CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, the research problem, the objectives of the research, research hypothesis, significance of the research, research scope and limitation and definition of key terms of the research.

A. Background of the Research

Language is the tool to communicate and interact in daily life. In other word, language is tool to express the minds, ideas, concepts and opinions. People use language in daily communication. In Oxford Learner's Pocket Dictionary (2011: 247), language is system of communication in speech and writing used by people of a particular country. It means that language is very important for communication in the country in daily life. In the word, people use language to express their feelings and interact with the other.

English is one of the international languages. As an international language, English is considered important in order to absorb and develop science, technology, art and culture. According to Richards and Renandya (2002:1), English in different parts of the world where it is not native language may have the status of either a "second" or a "foreign" language. In the former case, it is a language that is widely used in society and learners

need to acquire English in order to survive in society. In the latter case, it may be taught as a school subject but has restricted uses in society at large.

In Indonesia, English is used as subject matter in education and has been taught at the level elementary school until university, as the highest education level. It means that in Indonesia, English as the foreign language. They learn English to get more knowledge and information written in English, in the highest education, learning English means not more than knowledge the language so the learner can extend their knowledge on the real study.

In learning English as the foreign language, we must know the four basic skills and some components. The four skills are reading, speaking, writing and listening and the some language components such as grammar, pronunciation, and vocabulary. According to Blass (2002:VII), reading builds literacy. As literacy grows, so do language and conceptual development until reading and writing become the tools of empowerment and possibility, the tools by which the reader achieves academic success and satisfying life experiences. And the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that acquisition of reading in a second or foreign language is priority. Reading is good way to develop and understand English. We know that in daily activities we read many English texts. Those are in some public places, brochures, books, etc. In other word, the ability to read English texts in any form will give some advantages to our lives.

Junior High School is a formal school in Indonesia. Students are in the Junior High School who just graduate from elementary school. Because of it, teachers need to be creative in correlating the main topic to real situation and students can learn the linguistic features automatically in teaching Junior High School. Students in this level are students are in the transition level from Elementary School which basically they are young learner. So, the teacher's role in teaching will take important part in the process of motivating the students to get a lot of information about the language itself.

In some facts, many students are difficult to comprehend English text. Based on the researcher's experience in practicing of teaching, students were not interesting with reading English. They became frustrated when they had difficulties in reading the target language. They said that their teacher only asks students to read the text and answer the comprehension question provided in the book. There is no strategy in teaching learning English. In this situation, the specific teaching strategy that focuses on the teaching of reading comprehension is needed.

Reading is about understanding written texts. It is a complex activity related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts. Readers typically make use of their background knowledge, vocabulary, grammatical knowledge, experience with

the text and other strategies to help them understand the written text (Cahyono, 2011:76).

Definitions of reading appear in various perspectives, each of which is complimentary; among others are comprehension, interactions of symbols, decoding, mental process and interactive process. Primarily, reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print (Vacca, Vacca & Gove, 1991) reading may involve decoding and comprehension process. Decoding process refers to the process of saying printed words into a representation similar to oral language either silently or aloud. Whereas comprehension is making sense out of the text (McNeil, 1992) as the result of interaction between the perception of graphic symbols that represent language and the reader's prior knowledge (Cahyono, 2011:57). According to Snow et al (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Beside those, when comprehension is interfered, especially in foreign and second language, the students need to improve their comprehension. Reading comprehension ability is becoming very important, but in act many students are having difficulty in comprehending. This is a condition where the importance of reading strategies comes in so as to facilitate the reading process and give students a clear sense of what they are reading. However, when reading strategies are not readily available, the students become easily frustrated and bored because they do not understand

what they are reading and as a result. The students have no motivation to read any longer.

Those factors are actually students' problems in reading. These cases need to be solved. Therefore, the researcher proposes one strategy in reading that can be used to improve students' comprehension. The strategy is Story Pyramid Strategy. Story pyramid is one of strategies of graphic organizer that the researcher uses to teach reading comprehension.

Macon, et al. (1991) in Teaching Work explained that:

> 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.

Based on the theory, it can be assumed that 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. The purpose of this strategy is to provide opportunities for students to practice reading skill with the teacher. The strategy helps students to comprehend the text. This strategy is used after reading activity. According to Tankersley (2003: 110), after reading a text, we want students to focus on clarifying their understandings and connecting the new knowledge to prior knowledge. We can help students verify predictions, organize information, and summarize, classify, or otherwise process the information at deeper levels of understanding. We want students to complete any organizer charts they started before or during reading, discuss their insights with us and peers, and perhaps link their new knowledge to a writing assignment. Some strategies to

focus student attention after the reading has taken place include the following activities: coming attractions, summary journal, group discussion, writing summaries, brief points, time line, character traits, story pyramid, prequels and sequels, writing questions and reader's notebook. In this case, the researcher does the research students in teaching Narrative Text and comprehending the text.

Narrative text is one of kind of the text. The communicative purpose of the narrative text is to entertain / to amuse the reader. The Story can be imaginative and factual. It can be folk tale, legends, fable, short stories etc. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Based on the background, the researcher does the research about teaching and learning the students of SMPN 1 Sumbergempol. Finally the researcher takes the title: "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".

B. Research Problem

Based on the research background, the research problems are formulated as the following:

1. How is students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught without using story pyramid strategy?
2. How is students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught by using story pyramid strategy?
3. Is there any significant different achievement on students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught by using story pyramid strategy and those are taught without using story pyramid strategy?

C. Objectives of the Research

Based on the statements of the research problems above, the objectives of the research are:

1. To know the students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught without using the story pyramid strategy

2. To know the students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading 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 at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught by using story pyramid strategy and those are taught without using story pyramid strategy.

D. The Hypothesis of the Research

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement the researcher has two hypotheses, namely:

1. Ha (The alternative hypothesis): there is significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught without using story pyramid strategy and those are taught reading by using story pyramid strategy
2. Ho (The null hypothesis): there is no significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using story pyramid strategy and those who are taught by using story pyramid strategy.

E. Significant of the Research

The result of this research is expected to give contribution for those who concern in language teaching learning, especially in English. They are:

1. Theoretically, the result of this research is expected to be able to verify the theories related to the research about the using of strategy, especially story pyramid strategy toward the students' comprehension in reading narrative text.
2. Practically, the result of this research is expected to give some contributions for those who concern in language teaching and learning, especially in English, they are:
   a. For the Teacher

      For English teacher, this research can provide contribution for the teacher. The teacher is as the feedback to improve their strategy in teaching English especially in reading comprehension on narrative text.

   b. For the Students

      For the students, the result of the research helps them to read better. By using story pyramid strategy, students are able to read narrative text well and to motivate the students' selves to get a good result especially in reading comprehension on narrative text.

   c. For Future Researcher

      This research will give some contribution and information for future researchers about 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, and the result of this research can be used as reference to conduct further research.

F. Scope and Limitation of the Research

The research is conducted at SMPN 1 Sumbergempol Tulungagung and the focus of the research is to know the significant influence on the students' reading comprehension by using Story Pyramid Strategy, especially the reading comprehension which is related to the eight grade of SMPN 1 Sumbergempol Tulungagung. The topic is the narrative text.

The limitation in this research is narrative text. The researcher chooses this kind of the text because narrative text is more interesting for the students than other kind of the text. Most of narrative is fantastic story, so it will increase the students' motivation in reading class.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation, the researcher gives some definitions of key terms.

1. Story Pyramid Strategy

   The strategy is one of strategies of graphic organizer that the writer will use to teach reading comprehension.

   A story pyramid is a structured format students use to summarize the most important parts of story. This strategy forces students to review and

summarize the main points of a story. The procedure in this strategy is after reading, students summarize the main aspects of the story in a pyramid form with eight lines. The teacher may write instruction on the board, provide a handout with instruction on it, or read instruction line by line, leaving time for students to write before heading instruction (Jonson, 2006:184).

2. Teaching

The word "teaching" is derived from the word "to teach" that means, "works of teacher earn living by teaching". So the teaching can transfer knowledge, skill, attitude, value from the teacher to the student. Teaching in this study is an activity of English teacher of SMPN 1 Sumbergempol Tulungagung to help the eighth grade in acquiring and developing skills, attitudes, recitations and knowledge of English.

3. Narrative Text

It is kinds of the text that consist of story. According to Cahyono et al. (2011:51) narrative text is the one of the text types that junior high school students learn in their English classroom.

4. Reading Comprehension

It is as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship

among reader, text and activity or that the factor may change from pre-reading to reading to post-reading (Snow, 2002:11)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses definition of reading, definition of reading comprehension, reading strategies, summarizing strategy, story pyramid strategy, narrative text and previous research.

