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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is one of the language skills that should be mastered by students.

There are four skills in English, such as listening, speaking, writing, and also reading. From reading, we get some information about whatever we need because by reading, we can learn something we do not know before.

The aim of teaching reading is to make students able to read the text effectively and efficiently (Murcia, 2001, p. 187). They are not only supposed to understand the structure of the texts, but also to comprehend the meaning of the texts. In this case, there are so many students who feel difficulties in gathering and comprehending the idea of reading passage.

In other words, reading is most general modern definition. Reading is of course the ability to make sense of written or printed symbols (Steven R, 2008, p. 11). The reader uses the symbols to guide the recovery of information from his or her memory and subsequently uses this information to construct a plausible interpretation of writer's message. Furthermore, in teaching and learning process, reading is an important way to improve general language skills in English. Besides that, we also learn how to pronounce words and very important we know what the writer's mean.

Islamic Junior High School of Mu'allimin Muhammadiyah is one of the Islamic Junior High schools in Bangkinang. This school uses School-Based



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Curriculum (SBC) as a guideline to teach and learn. English lesson is taught twice with duration 80 minutes (2 x 40) minutes for one meeting. It means that they have 160 minutes in a week. The students passing grade in this school is 75. The students must achieve higher score than their passing grade. It can help them finish their final evaluation. According to syllabus at the eighth grade, the students must comprehend different types of text, such as *narrative*, *recount*, *procedure*; and also their generic structure correctly.

Based on the reaseacher's preliminary research at Islamic Junior High School of Mu'allimin Muhammadiyah Bangkinang, the teacher used a modeling technique suggested by School Based Curriculum in teaching reading. In teaching process, the teacher gave a type of text and read that whole text first. Then, the teacher explained the purpose of text, the generic structure, and so forth. Next, the teacher asked the students to reread the text in a small group discussion, and then asked them what they had read. After that, the teacher asked the students to read the text once again individually. Finally, at post-activity, the students were asked to answer the questions based on the text given. In teaching narrative text, the students often feel bored because the teachers sometimes ask the students to translate the story whereas it is ineffective method of making students understand the text. Absolutly, the students can not enjoy the text its self.

After observation, the reseacher found some of the student still got many difficulties in reading activity and their difficulty in comprehending an English text made them slower in doing task given by their teacher.

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

1. Some of the students take too much time in comprehending the text.
2. Some of the students get difficulty to find the main idea of the text.
3. Some of the students get difficulty to reach the standard score.
4. Some of the students get difficulty in identifying reference.
5. Some of the students get difficulty to find the meaning of unfamiliar word.
6. Some of the students get difficulty to analyze the content of the narrative text.

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

According to Macon et al (1991), Story Pyramid Strategy helps students pinpoint highlight of a story and describe the important parts of using a limited number of words. The requirement of brief responses stretches students' thinking and is fun. By using story pyramid the description of important information from a story, such as the main character, the setting, and the major events in the plot can be comprehended.



Thus, related to the phenomena above, the researcher is interested in conducting a research entitled **“The Effect of Using Story Pyramid Strategy on Students’ Reading Comprehension at The Eighth Grade of Islamic Junior High School of Mu’allimin Muhammadiyah Bangkinang”**.

## **B. The Reason for Choosing the Title**

The researcher is interested in conducting this research because of some reasons:

1. The title of this research relevant to the writer’s title as a student of English Education Department.
2. The title of this research is not yet investigated by other previous researcher.
3. The location of the research facilitates the writer in conducting the research.

## **C. The Problem**

### **1. Identification of the Problem**

Based on the background and the phenomena of the students’ reading comprehension of Islamic Junior High School Of Mu’allimin Muhammadiyah Bangkinang, there are some problems in reading English text especially in narrative text; thus, the problems in this research are identified as follows:

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- a. Why do some of the students still have difficulties in identifying the main idea of the text ?
- b. Why do some of students have difficulties in analyzing factual information in the text ?
- c. Why are some of the students unable to answer the particular things such as place, things, and person ?
- d. Does Story Pyramid Straregy influence students' reading comprehension at The Eighth Grade of Junior High School Of Mu'allimin Muhammadiyah Bangkinang ?
- e. How is students' reading comprehension after being taught by using Story Pyramid Straregy ?

**2. The Limitation of the problem**

Based on the identification of the problem above, researcher needs to limit and focus the problem of this research on the effect of using story pyramid on students' reading comprehension in narrative text at eighth grade of Islamic Junior High School of Mu'allimin Muhammadiyah Bangkinang.

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**3. The Formulation of the problem**

Based on the limitation of the problem above, the formulation of the problem of this research can be stated as follows:

1. How is students' reading comprehension taught without using story pyramid at the eighth grade of Islamic Junior High School of Mu'allimin Muhammadiyah Bangkinang?
2. How is students' reading comprehension taught by using story pyramid at the eighth grade of Islamic Junior High School of Mu'allimin Muhammadiyah Bangkinang?
3. Is there any significant difference of using and without using Story Pyramid Strategy on students' reading comprehension at the eighth grade of Islamic Junior High School of Mu'allimin Muhammadiyah Bangkinang?
4. Is there any significant effect of using Story Pyramid Strategy on students' reading comprehension at the eighth grade of Islamic Junior High School of Mu'allimin Muhammadiyah Bangkinang?

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## **D. The Objectives and Significance of the Research**

### **1. The Objective 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 Islamic junior high school of Muallimin Muhammadiyah Bangkinang in academic year 2017/2018 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 Islamic junior high school of Muallimin Muhammadiyah Bangkinang in academic year 2017/2018 in reading narrative text when they are taught using story pyramid strategy.
3. To find out whether there is a significant different achievement of students' reading comprehension at the eighth grade of Islamic junior high school of Muallimin Muhammadiyah Bangkinang in academic year 2017/2018 in reading narrative text when they are taught by using story pyramid strategy and those are taught without using story pyramid strategy.

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## 2. The Significance of the Research

The result of this research is expected to give contribution to those who are concerned 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 using the strategy, especially story pyramid strategy toward the students' comprehension of reading narrative text.
2. Practically, the result of this research is expected to give some contributions to those who are concerned 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 of 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 of narrative text.

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## c. For Future Researcher

This research will give some contribution and information to future researchers about the effect of Using Story Pyramid Strategy in Teaching Narrative Text on The students' Reading Comprehension at the Eighth grade of Islamic junior high school of Mu'allimin Muhammadiyah Bangkinang in the Academic Year 2017/2018, and the result of this research can be used as reference to conduct further research.

**E. Definition of the Term**

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

**1. Effect**

According to Hornby (2005, p. 138), effect is a change that somebody or something causes in somebody or something else or a result. In this research effect refers to the implication of two different variables (X and Y) in quasi-experimental research. Variable X is referring to the use of Story Pyramid Strategy and variable Y is referring to the students' reading comprehension.

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**2. Story Pyramid Strategy**

According to Macon et al (1991), story pyramid Strategy is strategy that 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.

**3. Narrative Text**

Richards & Schmidt (2010, p. 384) stated that narrative text is a written fictional story and has the genre structure underlying stories. This narrative text as a fictional story that has the purpose to entertain readers.

**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, p. 11).