

**THE EFFECTIVENESS OF USING STORY PYRAMID  
STRATEGY IN TEACHING NARRATIVE TEXT TOWARD  
THE STUDENTS' READING COMPREHENSION AT THE  
EIGHTH GRADE OF SMPN 1 SUMBERGEMPOL  
TULUNGAGUNG IN ACADEMIC YEAR 2014/2015**

**THESIS**



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THE STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)  
TULUNGAGUNG**

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**THESIS**

Presented to

State Islamic Institute of Tulungagung in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan Islam in  
English Education



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## **MOTTO**

*In reading we need the skill. And the skill of reading is the  
worth investment in our life.*

## DEDICATION

With all of my love, i dedicate my thesis to:

- ❖ My beloved parents Mudayat and Turi Sukatin who have given for love, attention, motivation and pray. Thanks for all your affection endless love.
- ❖ My beloved twin Ika Karini Ningtyas who has given me supports.
- ❖ My advisor Mrs. Ida Isnawati M.Pd who has guided me patiently. Thanks a lot
- ❖ Thanks for Mr. Drs. Didik Supatmo, who has helped me in conducting this research.
- ❖ Thanks for my bed mate in MJ's house (Airin and Indah) who have given supports and motivations to me.
- ❖ Thanks for my friends (Febri and Khusnul) who have taken pictures and accompanied me in conducting the research.
- ❖ Thanks for all my friend of TBI C who always be there for me in happiness and sadness.

Thanks for everything

## **DECLARATION OF AUTHORSHIP**

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State that the thesis entitled “The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text toward The Students’ Reading Comprehension at the Eight Grade of SMPN 1 Sumbergempol Tulungagung in the Academic Year 2014/2015” is truly my original work and helped by the expert of this matter. It is written and published as the requirement for the degree of Sarjana Pendidikan Islam in English Education Program, Institute Islamic Collage of Tulungagung in 2014/2015 Academic Year. Due the fact, I am responsible for the thesis, if there is any objection or claim from other.

Tulungagung, May 27<sup>th</sup> 2015  
The Writer

Dwi Kartini Ningsih



## ABSTRACT

Ningsih, Dwi Kartini. Student, Registered Number. 3213113065. 2015. *The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text toward The Students' Reading Comprehension at the Eight Grade of SMPN 1 Sumbergempol Tulungagung in the Academic Year 2014/2015*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Ida Isnawati M.Pd.

**Keywords:** Effectiveness, Story Pyramid Strategy, Reading Comprehension.

There are problems faced by students in reading. Students are frustrated and bored when they do not understand what they are reading. The interesting strategy is needed to teach them. The researcher is interested to find out the effects of treatment with Story Pyramid Strategy in teaching reading comprehension.

The research problems are: 1) "How is students' reading comprehension in narrative text when they are taught without using story pyramid strategy?". 2) "How is students' reading comprehension in narrative text when they are taught by using story pyramid strategy?". 3) "Is there any significant different achievement on students' reading comprehension in narrative text when they are taught by using story pyramid strategy and those are taught without using story pyramid strategy?".

The research objectives are: 1) to know the students' reading comprehension in narrative text when they are taught without using the story pyramid strategy. 2) To know the students' reading comprehension in narrative text when they are taught using story pyramid strategy. 3) To find out whether there is any significant different achievement of students' reading comprehension in narrative text when they are taught by using story pyramid strategy and those are taught without using story pyramid strategy.

This research used quasi experimental research with quantitative approach. The population was all the students of the eighth grade that consist of 380 students. The researcher took of the eighth grade B and E class as the sample. The instrument of this research used test reading (pre-test and post-test). Data analysis of this research was using Independent Samples T test with SPSS 16.0.

The result of computation,  $t_{\text{count}}$  was (3.024) and  $t_{\text{table}}$  was (2.001). By comparing the "t" was  $t_{\text{count}} > t_{\text{table}}$  known that (3.024 > 2.001). The significant value is  $0.004 < 0.05$ .

Based on the result above, the alternative hypothesis ( $H_a$ ) that state is significant difference of students' reading comprehension by using story pyramid strategy is accepted, while the null hypothesis ( $H_o$ ) that states there is no significant difference of students' reading comprehension by using story pyramid strategy is rejected.

Finally, it can be concluded that story pyramid strategy is effective to teach reading comprehension especially narrative text for the eighth grade of SMPN 1 Sumbergempol Tulungagung in the academic year 2014/2015.