A. DEFINITION OF READING

Reading is most useful and important skill for people. This skill is more important that speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and pleasurable activity but also as means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language (Patel and Jain, 2008:113).

Reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world (Tankersley, 2003:02). She wrote that the tapestry of effective reading is woven from six foundational threads. Without each thread being present in the tapestry of an individual's

reading abilities, there are holes and weave cannot hold tight and cannot function for lifelong use.

Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (Francoise Grellet, 2010:8).

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition is likely to be even more successful (Harmer, 1998:68).

Collins and Collins argue reading as a mental process. This mental process has two parts: word recognition and comprehension. In other words, the act of reading is recognizing words and comprehending the meaning. One without the other is not reading.

Briefly, the researcher says that reading is an activity to understand the printed language or not and interpret the information into the reader's understanding appropriately.

B. DEFINITION OF READING COMPREHENSION

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. This happens when proficient adult readers struggle with technical expository text on unfamiliar arcane topics, such as a mortgage on a house or the schematics of computer's operating system. Cognitive strategies are particularly important when there is a breakdown at any level of comprehension. A successful reader implements deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact. Reading teachers and programs explicitly teach such reading strategies to handle the challenges of reading obstacles. Such strategies are the direct focus of this chapter, and indeed this entire volume (McNamara, 2007:4)

Reading Comprehension is the understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at the notice board to see if there is an advertisement for particular type of flat and when carefully reading an article of special interest in a scientific journal. Reading comprehension should not be separated from the other skills. There ae few cases in real life when we do not talk one write about what we have read or when we do not relate what we have read to something we might have heard. It is therefore important, to link the different skills through the reading activities chosen (Grellet, 2010:2).

Reading comprehension, therefore, is a process of getting information from the context and combining disparate elements into new whole. It is a process of using reader's existing knowledge (schemata) to interpret text in order to construct meaning (Cahyono, 2011:58).

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, 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) (Klinger, et al 2007:8).

From some explanations above the researcher can conclude that reading comprehension is a process to understand, interpret and get some information of the text.

C. READING STRATEGIES

In the First Steps "Reading Resource Book" Education Department of Western Australia (2013: 114-123), there are some reading strategies:

1. Predicting

   Predicting helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. Clues for predictions will also come from readers' prior knowledge about the author, text form or content. Students should be able to justify the source of their predictions.

2. Connecting

Efficient readers comprehend text through making strong connections between their prior knowledge and the new information presented in text. Activating each student's prior knowledge before reading is important. However, students need to be able to continue to use this strategy during reading to continually make connections as they read.

3. Comparing

Making comparisons relates closely to the connecting strategy. As students make connections between the text and self, the text and other texts or texts and the outside world, they also begin to make comparisons.

4. Inferring

Efficient readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgments to create their interpretations of a text.

5. Synthesizing

When comprehending text, efficient readers use synthesizing to bring together information that may come from a variety of sources. Synthesizing involves readers piecing information together, like putting together a jigsaw. As students read and use synthesizing, they stop at selected places in a text and think about what has been read.

6. Creating Images

Efficient readers use all their senses to continually create images as they read text. The images that individuals create are based on their prior knowledge. Sensory images created by readers help them to draw conclusions, make predictions, interpret information, remember details and assist with overall comprehension.

7. Self-questioning

Efficient readers continually think of questions before, during and after reading to assist them to comprehend text. Often these questions are formed spontaneously and naturally, with one question leading to the next. Questions may relate to the content, style, structure, important messages, events, actions, inferences, predictions, author's purpose, or may be an attempt to clarify meaning.

8. Skimming

Skimming involves glancing quickly through material to gain a general impression or overview of the content. This involves the reader passing over much of the detail to get the general gist of what the text contains.

9. Scanning

Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content. For example, a reader might scan a contents page or index to find the page number of a specific topic; a reader may scan a dictionary or telephone book in search

of a particular word or name or a reader may scan as they re-read a text to substantiate a particular response.

10. Determining Importance

    Efficient readers constantly ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text. Students benefit from understanding how to determine the important information, particularly in informational and website texts.

11. Summarizing and Paraphrasing

    Linked closely to the strategy of determining importance, summarizing and paraphrasing are part of the process of identifying, recording and writing the key ideas, main points or most important information from a text into your own words.

12. Re-reading

    Efficient readers understand the benefits of re-reading whole texts or parts of texts to clarify or enhance meaning. Reading or hearing a text more than once can be beneficial for all readers, allowing them to gain a deeper understanding of the text.

13. Reading On

    When students cannot decode an unfamiliar word in a text, they can make use of the reading on strategy. Skipping the unfamiliar word and reading on to the end of the sentence or the next two or three sentences often provides the reader with sufficient context clues to help determine the unknown word.

14. Adjusting Reading Rate

    It is important that students allow themselves to adjust their reading rate or pace and recognize when this may be necessary. The purpose for reading often determines the most appropriate rate.

15. Sounding Out

    Readers use their knowledge of letter-sound relationships to take words apart, attach sounds to the parts and blend the parts back together to identify unknown words. Sounding out phonemes is often used as a strategy to decode unknown words.

16. Chunking

    As readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes. Readers might chunk words by pronouncing word parts such as onset and rime, letter combinations, syllables or parts of the word that carry meaning.

17. Using Analogy

    Readers use analogy when they refer to words they are familiar with to identify unknown words. They transfer what they know about familiar words to help them identify unfamiliar words. When using analogy, students will transfer their knowledge of common letter sequences, onset and rimes, letter clusters, base words and word parts that carry meaning or whole words.

18. Consulting a Reference

Consulting a reference is an additional strategy that enables students to unlock the meaning of a word. Being taught how to use a dictionary, thesaurus, reference chart or glossary will help students locate the meanings, pronunciations or derivations of unfamiliar words.

D. SUMMARIZING STRATEGY

According to Jones (2006:1), summarizing is as a reading strategy by which the reader takes larger selections of text and reduces them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

According to Hill and Flynn (2006:9), summarizing is primarily about distilling information, finding patterns, filling in the missing parts, and synthesizing the information into a condensed form. A summary is a short or condensed version of the information you have read (Skidell, 2001:158). Summary is a shortened version of a text that highlights it is key points. The primary purpose of summary is to “give an accurate, objective representation of what the work says; you should not include your own ideas or interpretation” (Paul Clee and Violeta Clee, American Dreams in Kalyan-city).

From some explanations above, the researcher can conclude that summarizing is the strategy to summarize the story. In this research, the using of summarizing strategy is used to take some words as the main parts of the story in eight lines of story pyramid strategy.

E. STORY PYRAMID STRATEGY

1. What is the story pyramid strategy?

According to Jonson (2006:184) story pyramid is a structured format students use to summarize the most important parts of story. This strategy forces students to review and summarize the main points of a story. The procedure in this strategy is after reading, students summarize the main aspects of the story in a pyramid form with eight lines. The teacher may write instruction on the board, provide a handout with instruction on it, or read instruction line by line, leaving time for students to write before heading instruction.

Story pyramid is one of strategies of graphic organizer that the researcher uses to teach reading comprehension. In the book of The Teacher's BIG BOOK of Graphic Organizers is mentioned that there are many kinds of graphic organizer to help students in writing and reading. They are Power Thinking (Levels of Brainstorming), ABC Brainstorm, Carousel Brainstorm, Venn Diagram, Compare and Contrast, KWL, KWS, KWHL, Topic Generation Graphic Organizer, Character Traits Web, Anticipation Guide, Hypothesis Guide, Idea Web, Fishbone, Spider,

Herringbone,Y diagram, Vocabulary Slide, Concept or Vocabulary Map,List-Group-Label, Think-Pair-Share, Story Map, Story Pyramid etc.

Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Gardner's theory of multiple intelligences (1993, 2006) posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Because graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning. (Mcknight, 2010:1).

Numerous studies have found graphic organizers to be effective for teaching and learning, and many support the effectiveness of graphic organizers for gifted children and students with special needs (Cassidy, 1991). Textbook publishers have taken note of the research that supports the importance of graphic organizers for teaching and learning, and regularly feature them in textbooks. Because graphic organizers are widely successful, these learning tools are used at all grade levels. They are also effective for adult learners. Community colleges and corporate entities use graphic organizers to present information in similar instructive contexts. Often you will see college-level textbooks and corporate instructional materials use graphic organizers. The visually stimulating nature of graphic organizers draws the learner's attention. As learners, we attend to

what is novel and visually intriguing because the brain is more equipped to process images than text. Because graphic organizers integrate text and visual images, learners are having more whole-brain experiences (Mcknight, 2010:2).

