

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the language skills that must be learned at any level of education is reading. Reading is an ability to connect the text and readers' knowledge to build the meaning. In accordance with the idea stated above, Nunan stated that "reading is a set of skill that involves making sense and deriving meaning from the printed word."¹ It is supported by Tankersley that "reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."²

According to Hasibuan, reading is an activity with a purpose³. The purpose of the reading will be achieved not only when the reader comprehend the reading text as well but also when the reader know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of senior high school level are strongly expected to know which skills and strategies are appropriate to comprehend the reading text.

¹David, Nunan. "Practical English Teaching". Singapore: McGraw Hill. 2003 p.69

²Tankersley, Karen. "Literacy Strategies for grades 4-12: Reinforcing the Threads of Reading". USA: Association for Supervision and Curriculum Development. 2003 p.108

³Kalayo Hasibuan and Ansyari. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha, 2007, p.2

Tankersley pointed out that comprehension is the center of reading.⁴ To comprehend the text, the student must be able to decode or recognize words and access text integration processes to construct meaning and retain the content of the words.⁵ It is clear that in a reading process, the students need to comprehend the reading material or text that they read. Thus, in reading process, a comprehension of the content of the reading material or text becomes a crucial thing as well as the final stage that should be gained by the student as the essence of reading activity.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on the standard of performance and it can make the students master a particular competency.

Senior High School 1 Taluk Kuantan Kuantan Singingi regency is one example of the schools which uses School Based Curriculum as its guidance in teaching and learning process. In Senior High School 1 Taluk Kuantan Kuantan Singingi regency, reading is taught to all grades. According to syllabus at the tenth grade, the students must comprehend different types of text, such as *narrative*, *recount*, *procedure*; and also their generic structure

⁴Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. Alexandria: Association of Supervision and Curriculum Development, 2003, p.90

⁵Judy Willis. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. Alexandria: Association of Supervision and Curriculum Development, 2008, p.128

correctly. The comprehension is shown by means to answer some questions after reading the text.⁶

Based on the writer's preliminary research at Senior High School 1 Taluk Kuantan Kuantan Singingi regency, 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.

After observation, the writer found some of the students still could not answer the questions correctly. The students 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. Furthermore, some of the students could not reach the minimum standard of score (65) in doing the reading assessment. The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students take too much time in comprehending the text.

⁶*Syllabus of SMAN 1 Taluk Kuantan Kuantan Singingi Regency 2013/2014. (2013). Unpublished: p.5*

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 to 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 comprehension level as the goal of reading activity. One of the strategies that can be used in reading activity is called Story Pyramid strategy

Story Pyramid strategy, developed by Eillen is a strategy that can help students identify important elements of a story and describe them by using a limited number of words.”⁷. It means, this Strategy can help the students to comprehend a text by using the framework or outlining story pyramid. This strategy helps the students to find the main ideas and elements easily to more details in a text. In conclusion, story pyramid is effective to improve students’

⁷ Carr, Eileen. *Teaching Comprehension*. United States America :ThinkingWorks. 2004. P. 57

reading comprehension. Therefore, the writer is interested in carrying the research entitled :

“The Effect of Using Story Pyramid Strategy on Students’ Reading Comprehension at State Senior High School 1 Taluk Kuantan Kuantan Singingi Regency”

B. The Reason for choosing the Title

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

1. The writer wants to find out the effects of the story pyramid in improving the students’ reading comprehension.
2. The effect of using story pyramid in improving the students’ reading comprehension has not been raised to be a thesis at state Islamic University of Sultan Syarif Kasim Riau yet.
3. The effect of using story pyramid in improving the students’ reading comprehension is relevant to the writer as one of the students of English Education Department

C. The Problem

1. Identification of the Problem

Based on the background and phenomena of the reading comprehension of the tenth grade students at state senior high school 1 Taluk Kuantan Kuantan Singingi Regency, there are problems in reading

English text especially in a narrative text; thus, the problems in this research are identified as follows:

- a. Why do some of the students still have difficulties in identifying the main idea in the text?
- b. Why do some of the 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 Strategy influence students' reading comprehension at Senior High School 1 Taluk Kuantan Kuantan Singingi Regency?
- e. How is students' reading comprehension after being taught by using Story Pyramid Strategy?

2. The limitation of the problem

From the identification of the problem, the writer focused the research about students' reading comprehension in narrative text that refers to identifying main idea, analyzing factual information, answering particular thing.

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 follow:

1. Is the students' reading comprehension taught by using story Pyramid strategy higher than taught without using story pyramid of the tenth grade at state senior high school 1 Taluk Kuantan Kuantan Singingi Regency ?
2. Is there any significant effect of the students' reading comprehension between those who are taught by using story pyramid strategy and those who are not taught by using story pyramid strategy of the tenth grade at state senior high school 1 Taluk Kuantan Kuantan Singingi Regency ?

