

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of important tools in the world. All human need languages need language anytime and everywhere. We know many languages in this world such as English, arabic, french, Mandarin, dutch and so on. In Indonesia, English is foreign language, where the language is is used as a subject taught both at Junior High School and Senior High School. One of these languages is used to develop oral and written language skills in the four language skill, writing, reading, listening, and speaking.¹

Reading is one of the language skills that readers need the ability to process text and try to comprehension text. In the reading process, one of the most important things that must be done is reading comprehension, because this understanding will guide the reader to understand the meaning of the text as a whole. This implies that the reader must first understand all of the text's material before deriving meaning from individual

¹ Mora Ganda, "The Effect of Story Pyramid Strategy on Tudents ' Reading Comprehension of Recount Text At the Tenth Grade Students Of Senior High School" (state islamic university of north sumatera, 2020).

words. Reading is nothing more than seeing text on a paper without comprehension.²

Curriculum 2013 states that students in the eleventh grade should be able to comprehend meaning that is contextually relevant, including text structure, linguistics associated with narrative texts, and aspects of written and oral texts. (kontekstual terkait fungsi sosial, struktur text and unsur kebahasaan text listen and tulis terkait text bercerita). This implies that in order for the learner to comprehend the meaning of the passage, they must comprehend the story's portion. Moreover, one of the educational resources used to convey stories in high school is story texts.

Meanwhile, based on information the researchers received from high school English teacher Fajirul Karim, the students struggled with reading comprehension. for example: lack of meaning, lack of English vocabulary, lack of confidence in reading English texts, lack of time to practice reading comprehension, and difficulty understanding texts for information. Detailed information could not be provided. In

² Zainal Arifin Elly Wardiningsih, Rahayu Apriliaswati, "Improving Students' Reading Comprehension On Narrative Text Through Story Pyramid Strategy" (Tanjungpura Univesity, 2018).

addition, English books are the only medium used in English classes at Fajul Karim High School. Another difficulty was implementing teacher-centered learning methods that make students dependent on their teachers. When the student asked the teacher some questions, the teacher answered this question directly without involving the student. Therefore, rather than attempting to figure out the answer on their own, students instinctively ask the teacher for it.

Teachers need to comprehend English learning tactics and approaches in light of the aforementioned issues. These days, educators and students use creativity and innovation as essential components of their teaching and learning processes. Teachers and trainers think of innovative learning as fresh approaches for students to enhance any procedure and learning goal. Any creative learning design must, of course, adhere to 21st century standards. That is, learning materials should be created with the kind of information that helps students develop life skills and serve as the foundation for all other possible approaches to problem solving across a range of disciplines. Innovative education allows students to develop their own

knowledge on their own. Learning models, learning materials, and most importantly, learning practices are necessary for innovative learning.³

There are many ways to teach narrative text in reading, particularly reading comprehension. One of the ways is by using story pyramid. According to Max Thompson The story pyramid helps students increase story information, thinking, and relationships; graphic organization transforms dynamic concepts into concrete visual images; then, teachers choose graphic organizations that facilitate this type of thinking, and the use of graphic regulations has a significant and permanent educational impact. The examples of graphic organizer are fishbone, web chart, web grafic, sory pyramid, kwl and so on.⁴

One graphic organization strategy that researchers use when reading a story is a story pyramid. Story pyramids help researchers understand important information such as main

³ Eulis Rahmawati, “‘Story Pyramid’: An Inovation of English Teaching Strategy in Promoting Students’ Reading Skill,” *Ijlecr - International Journal of Language Education and Culture Review* 6, no. 2 (2020): 97–103.

⁴ Ganda, “The Effect of Story Pyramid Strategy on Tudents ’ Reading Comprehension of Recount Text At the Tenth Grade Students Of Senior High School.”

characters, setting, important events, and the purpose of the story.

Based on the explanation above, Researchers firmly believe that the story pyramid is an effective and easy-to-use learning tool that is useful for gradually improving students' reading abilities. As a result, researchers want to conduct research with the title **“The effectiveness of story pyramid to improve students’ reading comprehension on Narrative text (a Quasi Experimental Study at eleventh grade senior high school of Fajrul Karim.)”**

B. Identification of Problem

Based on the research background, the researcher found the following problems with students' reading are as follows:

1. Students do not have sufficient knowledge in English.
2. Students are not confident in reading texts in English.
3. Students do not have enough time to practice reading comprehension and do not have the ability to explain information thoroughly.