Graphic organizers benefits in many ways. Gregory and Carolyn (2007:103) state that graphic organizer can be used for brainstorming at the beginning of a lesson or unit to find out what students already know. Graphic organizers, with reading assignment, can help students to be able to organize and capture information. They are also as chronicles of a sequence of events of a process. In addition, they are relate new information to previously learned information. Finally, they also function as tools for checking assessment (Cahyono, 2011:92)

According to Macon et al (1991), in Teahing Work, story pyramid helps students pinpoint highlight of a story and describe the important parts of using a limited number of words. Moreover, Lenski et al (2001, in Melaningsih, 2012) describes story pyramid strategy as a strategy that is designed to help students with story comprehension but could be used to focus on characters, setting and story problems.

According to Boling and Evans (2008:62) Story pyramid is a during-reading strategy that requires text knowledge, visualization, and self-regulated learning. While students are reading the text, teachers should encourage them to imagine the events taking place. Students should

predict what will happen next and read to discover if their predictions are correct.

According to Tankersley (2003:112), after reading a text, we want students to focus on clarifying their understandings and connecting the new knowledge to prior knowledge. We can help students verify predictions, organize information, and summarize, classify, or otherwise process the information at deeper levels of understanding. We want students to complete any organizer charts they started before or during reading, discuss their insights with us and peers, and perhaps link their new knowledge to a writing assignment. Some strategies to focus student attention after the reading has taken place include the following activities. Those are Coming Attractions, Summary Journal, Group Discussion, Writing Summaries, Brief Points, Time Line, Character Traits, Story Pyramid, Prequels and Sequels, Writing Questions, Reader's Notebooks.

Have students complete a story pyramid after they finish a story. They should draw lines in a pyramid design and insert the following information from the story. Line 1: Name of the main character; Line 2: Two words that describe the main character; Line 3: Three words to describe the story setting; Line 4: Four words about the problem; Line 5: Five words describing the first major event in the story; Line 6: Six words describing the second major event in the story; Line 7: Seven words describing the third major event in the story; Line 8: Eight words describing the resolution of the problem in the story (Tankersley, 2003:112).

From the theories and explanation above, the researcher can conclude that Story Pyramid Strategy is one of the graphic organizer that helps students to identify the elements of story that the theme of the story. In this research, the researcher used this strategy in teaching and learning process.

2. The Procedures of Using Story Pyramid Strategy

According to Boling and Evans (2008: 63) the story pyramid strategy requires the learner to pay particular attention to the underlying structure of the text while reading. The procedures for using the story pyramid strategy include the following steps:

a. Identify the main character using one word.
b. Describe the main character using two words.
c. Describe the setting using three words.
d. Describe the problem or conflict using four words.
e. Describe an event near the beginning of the story using five words.
f. Describe an event in the middle of the story using six words.
g. Describe an event near the end of the story using seven words.
h. Describe the solution or conclusion in eight words.

In this research, the researcher plans a modified pyramid strategy as follow:

a. The researcher says the students that they are going to discuss about narrative text.
b. The researcher explains how to use story pyramid strategy and gives an example to the students

c. The researcher delivers a story and story pyramid worksheet to the students
d. The researcher asks 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 students begin to fill in the story pyramid whereas the researcher gives the guided questions to students.
h. First line, the students write the name of the main character of the story.
i. Second line, the students write two words describing main character.
j. Third line, the students write three words describing the setting.
k. Fourth line, the students write four words stating the problem.
l. Fifth line, the students write five words describing the one event.
m. Sixth line, the students write six words describing the second event.
n. Seventh line, the students write seven words describing third event.
o. Eight line, the students write stating the solution to the problem.
p. After students finish in filling the story pyramid worksheet, the researcher and students discuss the difficult words in the story.

F. NARRATIVE TEXT

1. Definition of narrative text

Narrative text is one of kind of the text. The communicative purpose of the narrative text is to entertain / to amuse the reader. The Story can be imaginative and factual. It can be folk tale, legends, fable, short

stories etc. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

2. Text organization of narrative text

   a. Orientation

      In the beginning the writer tells us about the participant in the story (who and what is involved in the story), the time and place the story (when and where the story happen).

   b. Complication

      A series of events in which the main character attempts to solve the problem.

   c. Resolution

      This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed of fail. The point is the conflict becomes ended.

3. Language feature of narrative

   a. Focus on specific and individualized participants

   b. The use of material process (active verb)

   c. The use of behavioral and verbal process

   d. The use of relational and metal process

   e. The use of past tense, and

   f. The use of temporal conjunctions and circumstances

G. PREVIOUS RESEARCH

The same research concerned about the story pyramid strategy had been conducted by the previous researchers.

The first, the research that had been conducted by Melaningsih (2013) entitled The Effects of Using Story Pyramid Strategy toward Students Reading Comprehension a Study at the Tenth Grade Students of Senior High School SMAN 5 Solok Selatan. This research used experimental research by using 2 classes, they are control class and experiment class. In the experiment class, the researcher had given the treatment "Story Pyramid Strategy" and in the control class, the researcher had given "Question Answer Relationship Strategy". The result of the research showed that the mean score for the posttest for control group was 58,85 and the mean score for experimental group was 73,6 with the great difference of 14,75. So, experimental group was bigger than control group. In standard deviation of experimental class was 8,31 and standard deviation of control was 15,80. Then standard deviation of both classes were 12,5. After that, the researcher found value of t obatained was 4,53 and the value of t table was 2,00 at the degree of freedom 56 and the level significant 0,05. It can be concluded that there was significant effect of using Story Pyramid Strategy in improving students' reading comprehension.

The second, the research that had been by Wardiningsih et al (2012) entitled Improving Students Reading Comprehension on Narrative Text through Story Pyramid Strategy at the Tenth Grade of SMA Muhammadiyah

2 Pontianak. This research used Classroom Action Research that had used two cycles. On the first cycle, the researcher used story pyramid strategy as a strategy to improve the students reading comprehension on finding out the factual or detail information and understanding language feature on narrative text. In the second cycle, the researcher used story pyramid strategy helped by questioning and guided question. The result of the research can be showed from every cycle that students improved in understanding narrative text. From the first cycle, the students' mean score was 45, the second cycle was 67,1 and the last cycle was 79,8. It indicated that the students' comprehension had some progress. The students' score could reach the standard of success point because the standard of success point in that school is 65.

The third, the research that had been by Mumpuni (2014) entitled Using Story Pyramid Strategy to Improve Reading Comprehension of 11th Grade Students in SMAN 1 Kesamben Blitar. This research used classroom Action Research that had used two cycles. The result of students' test in the cycle 1, there were 94% of students could achieve the minimum learning mastery. In the cycle II the students' score was improved, the score which were above the minimum mastery learning was in the percentage of 87,5%. In addition, from the questionnaire, it was known that 97% of the students thought that using story pyramid was effective because story pyramid help them comprehended each element of the narrative texts.

According three researches above, those were shown that story pyramid strategy can increase students' reading comprehension in narrative

text. Based on the some previous above on the use of strategy, the researcher conducted research in teaching reading comprehension by using story pyramid strategy. The researcher used experimental research design with quantitative approach, and described the effectiveness of story pyramid strategy in teaching reading comprehension of narrative text by comparing between the student's score when they are taught without story pyramid strategy and those are taught by using story pyramid strategy. In this research, the researcher used two groups as the experimental and control group of the eighth grade. In the control group, researcher used the conventional teaching. In the experimental group, the researcher used the treatment of story pyramid strategy. Three previous researches above, researchers conducted the research at Senior High School whereas in this research, the researcher conducted the research at Junior High School.

CHAPTER III

RESEARCH METHOD

This chapter presents six topics dealing with the research method those are research design, population and sample, variable, research instrument, validity and reliability testing, normality and homogeneity testing, data and data source, data collecting method, and data analysis.

A. Research Design

This research used quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics (Aliaga and Gunderson in Muijs, 2004: 1).

In this research, the researcher used the experimental research. According to Ary et al (2010:26) experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.

"There are many kinds of the experimental, such as true experimental, quasi experimental and pre experimental" (Sukmadinata, 2013:203).

This research was conducted in the quasi experimental research design named Nonrandomized Control Group Design.

Table 3.1 Nonrandomized Control Group Design, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
B	Y1	X	Y2
E	Y1	-	Y2

(Taken from Ary, 2010:316)

Where:

1. B represents the experimental group
2. E represents the control group
3. X represents the independent variable, which is manipulated by the researcher. In other word X is the treatment (story pyramid strategy).
4. Y represents the measure of the dependents variable. Y1 represents the dependent variable before the manipulation of the independent variable X. Y2 represents the dependent variable after the manipulation of the independent variable X.

