - b. to describe the situation at the river
  - c. to describe the animals
  - d. to inform the reader about the act of crocodile
6. Based on the next, we can conclude that the relationship between the monkey and the crocodile is...
- a. friend at the river
  - b. soulmate at the jungle
  - c. big enemy at the zoo
  - d. unfriend absolutely
7. What lesson can we learn from the story?
- a. take care of your self
  - b. do not be a greedy
  - c. always believe your friend
  - d. do not pretend to your friend
8. What is the main idea of the last paragraph?
- a. the monkey suggest the crocodile not to try to fool him anymore
  - b. the monkey forgave about the crocodile's fault
  - c. the crocodile was still hungry
  - d. the crocodile was sad
9. Now, the crocodile was very hungry, so when it was in the middle of the river (in paragraph 2, line 4). What is the same meaning of the underline word?
- a. happy



- b. sad
- c. angry
- d. starving

10. How is the character of the monkey?

- a. friendly
- b. smart
- c. foolish
- d. greedy

***APPENDIX V***

**Key Words Pre-Test**

1. b
2. a
3. a
4. b
5. b
6. b
7. c
8. a
9. d
10. b
11. b
12. a
13. c
14. d
15. b
16. b
17. b
18. c
19. c
20. b

**Key Words Post-test**

1. a
2. d
3. c
4. b
5. d
6. c
7. b
8. c
9. b
10. d
11. b

12. d

13. b

14. a

15. a

16. a

17. a

18. a

19. d

20. b

**APPENDIX VI**

**OBSERVATION SHEET**

No.	OBSERVER	Cycle I			Cycle II		
		1	2	3	4	5	6
1.	Teacher's capability in opening the class  (How the teacher greets the students)		√				√
2.	Teacher's giving motivation in the teaching and learning process  (How the teacher gives the apperception before starting the teaching and learning process)			√			√
3.	Teacher's mastery  (It is about the teacher's capability in mastering the material taught)			√			√
4.	Teacher's teaching material clearly  (It is about the clearness of the teacher's teaching)			√			√
5.	The systematically teaching performance  (It is about appropriateness with the lesson plan)			√			√
6.	Teacher's ability in organizing the class  (It is about the class management performed by the teacher)		√				√
7.	Teacher's ability in closing the class  (It is about how the teacher closes the class and gives summary)		√				√

8.	The student's attention to the teacher's explanation  (It is about whether the students are focus and serious to the students' explanation)			√			√
9.	Motivation and enthusiasm of students in teaching learning process  (It is about the curiosity and the enthusiasm of the students during the learning process)		√			√	
10.	Student's bravery in saying their opinion  (There is comment and opinion from students during the learning process)			√			√
11.	Student's interaction in group discussion  (It is about the activity of each students in their group and their activeness)			√			√
12.	Interaction and communication between students and teacher in teaching learning process  (Good communication between teacher and students to support the students' understanding)			√			√
13.	Teacher and students' role in teaching learning process  (Teacher's role in controlling the class and group and students' role in the class and group)		√			√	

**Note:**

**Points à 1 = Bad**

**2 = Good**

**3 = Very Good**

## APPENDIX VII

### Interview Sheet

#### Interview report with the teacher in the first session

NO	Question	Answer
1.	What do you think about this class in learning process?	I think peoces in learning in this class , I must teaching with workhard
2.	Do they like English subject?	No , all of students don't like english subject
3.	Do you find out the difficulties in teaching reading, miss?	Yes, I found diffculted teaching reading . because, the students must reading with right.
4.	How did you teaching reading to the students in the classroom?	I teach reading by using traditional method. As usually I give the text the students and I ask the students to translated the text.

#### Interview report with the teacher in the last session

NO	Question	Answer
1.	What did you think about method which I have implemented to them in teaching reading, namely story pyramid strategy in the classroom?	I think this strategy very improve of students' because in learning the students' never study with strategy

### Interview report with the student in the first session

NO	Question	Answer
1.	Do you like reading in English subject?	No, because in english reading very difficulty.
2.	What are difficulties that you are always facing when you was studying reading?	Usually, in study reading with my teacher . we always study only read the text.  But, if we don't know about text my teacher try translated.
3.	How did you improve your reading comprehension?	Usually, I always try at home and I try with my friend.
4.	Have your teacher ever try to studying by using story pyramid strategy in the class?	No, never try story pyramid strategy in the class.

### Interview report with the students in the last session

NO	Question	Answer
1.	What do you think about Story pyramid stategy in studying reading after I taught you in the classroom?	I think this strategy very intrested of reading. Because, usually we only read of the text not to know about point of the text.