4. The teacher uses Lembar Kerja Siswa (LKS) as the only media because they are lack of educational media.
5. Teacher-centered learning makes students passive learners because teachers use high-quality learning approaches.

C. Limitation of The Study

This research was conducted on eleventh grade students Fajrul Karim at senior high school. The aim of this research is to improve students' ability to read by using the story pyramid strategy. Narrative texts, especially imaginary texts, are the focus of this research..

D. Formulations of Problem

1. How is students' reading comprehension on narrative text at eleventh grade senior high school of Fajrul Karim before treatment?
2. How is the implementation of story pyramid to improve students' reading comprehension on narrative text?

3. How is the effectiveness of story pyramid to improve students' reading comprehension on narrative text?

E. Objectives of Study

1. To observe student's reading comprehension on narrative text at the before treatment
2. To Investigate the implementation of story pyramid to improve students' reading comprehension on narrative text
3. To find out the effectiveness of story pyramid to improve students' reading comprehension on narrative text.

F. Significance of the study

In general, this research has two implications: Theoretical and practical importance. On the one hand, the purpose of this study is to theoretically demonstrate whether the Story Pyramid has a significant effect in gradually improving the reading comprehension of narrative texts in students. Additionally, this degree can also enrich your knowledge base, especially when it comes to teaching reading narratives in English as a foreign language at the secondary levels.

On the other hand, this study, which is practical for teachers, reveals students' reading comprehension of narrative texts in twelfth grade of Fajrul Karim High School and can also be used as real evidence to improve the quality of teaching and learning processes and learning methods that correspond to learning outcomes.

For other researchers, however, the study reveals several factors or variables that may affect students' ability to read narrative text.

G. Previous study

Based on the investigation, the researcher found three previous studies which have discussed similar issues toward this study.

The first previous study by Angella Novitaningrum, Drs. Fahri, M. A with the title "*The Implementation Of Story Pyramid In Teaching Writing Narrative Text For Eighth Graders At Smpn 2 Sidoarjo*" This research is a descriptive qualitative research. The aim of this study is to know the students' writing result during the implementation of story pyramid in teaching writing narrative text for eighth graders at

SMPN 2 Sidoarjo. The subjects of this research are 35 students in 8-11 of SMPN 2 Sidoarjo. It uses three research instruments to gain the data, those are observation checklist, questionnaire, and students's writing task result. Based on the research finding, the first result was collected by using observation checklist. It showed that the implementation of story pyramid in teaching writing narrative text run well. The procedures of story pyramid that the teacher had been applied in a classroom appropriate with the theory and well organized. Story pyramid can be used in teaching writing narrative text for eighth graders. It is useful to help the students to keep their ideas that they want to describe as their intention.

The second previous study by Eulis Rahmawati with the title "*story pyramid': an inovation of english teaching strategy in promoting students' reading skill*" The research aimed at knowing the effectiveness of using story pyramid strategy in teaching narrative text toward students' reading comprehension was conducted in SMAN 1 Serang. The research design of this research was quasi experimental research with quantitative approach. The research finding showed that Story Pyramid

Strategy is effective in teaching narrative text toward students' reading comprehension in Senior High School. Based on the conclusion above, it is suggested that the English teacher can use this strategy of narrative text in teaching reading comprehension.

The third previous study by Shintya Ferina Putri and Fitrawati with the title "*Teaching Writing Narrative Text By Using Story Pyramid Strategy For Senior High School Students*" this paper is conducted in order to explain how to use Story Pyramid Strategy in teaching writing narrative to senior high schools students. Story pyramid is pre-writing activity that is done before writing. It is an outline that contains some instructions to describe the important information from a story such as the main character, the setting and the major events in the plot. It means that this strategy assists students to produce and arrange the ideas clearly before they start writing. it believed that this strategy can help many students in improving their writing ability.

From the previous study above, the researcher wants to use a new learning method in improving students' reading

comprehension especially in teaching narrative text at eleventh grade in senior high school of Fajrul Karim. This research focuses on how the researcher's implement story pyramids in learning narrative text to find out wheter is a significant effect on improving reading comprehension. The difference between this research and the previous research is that this research focuses on improving student's reading skill while previous studies have used this method to improve students writing skill, therefore, researcher will try to implement the story pyramid method to observe how student's reading increses for eleventh grade at senior high school of faujul karim.