Based on the table above, there were two groups. The first group was the experimental group, it received a treatment (X) while the second group was the control group, and it didn't receive treatment or receive another treatment. Both experimental and control group received pretest (Y1) to obtain the first data about students' comprehension in reading narrative text before the treatment was given. The experimental group (B) was given treatment of using story pyramid strategy (X) while the control group was using conventional teaching. Finally,

both of the groups were given posttest (Y2) to obtain the second data about students' comprehension in reading narrative text.

B. Population and Sample

1. Population

   According to Sugiyono (2011:80) population is not only people, but also all of the quantity of object or subject that will be learnt, but also involve the whole of characteristics of the subject or object.

   In this research, the population was all of the students at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015. There were thirteen classes. The total number was 380 students.

2. Sampling Technique

   In a research, there are two types of sampling; probability sampling and non-probability sampling. Probability sampling is the elements in the population that have the same opportunity to be sample. Whereas non-probability sampling is the technique in taking sample that does not use the base of opportunity but it is determined by the researcher based on the need (Sudjana & Ibrahim, 2007:85).

   In this research, the researcher used purposive sampling. Purposive sampling is one of types in non-probability sampling. According to (Sudjana & Ibrahim, 2007:85) purposive sampling is the technique that is

used if the researcher has the certain consideration in determining the sample that is appropriate with the purpose of research.

The researcher had taken two classes of thirteen classes from the eighth grade of SMPN 1 Sumbergempol on academic year 2014/2015 exactly VIII B class and VIII E class. Both classes consist of heterogeneous students (high, middle, and low achievement) and these classes were selected based on the consideration such as, those classes are equal in level of English.

3. Sample

Sample is part of reached population that has the same characteristic with the population (Sudjana & Ibrahim, 2007:85).

In this research used the sample of two classes that were chosen as the sample by using the purposive sampling technique in choosing the class.

C. Variable

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables (Ary et al, 2010:37).

In this research, the independent was the use of story pyramid strategy in teaching narrative text and the dependent variable was students' reading comprehension.

D. Research Instrument

The instrument used to collect the data. According to Arikunto (2006:160) the instrument is the tool which is used by the researcher in the time of the research.

In this research, the researcher used a test reading as an instrument to get the data. The researcher used the objective tests that are divided to pretest and posttest.

1. Pretest

   The researcher gave the pretest to students of experimental and control group to measure students' reading comprehension before treatment process. The test was given to know the basic competence for students and to know earlier knowledge before they get treatment. The score was analyzed to determine the student's score between pretest and posttest. The researcher gave the multiple choice test about narrative text. The instrument of pretest can be seen in appendix 3.

   Pre-test was conducted before the treatment. The control group was conducted on April 22th 2015 that was joined by 31 students and the experimental group was on April 23th 2015 that was joined by 30 students.

2. Post-test

   The posttest was conducted to measure to students' reading comprehension of experimental group and control group after treatment process, this test was given to know the students' reading comprehension

before and after they get treatment. The researcher gave the multiple choice test about narrative text. The instrument of posttest can be seen in appendix 5.

Post-test was conducted after the treatment. For the control group was on May 7th 2015 and the experimental group was on May 8th 2015.

E. Validity and Reliability Testing

1. Validity

According Gay (1983) in Sukardi (2007:121), the instrument can be called valid that the instrument can be used to measure what will be measured. The validity in the instrument of research is no other the degree that indicates where a test to measure what will be measured. To know the validity of the instrument, the researcher used content validity and construct validity. The explanation of the content validity and construct validity, as follows;

a. Content Validity

Lodico et al. (2006:93), the content validity is composed of two items of validity: sampling validity and item validity. Both sampling validity and item validity involve having experts examine items that make up the instrument.

The test was said have content validity if its contents constitute a representative sample of language skills, structures, etc., being tested. Beside that the content of instrument has to relevant with the purpose of

the test. In this case, the content validity should refer to the "Kurikulum Tingkat Satuan Pendidikan (KTSP)". Based on the standard competence in syllabus of KTSP, it is mentioned that the eighth grade of Junior High School are expected able to comprehend the meaning in the simple short essay in the form of recount and narrative text to interact with the society around them. Based on the standard competence above, the students are expected to be able to read a simple text in the form of recount and narrative text.

In this research, the content of items in testing used narrative text. It was suitable for the eighth grade students of SMPN 1 Sumbergempol Tulungagung.

Table 3.2 Content Validity

Standar Competence	1.1	Memahami makna dalam esai pendek sederhana berbentuk recount dan narative untuk berinteraksi dengan lingkungan sekitar
Basic Competence	11.11	Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Indicator	- Membaca nyaring dan bermakna teks esai berbentuk narrative - Mengidentifikasi berbagai makna teks narrative - Mengidentifikasi tujuan komunikatif teks narrative - Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative	
Technique	Reading Test	
Instrument of Test	Pretest Posttest	

Table 3.3 Content Validity of Test

Competence Indicators	Test items	
	Pre-test	Posttest
3. Membaca nyaring dan bermakna teks esai berbentuk narrative		
4. Mengidentifikasi berbagai makna teks narrative	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 20, 22, 24, 26, 27, 28, 29, 30,	1, 3, 4, 5, 6, 7, 10, 11, 12,13, 14, 15,16, 19,21, 22, 23,24, 25, 26,27, 28,
5. Mengidentifikasi tujuan komunikatif teks narrative	14,23	2, 30
6. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative	7, 21,25	8,9,17,18, 29

Based on Table 3.3 showed that the instrument of the test was valid based on the standard competence, basic competence, and indicator which mentioned in Syllabus.

b. Construct Validity

A test is said to have construct validity if it can be demonstrated that it measures just the ability which is supposed to measure. The word construct refers to any underlying ability which is hypothesized in a theory of language learning. Brown (2004:25) mentioned that a construct is any theory, hypothesis or model that attempts to explain observed phenomena in our universe or perception.

According to Klinger et. al (2007:8). Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, 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).

Here, the researcher used multiple choice tests in measuring the students' reading comprehension. By using multiple choice tests, students' reading comprehension can be measured for some aspects above.

2. Reliability

Lodico et al. (2006:87), reliability refers to the consistency of score, that is, an instrument's ability to produce "approximately" the same score for individual over repeated testing or across different raters.

The computation of this reliability used IBM SPSS Statistics 16 with reliability analysis. The criteria of reliability's degree can be seen on Table below, whereas the reliability's result of tryout and instrument can be seen in appendix 1 and 2.

According to triton in Sujianto (2009:97) the value of cronbach's alpha can be interpreted as follow:

Table 3.4 Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
0,00-0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable
0,61-0,80	Reliable
0,81-1.00	Very reliable

In this research, the researcher tried to check the empirical reliability by using SPSS 16.0 after trying out the instrument (pre-test and post-test). In trying out the instrument, the Cronbach's Alpha score for pretest was 0.515 and the Cronbach's Alpha score for posttest was 0.555. Those were not very reliable; therefore the researcher revised those items. For pre-test, the researcher revised 15 items and for post-test, the researcher revised 14 items.

After revising the test items, those showed that the Cronbach's Alpha score for pretest of control group was 0.771 and the Cronbach's Alpha score for pretest of experimental research was 0,726. Related with the categories of reliability testing stated by Sujianto, the result of computation of both groups was categorized into reliable test.

F. Normality and Homogeneity Testing

1. Normality Testing

Normality testing is conducted to know whether the gotten data is normal or not. In this research, normality test is done toward the result (students' score) of pretest in reading narrative text. To know the normality, the researcher uses One-Sample Kolmogorov-Smirnov formula by using SPSS program 16.0 version. Normality test is done by using the rule of Asymp. Sig (2 tailed) or p. If Asymp. Sig (2 tailed) or $p > 0,05$ so the test distribution is normal.

In this research, normality testing was done toward the students' score in pretest, not only for the control group but also for experimental group.

Table 3.5 Normality Test of Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		31
Normal Parameters[a]	Mean	64.39
	Std. Deviation	15.281
Most Extreme Differences	Absolute	.150
	Positive	.085
	Negative	-.150
Kolmogorov-Smirnov Z		.837
Asymp. Sig. (2-tailed)		.486

a. Test distribution is Normal.

Table 3.6 Normality Test of Control Group

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		30
Normal Parameters[a]	Mean	66.17
	Std. Deviation	15.367
Most Extreme Differences	Absolute	.205
	Positive	.137
	Negative	-.205
Kolmogorov-Smirnov Z		1.123
Asymp. Sig. (2-tailed)		.160

a. Test distribution is Normal.

Based on the result of computation by using SPSS program 16.0 version, it can be concluded that the test distribution of two groups were normal.