## ABSTRAK

Ningsih, Dwi Kartini. NIM. 3213113065. 2015. *The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text toward the Students' Reading Comprehension at the Eight Grade of SMPN 1 Sumbergempol Tulungagung in the Academic Year 2014/2015*. Sarjana Skripsi. Program Pendidikan Bahasa Inggris. Institute Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Ida Isnawati M.Pd

Kata kunci: Effectiveness, story pyramid strategy, reading comprehension

Ada banyak masalah yang dihadapi siswa membaca. Siswa bingung dan bosan ketika mereka tidak paham apa yang mereka baca. Strategi yang menarik di butuhkan untuk mengajar membaca kepada mereka. Penulis tertarik untuk mengetahui keefektifan menggunakan story pyramid strategy dalam pengajaran reading comprehension.

Rumusan masalah penelitian ini adalah 1) “bagaimana pemahaman membaca dalam teks naratif ketika mereka di ajar tanpa menggunakan story pyramid strategy?”. 2) “bagaimana pemahaman membaca siswa dalam teks naratif ketika mereka di ajar dengan menggunakan story pyramid strategy?”. 3) “apakah ada perbedaan yang signifikan dalam pemahaman membaca siswa dalam teks naratif yang di ajar dengan menggunakan menggunakan story pyramid strategy dan mereka yang di ajar tanpa menggunakan story pyramid strategy?”.

Tujuan penelitian ini adalah 1) untuk mengetahui pemahaman membaca siswa dalam teks naratif ketika mereka di ajar tanpa menggunakan story pyramid strategy. 2) untuk mengetahui pemahaman membaca siswa dalam teks naratif ketika mereka di ajar dengan menggunakan story pyramid strategy. 3) untuk mengetahui perbedaan yang signifikan dalam pemahaman membaca siswa teks naratif yang di ajar dengan menggunakan menggunakan story pyramid strategy dan mereka yang di ajar tanpa menggunakan story pyramid strategy.

Penelitian ini menggunakan quasi experimental research dengan pendekatan kuantitatif. Populasi semua siswa kelas delapan SMPN 1 Sumbergempol Tulungagung 380 siswa. Peneliti mengambil kelas delapan B dan E sebagai sampel. Instrumen dalam penelitian ini menggunakan tes membaca (pre-test dan post-test). Data analisis dalam penelitian ini menggunakan Independent Samples T test SPSS.

Hasil perhitungan,  $t_{hitung}$  (3.024) dan  $t_{tabel}$  (2.001). Dengan membandingkan nilai “ $t$ ”  $t_{hitung} > t_{tabel}$  dapat diketahui bahwa ( $3.024 > 2.001$ ). Nilai Signifikansi adalah  $0.004 < 0.05$ .

Berdasarkan hasil diatas, alternative hypothesis ( $H_a$ ) yang menyatakan bahwa perbedaan yang signifikan pada pemahaman siswa membaca dengan menggunakan story pyramid strategy, sedangkan null hypothesis yang menyatakan bahwa tidak ada perbedaan yang signifikan pada pemahaman siswa dengan menggunakan story pyramid strategy di tolak.

Akhirnya dapat di simpulkan bahwa story pyramid strategy efektif untuk mengajar pemahaman membaca terutama narrative text pada siswa kelas delapan SMPN 1 Sumbergempol di tahun ajaran 2014/2015.

## ACKNOWLEDGEMENT

Alhamdulillah, very thankful to the God “Allah SWT” who has been giving her mercies and blessing, so this thesis can be accomplished. May Peace and Salutation be given to the Prophet Muhammad who has taken all human being from the Darkness to the Lightness

The writer knows that thesis has many weaknesses. In addition, this thesis could be finish without other people’s help. Therefore, in the occasion the writer would like to express her gratitude and appreciation to:

1. Dr. Maftukhin, M.Ag as chief of IAIN Tulungagung for his permission to write this thesis,
2. Dr. H. Abd.Aziz, M.Pd.I as dean of Faculty of Tarbiyah and teacher training IAIN Tulungagung who legalizes this thesis.
3. Arina Shofiya, M.Pd, as the head of English Education Program who given me some information so I can accomplish this thesis.
4. Hj. Ida Isnawati, M.Pd, as the writer’s advisor who has guided the writer patiently in finishing this thesis.
5. All of my lectures at IAIN Tulungagung for their guidance and knowledge given during study in this college.
6. Drs. Mujib, as the head master of SMPN 1 Sumbergempol Tulungagung who has given me permission to conduct the research.
7. Drs. Didik Supatmo, as English teacher for VIII B and E class who has helped me in conducting the research in SMPN 1 Sumbergempol Tulungagung.
8. All students of VIII, B and E class of SMPN 1 Bandung Tulungagung on academic year 2014 /2015 who have helped me in conducting the research.

The writer admits that this thesis is still far from being perfect, so the writer would be excited to receive every critique, advice or suggestion from all readers.

Finally, the writer hopes that this thesis will be very useful for the readers and also for the writer herself.

Tulungagung, May 27<sup>th</sup> 2015

The Writer

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