D. The Objectives and Significance of the Research

1. The Objective of the Research

The objective of the research is to find out whether or not there is students' reading comprehension for those who are taught by using story Pyramid strategy higher than those who are not taught by using story pyramid strategy of the tenth grade at state senior high school 1 Taluk Kuantan Kuantan Singingi Regency ? and there is the significant effect of students' reading comprehension between those who are taught by using Story Pyramid Strategy and those who are not taught of the tenth grade at state senior high school 1 Taluk Kuantan Kuantan Singingi Regency.

2. The Significance of the Research

The research activity is significantly carried in the following needs, they are:

- a. To give some information to the teacher and the school about the effect of Story Pyramid Strategy to improve students' reading comprehension.
- b. To give some contribution to the students in order to improve their reading comprehension.
- c. To enhance the writers' knowledge about teaching reading comprehension by using Story Pyramid Strategy.

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation about the title and the content of the research, the writer gives the definition of the terms as follows:

- a. **Story Pyramid** : is a strategy that can help students identify the important elements of a story and describe them by using a limited number of words⁸. So it is a whole mind system for reading, learning, absorbing, and recalling information more efficiently.

⁸ Carr, Eileen. *Teaching Comprehension*. United States America : Thinking Works. 2004. p.57

- b. Reading Comprehension :** Reading comprehension is the process of understanding and constructing meaning from what text is read.⁹So, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself
- c. Strategy :** Procedures used in learning, thinking, etc., which serve as a way of reaching a goal.¹⁰So strategy is a particular way of doing something, especially for ones in which they have to learn special skills; the skill in which somebody is able to do something practically.

⁹Ximena Uribe, Z. Growth Mixture Modeling With a Distal Outcome: An Application to Reading and High Stakes Testing .New York: ProQuest Information and Learning Company, 2007, p. 19

¹⁰Jack C. Richards, et al.,*Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*London:Pearson Education Limited,2002. p. 515

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

There are conclusions of this research based on the objectives of the research:

1. The first is to find out students' reading comprehension taught by using Story Pyramid Strategy. After conducting the research, the students' reading comprehension who are taught by using Story Pyramid Strategy of the tenth grade at Senior High School 1 Taluk Kuantan Kuantan Singingi Regency is categorized as *Very Good* level (80.15) and the students' reading comprehension those taught without using Story Pyramid Strategy of the tenth grade students at senior high school 1 Taluk Kuantan Kuantan Singingi Regency is categorized as *Good* level (70.74). It can be concluded that students' reading comprehension taught by using Story Pyramid Strategy is higher than students' reading comprehension taught without using Story Pyramid strategy of the tenth grade at state Senior High School 1 Taluk Kuantan Kuantan Singingi regency.
2. The last question is to investigate the significant effect of using Story Pyramid strategy on students' reading comprehension at State Senior High School 1 Taluk Kuantan Kuantan Singingi regency, based on the analysis of T-test formula it can be seen t_0 is 2.76, it shows that there is a significant difference between students' reading comprehension taught by using Story Pyramid strategy and students' reading comprehension taught

without using Story Pyramid strategy. This is proven by finding of t_0 is 2,76 while the level of significant of 5 % is 2.00 and the level of significant of 1% is 2.65. It can be read that $2.00 < 2.76 > 2.65$. it can be concluded that there is a significant effect of using Story Pyramid strategy on students' reading comprehension at State Senior High School 1 Taluk Kuantan Kuantan Singingi Regency

B. Suggestion

Considering the effect of using story Pyramid strategy on students' reading comprehension, the writer would like to give some suggestion as follows:

1. Suggestion for the School:

- a. It is recommended to the school to do an evaluation for students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to enlarge the students' knowledge in English.
- c. It is hoped for the school to facilitate students in joining English competition in term of strenghtening the students' motivation in learning English.

2. Suggestion for the English Teacher:

- a. It is recommended to teacher to use story Pyramid strategy as one of the alternative ways of reading activity to improve the students' reading comprehension.
- b. The teacher should be creative in selecting reading text in order to improve the students' motivation and diminish boredom in teaching and learning process.
- c. The teacher should engage students' motivation and involve them more in teaching and learning process.

3. Suggestion for the Students:

- a. The students should have more practice in using Story Pyramid strategy in reading text.
- b. The students should pay more attention to the lesson that has been explained by the teacher and change their habit as what is taught by using Story Pyramid Strategy.
- c. The students must be creative to select kinds of reading text in order to comprehend more the text and diminish boredom in learning English especially in reading subject.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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