2. Homogeneity Testing

Homogeneity testing is used to know whether the gotten is homogeneous or not. In this research, homogeneity test is done toward the result (students' score) of pretest in reading narrative text. To know the homegeneity, the researcher uses Test of Homogeneity Variance formula by using SPSS program 16.0 version. Homogeneity testing was done after doing the distribution score of group involved. The variance can be said homogeneous if the significance of the result is more than 0.050. According to Prayitno (2009:89), the assumption of ANOVA testing is the data groups' variance that is homogeneous. The criteria of testing, if the significance is smaller than 0.05 (sig. < 0.05) that the data is not homogeneous; on the contrary, if the significance is bigger than 0.05 (sig.> 0.05) that the data is homogenous.

Table 3.7 Homogeneity of Test

ANOVA

Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	165.595	1	165.595	.730	.396
Within Groups	13385.651	59	226.875		
Total	13551.246	60			

From the result above, the test is homogeneity because significant is 0.396, it means that the significant is more than 0.05 (0.396>0.05). The homogeneity testing of variance in pretest of control group and experimental group for reading narrative text in this research showed that the data had homogeneous variance, so it is qualified to be analyzed.

G. Data and Data Source

1. Data

According to Arikunto (2010:172) data is written facts or notes gotten by the researcher that will be organized in research activity. Data can be in the form of fact or numbers.

In a research, the role of data is very important since it is used to answer the problems. In this research the data was students' reading score that gotten from reading test. The data was from control and experimental group.

2. Data Source

Data source can be defined as the subject in whom the data is taken (Arikunto, 2010:172). There are two kinds of data sources; primary data source and secondary data source. Primary data source is data taken directly from the field, while secondary data source is data not taken directly from the field.

In this case the researcher used primary data source, since the data was students' reading comprehension score that were taken from the tests

administered directly by the researcher towards the experimental group and control group.

H. Data Collecting Method

Data collecting method was needed to obtain the research data. Data collecting is systematic and standardized procedure to obtain the necessary data (Tanzeh, 2009:57). Data collecting method in this research is testing.

According to Arikunto (2010:127) states that test is a series questions, or others which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group. Thus, a test is a method to gain the data by giving some questions to the respondent.

There are two kinds of the test, they are:

1. Subjective test.

   Commonly, the form of this test is essay. Essay test is the kind of the learning progress test that needs the answer descriptively.

2. Objective test

   Objective test is the test that in the examination can be done objectively. This case is meant to solve some weaknesses of the essay test or subjective test.

In this research the researcher used the objective test that was multiple choices in collecting the data. The test was used to collect the students' comprehension on reading narrative text. The test was given not only for the experimental group, but also for the control group.

In this research, the researcher used pretest and posttest.

a. Pretest

The researcher gave the pretest to students to answer the correct answer of the multiple choices test of reading test on narrative text without using story pyramid strategy.

b. Posttest

Posttest was given by the researcher after all treatments were conducted. Posttest was given in order to measure the improvement of the students' comprehension of reading narrative text after they learn reading narrative text by using story pyramid strategy in experimental group and without using story pyramid strategy in the control group.

The stages in collecting data of the research were explained as follows.

1) Before Experimental Stage

Before experimental stage, the researcher decided the samples of the experimental class and control class. After deciding the samples, the researcher gave pretest for those classes. Pretest was given to know the students' comprehension in reading narrative text before they learn reading narrative text by using treatment. The experimental and control group was in the same starting point.

2) Experimental Stage

After two groups had been given the pretest, the next stage they were given a treatment. For the experimental group was taught by using story pyramid strategy and for the control group was taught by using conventional method. The treatment which was done by involves strategy "story pyramid", the students, and the researcher.

There were some stages in implementing the treatment:

(a) Control Group

In the teaching and learning of reading narrative text in control group was done by using conventional method (without using strategy). The position of the control group was as the comparator class, so the learning activity was done as usual, without using strategy. The detailed activity in experimental stage of control group can be seen in lesson plan in appendix 7.

(b) Experimental Group

In the teaching and learning of reading narrative text, the experimental group was taught by using strategy "story pyramid". The researcher explained to students about the strategy in comprehending story after explaining the narrative text. Then students tried to use the strategy in comprehending the narrative story. For detailed activities

in experimental group can be seen in lesson plan in appendix 8.

3) After Experimental Stage

In this stage was the last stage in conducting the research. After each group was given the treatment, they were given posttest with the similar materials in pretest. The posttest was given to know the significant differences of students' reading comprehension in reading narrative text after given the treatment (teaching and learning reading a narrative text by using "story pyramid strategy"). In this stage the researcher also compared the result of the test (pretest and posttest), whether ever increasing, same or down.

Table 3.8 The Schedule of Conducting The Research

No	Group	Class	Date	Activity	Posttest
1	Control	VIII E	April 22th 2015	Pretest	1-2
2	Experimental	VIII B	April 23th 2015	Pretest	3-4
3	Control	VIII E	April 24th 2015	Conventional Teaching	1-2
4	Experimental	VIII B	April 25th 2015	Treatment 1	1-2
5	Control	VIII E	April 29th 2015	Conventional Teaching	1-2
6	Experimental	VIII B	April 30th	Treatment 2	3-4

			2015		
7	Control	VIII E	May 7th 2015	Posttest	1-2
8	Experimental	VIII B	May 8th 2015	Posttest	3-4

I. Data Analysis

Data Analysis is a continuation process from the process of data processing to know how the interpretation data, then data analysis of the result that has been on the level of result of data processing (Prasetyo & Jannah, 2005:184)

In this research, the researcher used Independent Sample T test at SPSS 16.0 for windows to know the significant difference of achievement of students' reading comprehension between they are taught by using story pyramid strategy and those are taught without using story pyramid strategy. Indeed, according to (Priyatno, 2009:77) the method in further analysis of the data is as follow:

1. Formulating the hypotheses. The hypotheses are in the form of Alternative Hypothesis (Ha) and Null Hypothesis (Ho)
2. Determining the value of $t_{count.}$ It can be seen on the output of SPSS analysis.

3. Determining the value of $t_{table.}$ The value of t_{table} can be seen from in significance level 0.05:2 = 0.025 (two tailed test) with degree of freedom (df) is n-2 (61-2=59).
4. Determining hypothesis testing. Simply, the hypotheses testing are:

a. If $-t_{table} \leq t_{count}$ and Sig > 0.05 so Ho is accepted.

b. If $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$ and Sig < 0.05 so Ho is rejected.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings and the result of analyzing the data.

A. The Description of Data

The research objective is to know the students' comprehension of the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught without using the story pyramid strategy and when they are taught by using story pyramid strategy. Besides it, this research is also used to find out whether there is any significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught by using story pyramid strategy and those are taught without using story pyramid strategy.

In order to achieve the objectives of the research, the researcher did some steps to collect the data. Based on research method in chapter III in this research, the teaching and learning process was divided into some steps to collect the data. The first step was administering pre-test to control and experimental group to know students' comprehension in reading narrative text before giving treatment.

The second step was giving the treatment to experimental group by teaching reading narrative text by using story pyramid strategy. In using the strategy, students can summarize of the main points of the story and take it in some lines of pyramid worksheet. In the first treatment, students were given story about Students were more interest in learning narrative text whereas in the control group, the researcher used the conventional teaching or as usual teaching. Students were taught reading narrative text without story pyramid strategy.

The next step of data collection method was administering post-test to both groups. It was intended to measure students' reading comprehension after the treatment of experimental group and conventional teaching of control group were given. The researcher wanted to know whether or not there is any significant different on their achievement in reading comprehension of the both groups.

The data of this research consisted of pretest score and posttest score of control and experimental group. Those are explained as follows.

1. The Students' Comprehension in Reading Narrative Text when They Are Taught without Using Story Pyramid Strategy.

a. Pretest of Control Group

Control group is a class which was given a treatment in reading narrative text without using story pyramid strategy. The teaching and learning activity was done by the researcher as usual or using

conventional research. Before the researcher gave the treatment, the researcher administered a pretest for the control group. The subject of pretest in control group consisted of 30 students. The highest score was 83 and the lowest score was 30. For the detailed students' pretest score in control group.

Table 4.1 The Students' Score on Pretest

No	Subject	Score (Y)
1	AD	77
2	ABMP	73
3	AF	83
4	ABDC	77
5	BFK	53
6	DNY	57
7	DF	73
8	EC	73
9	FDN	80
10	FF	67
11	IFM	73
12	IWL	33
13	JRF	80
14	KS	40
15	LAPS	77
16	MNF	77
17	MAA	30
18	MAH	77
19	MHA	73
20	NIK	83
21	NPR	53
22	PTRS	70
23	PB	57
24	RAW	63
25	RS	80
26	SIS	70
27	SN	50
28	SS	40
29	YWPK	63
30	YSR	83

By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 66.16; the mode was 73; and the median was 73.

Table 4.2 Descriptive Statistic of Pretest

Statistics

Pretest

N	Valid	30
	Missing	0
Mean		66.1667
Median		73.0000
Mode		73.00[a]

a. Multiple modes exist. The smallest value is shown

Table 4.3 Frequency of Pretest

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.3	3.3	3.3
	33	1	3.3	3.3	6.7
	40	2	6.7	6.7	13.3
	50	1	3.3	3.3	16.7
	53	2	6.7	6.7	23.3
	57	2	6.7	6.7	30.0
	63	2	6.7	6.7	36.7
	67	1	3.3	3.3	40.0
	70	2	6.7	6.7	46.7
	73	5	16.7	16.7	63.3

	77	5	16.7	16.7	80.0
	80	3	10.0	10.0	90.0
	83	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 4.4 The Frequency and Percentage of Students' Score on Pre-Test

Intervals	Frequency	Categorization	Percentage
90 – 100	0	Excellent	0%
70 – 89	18	Very Good	60.1%
50 – 69	8	Good	26.7%
30- 49	4	Fair	13.3%
0-29	0	Poor	0

Table 4.4 can be shown in the form of histogram below.

Figure 4.1. Histogram of the Control Group Students' s Score in Pretest

Based on the data of table 4.4, the researcher know that zero students or 0% get score between 0-30 in poor categorization, four students or 13.3% get 30-49 in fair categorization, 8 students or 26.7% get score 50-69 in good categorization, 18 students or 60.1% get 70-89 in very good categorization and zero student or 0% get score 90-100 in excellent categorization. It can be concluded that student's scores of the control group in pretest are not spread in very good categorization.

b. Posttest of Control Group

Administering a posttest in reading narrative text for control group was done to know the improvement of students' comprehension in reading narrative text although the learning activity was without using story pyramid strategy. The subject of posttest in control group consisted of 30 students. The highest score was 87 and the lowest score was 60.

Table 4.5 The Students' Score on Posttest

No	Subject	Score (Y)
1	AD	77
2	ABMP	70
3	AF	87
4	ABDC	77
5	BFK	60
6	DNY	63
7	DF	77
8	EC	70
9	FDN	83
10	FF	70
11	IFM	77
12	IWL	70
13	JRF	80
14	KS	67

15	LAPS	83
16	MNF	80
17	MAA	60
18	MAH	80
19	MHA	77
20	NIK	83
21	NPR	63
22	PTRS	73
23	PB	63
24	RAW	70
25	RS	83
26	SIS	77
27	SN	70
28	SS	70
29	YWPK	77
30	YSR	80

By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 73.90; the mode was 70; and the median was 77.

Table 4.6 Descriptive Statistic of Posttest

Statistics

Posttest

N	Valid	30
	Missing	0
Mean		73.90
Median		77.00
Mode		70[a]

a. Multiple modes exist. The smallest value is shown

Table 4.7 Frequency of Posttest

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.7	6.7	6.7
	63	3	10.0	10.0	16.7
	67	1	3.3	3.3	20.0
	70	7	23.3	23.3	43.3
	73	1	3.3	3.3	46.7
	77	7	23.3	23.3	70.0
	80	4	13.3	13.3	83.3
	83	4	13.3	13.3	96.7
	87	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 4.8 The Frequency and Percentage of Students' Score on Posttest

Intervals	Frequency	Categorization	Percentage
90 – 100	0	Excellent	0%
70 – 89	24	Very Good	79.8%
50 – 69	6	Good	20%
30- 49	0	Fair	0%
0-30	0	Poor	0%

Table 4.8 can be shown in the form of histogram below.

Figure 4.2. Histogram of the Control Group Students' s Score in Posttest

Based on the data of table 4.1, the researcher know that zero students or 0% get score between 0-30 in poor categorization, zero student or 0% get 30-49 in fair categorization, 6 students or 20% get score 50-69 in good categorization, 24 students or 79.8% get 70-89 in very good categorization and zero student or 0% get score 90-100 in excellent categorization. It can be concluded that there is improvement of student's scores of the control group in posttest.

2. The Students' Comprehension in Reading Narrative Text when They Are Taught by Using Story Pyramid Strategy.

a. Pretest of Experiment Group

Experiment group is a class which was given a treatment in reading narrative text by using story pyramid strategy. Before the researcher gave the treatment, the researcher administered a pretest of reading narrative text as a pretest that administered for the control group. The

subject of pretest in experiment group consisted of 31 students. The highest score was 90 and the lowest score was 37. For the detailed students' pretest score in control group.

Table 4.9 The Students' Score on Pretest

No	Subject	Score (Y)
1	AHA	40
2	AN	40
3	ARF	43
4	ANR	77
5	AHN	77
6	DNM	77
7	DNL	60
8	DI	37
9	EC	83
10	FSNA	70
11	HL	73
12	IHAP	77
13	IZS	67
14	IMP	60
15	IZH	90
16	JP	53
17	LR	80
18	LS	50
19	MHIZZ	40
20	MK	77
21	MIHF	57
22	MMF	47
23	MKM	50
24	NJS	77
25	NR	70
26	RHA	63
27	RD	60
28	RNL	87
29	YS	70
30	YPW	67
31	YS	77

By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 64.39; the mode was 77 and the median was 67.

Table 4.10 Descriptive Statistic of Pretest

Statistics

Pretest

N	Valid	31
	Missing	0
Mean		64.39
Median		67.00
Mode		77

Table 4.11 Frequency of Pretest

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	3.2	3.2	3.2
	40	3	9.7	9.7	12.9
	43	1	3.2	3.2	16.1
	47	1	3.2	3.2	19.4
	50	2	6.5	6.5	25.8
	53	1	3.2	3.2	29.0
	57	1	3.2	3.2	32.3
	60	3	9.7	9.7	41.9
	63	1	3.2	3.2	45.2
	67	2	6.5	6.5	51.6
	70	3	9.7	9.7	61.3
	73	1	3.2	3.2	64.5
	77	7	22.6	22.6	87.1
	80	1	3.2	3.2	90.3

83	1	3.2	3.2	93.5
87	1	3.2	3.2	96.8
90	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.12 The Frequency and Percentage of Students' Score on Pre-Test

Intervals	Frequency	Categorization	Percentage
90 – 100	1	Excellent	3.2%
70 – 89	14	Very Good	45.1%
50 – 69	10	Good	32.3%
30- 49	6	Fair	19.3%
0-29	0	Poor	0%

Table 4.12 can be shown in the form of histogram below.

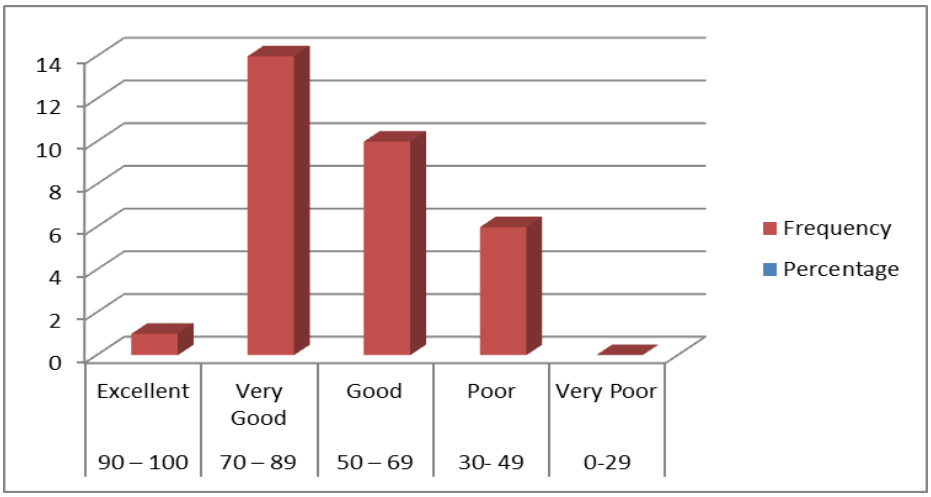

Figure 4.3 Histogram of the Experimental Group Students' s Score in Pretest

Based on the data of table 4.12, the researcher know that zero students or 0% get score between 0-29 in poor categorization, 6 students or 19.3% get 30-49 in fair categorization, 10 students or 32.3% get score 50-69 in good categorization, 14 students or 45.1%

get 70-89 in very good categorization and one student or 3.2% get score 90-100 in excellent categorization. It can be concluded that student's scores of the experimental group in pretest are not spread.

b. Posttest of Experimental Group

Administering a posttest in reading narrative text for experimental group was done to know the improvement of students' comprehension in reading narrative text although the learning activity was by using story pyramid strategy. The subject of posttest in experimental group consisted of 31 students. The highest score was 97 and the lowest score was 70.

Table 4.13 The Students' Score on Posttest

No	Subject	Score (Y)
1	AHA	73
2	AN	70
3	ARF	83
4	ANR	93
5	AHN	87
6	DNM	73
7	DNL	87
8	DI	70
9	EC	83
10	FSNA	77
11	HL	87
12	IHAP	83
13	IZS	77
14	IMP	73
15	IZH	93
16	JP	73
17	LR	80
18	LS	77
19	MHIZZ	63
20	MK	80
21	MIHF	73

22	MMF	80
23	MKM	77
24	NJS	87
25	NR	97
26	RHA	73
27	RD	70
28	RNL	93
29	YS	87
30	YPW	77
31	YS	83

By using SPSS program 16.0 version, it was known that the mean of student's score in posttest was 79.87; the mode was 70 and the median was 80.

Table 4.14 Descriptive Statistic of Posttest

Statistics

Posttest

N	Valid	31
	Missing	0
Mean		79.97
Median		80.00
Mode		73

Table 4.15 Frequency of Posttest

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	3.2	3.2	3.2
	70	3	9.7	9.7	12.9
	73	6	19.4	19.4	32.3
	77	5	16.1	16.1	48.4
	80	3	9.7	9.7	58.1

83	4	12.9	12.9	71.0
87	5	16.1	16.1	87.1
93	3	9.7	9.7	96.8
97	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.16 The Frequency and Percentage of Students' Score on Posttest

Intervals	Frequency	Categorization	Percentage
90 – 100	4	Excellent	12.9%
70 – 89	26	Very Good	83.9%
50 – 69	1	Good	3.2%
30- 49	0	Fair	0%
0-29	0	Poor	0%

Table 4.16 can be shown in the form of histogram below.

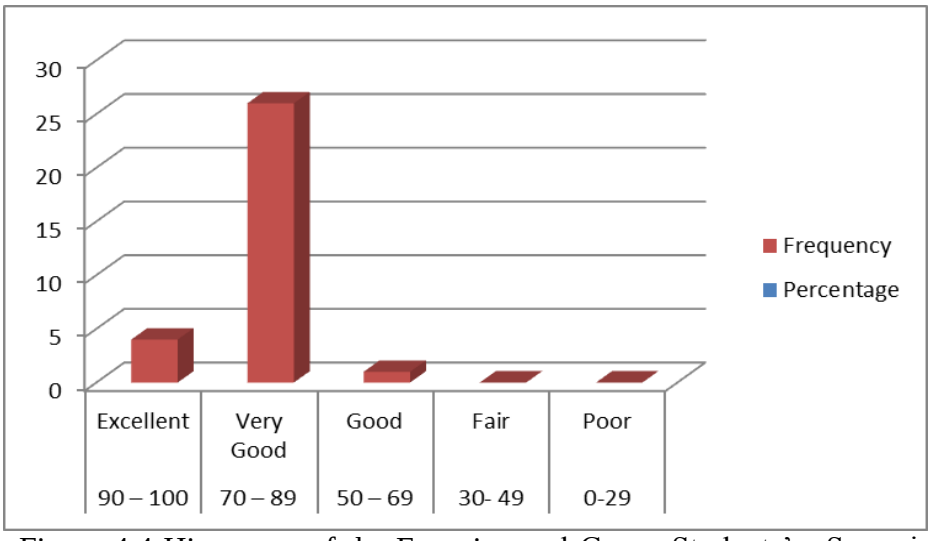

Figure 4.4 Histogram of the Experimental Group Students' s Score in Posttest

Based on the data of table 4.16, the researcher know that zero students or 0% get score between 0-30 in poor categorization, zero

student or 0% get 30-49 in fair categorization, 1 student or 3.2% get score 50-69 in good categorization, 26 students or 83.9% get 70-89 in very good categorization and 4 students or 12.9% get score 90-100 in excellent categorization. It can be concluded that there is improvement of student's scores of the experimental group in posttest.

3. Difference of Statistical Data in Posttest of Control and Experimental Group.

Based on the result of students' pretest score of control and experimental group were normal and homogeneous so the reseacher only compared the students' score of post-test.

The researcher compared students' score of posttest of both groups that consisted of the highest score, the lowest score and the mean score in reading narrative text. After that the researcher found out the score of each group from students' score in posttest to know whether the students' comprehension was getting down, same or different. The result of difference of statistical data in posttest of control group and experimental group can be seen in the table below.

Table 4.17 Difference of Statistical Data in Posttest of Control and Experimental Group

No	Name	Posttest	Name	Posttest
1	AD	77	AHA	73
2	ABMP	70	AN	70
3	AF	87	ARF	83
4	ABDC	77	ANR	93
5	BFK	60	AHN	87
6	DNY	63	DNM	73

7	DF	77	DNL	87
8	EC	70	DI	70
9	FDN	83	EC	83
10	FF	70	FSNA	77
11	IFM	77	HL	87
12	IWL	70	IHAP	83
13	JRF	80	IZS	77
14	KS	67	IMP	73
15	LAPS	83	IZH	93
16	MNF	80	JP	73
17	MAA	60	LR	80
18	MAH	80	LS	77
19	MAH	77	MHIZZ	63
20	NIK	83	MK	80
21	NPR	63	MIHF	73
22	PTRS	73	MMF	80
23	PB	70	MKM	77
24	RAW	73	NJS	87
25	RS	83	NR	97
26	SIS	77	RHA	73
27	SN	70	RD	70
28	SS	70	RNL	93
29	YWPK	77	YS	87
30	YSR	80	YPW	77
31			YS	83

Table 4.18 Descriptive Statistic of Control and Experimental Group

Statistics

		VAR00001	VAR00002
N	Valid	30	31
	Missing	1	0
Mean		73.9000	79.9677
Median		77.0000	80.0000
Mode		70.00[a]	73.00

a. Multiple modes exist. The smallest value is shown

Based on the table above, it can be seen the difference of the students' score in posttest of control and experimental group in reading

narrative text. In posttest of control group showed that the highest score was 87, the lowest score was 60 and the mean score was 73.90, while in posttest of experimental group showed that the highest score was 93, the lowest score was 63 and the mean score was 79.97.

The result above showed that the experimental group who were taught reading in narrative text by using story pyramid strategy was higher that the control group who were taught reading in narrative text without using story pyramid strategy. It showed that there was significant difference of the students' comprehension in reading narrative text that were taught reading in narrative text by using story pyramid strategy and those were taught reading in narrative text without using story pyramid strategy. In other word, the using of story pyramid strategy in teaching narrative text was effective to improve the students at the eighth of SMPN 1 Sumbergempol on academic year 2014/2015.

In this research, the researcher used statistical test using computation Independent Sample T Test by SPSS 16.00. It is used to know the effectiveness of using story pyramid strategy in teaching narrative text toward the students' reading comprehension. These subjects were referred to as independent because they are independently from the different subject. The result as follow:

Table 4.19 Group Statistics of Two Groups

Group Statistics

	Posttest	N	Mean	Std. Deviation	Std. Error Mean
Score	1	30	73.90	7.466	1.363
	2	31	79.97	8.175	1.468

Table 4.19 can be shown in the form of histogram below.

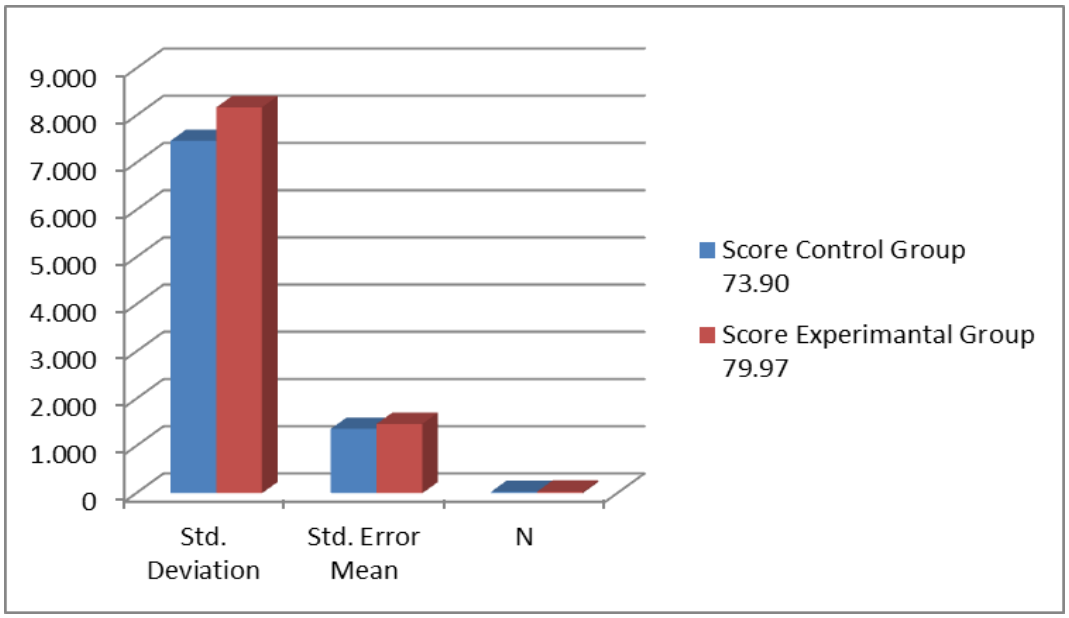

Figure 4.5 Histogram of the Control and Experimental Group Students' s Score in Posttest

Based on the table 4.19, the data presented the performance scores of the members of two groups which the students who were taught reading narrative text without using story pyramid strategy and those were taught reading narrative text by using story pyramid strategy. output independent sample statistics shows that there are mean scores differences between the control group and the experimental group. The mean score of control

group is 73.90 and the mean score of control group is 79.97. The member of students (N) in the control group is 30 and in the experimental group is 31. The standard deviation of control group is 7.466 and the error mean 1.363. On the experimental group, the standard deviation is 8.175 and the error mean is 1.468.

B. Hypothesis Testing

The hypotheses testing of this research are as follow:

1. If t_{count} is bigger than t_{table}, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

   It means that there is different score of students' achievement in reading narrative text who was taught without and using story pyramid strategy. The different is significant.

2. If t_{count} is smaller than t_{table} the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

   It means that there is no different score of students' achievement in reading narrative text who was taught without and using story pyramid strategy. The different is not significant

To know whether the t_{count} is bigger or smaller than t_{table}, the researcher analyzed the data by using SPP 16.0.

Table 4.20 The Result of Analyzing Independent Sample T Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.082	.776	-3.024	59	.004	-6.068	2.007	-10.083	-2.053
	Equal variances not assumed			-3.029	58.808	.004	-6.068	2.004	-10.077	-2.058

Interpretation for the data can be done by concerning on the value of t_{count} and significant value (Sig). The researcher uses both of them to analyze the data and the test the hypothesis. In this case, t_{count} is compared to t_{table} whereas if $- t_{count} < - t_{table}$ or $t_{count} > t_{table}$, so null hypothesis (Ho) is rejected and if $-t_{table} \leq t_{count} \leq t_{table}$, so null hypothesis (Ho) is accepted (Priyatno, 2008:77). In addition, in interpreting significance value, if it is higher than 0.05 (Sig > 0.05), Ho is accepted while if it is lower than 0.05 (Sig < 0.05) Ho is rejected. In other words, Ho is rejected if Sig < 0.05 and $t_{count} > t_{table}$.

On the table 4.20 shows the result of output independent sample T test. The number of t_{count} is -3.024 and t_{table} is -2.001. The result of computation is -3.024 < -2.001 (3.024 > 2.001) while the significance value < 0.05 (0.004 < 0.05), so Ho is rejected and Ha is accepted. This means that Ha which states that there is significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using story pyramid strategy and those are taught reading by using Story Pyramid Strategy is accepted. Whereas Ho which states that there is no significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using story pyramid strategy and those who are taught by using story pyramid strategy is rejected.

C. Discussion

Regarding on the result of data analysis, it was found that Story Pyramid Strategy is effective to teach reading comprehension. The previous researcher also had proved that Story Pyramid Strategy can be effective and improve students' comprehension in reading narrative text. For the first research had been conducted by Melaningsih (2013) entitled The Effects of Using Story Pyramid Strategy toward Students Reading Comprehension a

Study at the Tenth Grade Students of Senior High School SMAN 5 Solok Selatan. The second research had been conducted by Wardiningsih et al (2012) entitled Improving Students Reading Comprehension on Narrative Text through Story Pyramid Strategy at the Tenth Grade of SMA Muhammadiyah 2 Pontianak and the third research had conducted by Mumpuni (2014) entitled Using Story Pyramid Strategy to Improve Reading Comprehension of 11th Grade Students in SMAN 1 Kesamben Blitar. From the results of research that is conducted by Melaningsih, Wardiningsih et al, Mumpuni and the researcher, those shown that story pyramid strategy is very effective in teaching and learning reading purposed to improve students' reading comprehension.

After conducting this research, the researcher can prove that the story pyramid strategy is suitable and appropriate strategy in teaching reading comprehension exactly in narrative text. They become easily to remember what they summarize in story pyramid worksheet about the main character, setting, problem and resolution of the story. According to Lenski et al (2001:103) in Melaningsih, story pyramid strategy is strategy designed to help students with story comprehension, but could also be used to focus on characters, setting and story problems.

In other word, the students can comprehend a text clearly because they can describe the important parts by using the pyramid. Story Pyramid Strategy gives advantages to students in reading comprehension. Based on Macon et al in Teaching Work (1991) that it can help 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.

The result of this research showed that there is the improvement of students' score in pretest and posttest from both groups. This may be caused by fact that the narrative text hasn't been taught yet in the both groups. So, when students were taught narrative text by any teaching strategy or method they got the improvement although the improvement for experimental group was higher than the control group. It can be predicted that the improvement may be bigger than in the experimental group if the students in experimental group pay more attention in the classroom during the teaching and learning process. It should be noted that during in conducting this research, the students in experimental group were noisier than control group.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the research discusses conclusion and suggestion.

A. Conclusion

Based on research problem and hypothesis proposed and also the result of data analysis hypothesis testing, so some conclusions are drawn as follows:

1. Students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught without using story pyramid strategy is known based on the achievement of post-test in that the mean of 30 students' score is 73.90.
2. Students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol in academic year 2014/2015 in reading narrative text when they are taught by using story pyramid strategy is better than those are taught without using story pyramid strategy based on the achievement of post-test in that the mean of 31 students' score is 79.97.
3. The statistical analysis using SPSS 16.0 shows that the value of t_{count} is -3.024 and the significant value is 0.004. The interpretation on chapter IV stated that $- t_{count} < - t_{table}$ or $t_{count} > t_{table}$ so Ho is rejected. The result of computation is $-3.024 < -2.001$ ($3.024 > 2.001$) while the significance value < 0.05 ($0.004 < 0.05$), so the null hypothesis (Ho) is rejected and the

alternative hypothesis (Ha) is accepted. It means that there is significant different achievement of students' reading comprehension at the eighth grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using story pyramid strategy and those are taught reading by using Story Pyramid Strategy. Therefore, story pyramid strategy is effective towards reading comprehension and it is suggested to use in teaching reading skill.

B. Suggestions

This research had proven that the use of story pyramid in teaching reading comprehension is effective. Then, some suggestions need to be delivered to encourage the teaching learning process.

1. For Teacher
   a. There are many ways to improve students' reading comprehension, one of them is by using story pyramid strategy since it can help students' reading comprehension and improve their reading. It also takes place of roles in involving and improving students' motivation. The teacher is suggested to use this strategy in teaching reading comprehension of narrative text.
   b. Teacher should manage the time well in conducting the story pyramid strategy. He or she should explain this strategy in reading narrative

text previously. Before delivering the material to the students, teacher needs to make lesson plan. By lesson plan the teacher can manage the time well and match the time with strategy in teaching material. Time allocation is very important. If teachers cannot manage the time well, the objective of teaching by using this strategy won‘t be reached. And the effect is the students don‘t have good achievement in that material.

c. The teacher can use this strategy to teach writing class. According to McKnight (2010:210), this graphic organizer helps students organize story components, which makes it a useful prewriting tool. Model it through whole-group instruction. It means that this srategy can be used as the tool to teach students' writing ability.

2. For Students

a. The students should pay attention in teaching learning process. When the teacher gives an explanation, students must pay attention from the teacher explanation and ask question if there is material that doesn't understand yet.

b. The students can increase their reading comprehension mastery by applying story pyramid strategy in reading activity.

3. For Future Researcher

   a. This research is not yet perfect. Therefore, for the next researcher should add the time in conducting the research and take the subject of different level.

   b. If this strategy of teaching and learning “Story Pyramid Strategy “ want to be used again in examining effectiveness, so it should be not only measured the aspect of cognitive but also affective and psycomotoric.

   c. It`s as reference to other researcher in doing treatment by using Story Pyramid Strategy.

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APPENDICES