

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used to communicate among people all over the world. Kristin Lems says that “Language is an important part of humans communicate with each other”.¹ By language people can share their ideas, feelings, and emotion by spoken or written. It also serves the human need in their everyday communication in any situation.

English is one of foreign language. Many countries use English as a second language. In English there are four skills that should be mastered by the students namely: Listening, Speaking, Reading and Writing. These four skill should be involved by teacher in the process of teaching and learning in a classroom. One of the language skills that must be learned at any level of education is Reading. Reading is one of the four skills which are very important to learn. From reading students can get a lot of information, knowledge, enjoyment etc. According to Nunan reading is a set of skill that involves making sense of deriving

¹ Kristin Lems, et al., *Teaching Reading to English Language learners*. (New York: The Guilford, 2010), P.1.

meaning from the printed word.² Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.³

In Accordance with Andrew P. Johnson, Reading is the practice of using text to create meaning. Reading is the act of linking idea to another, putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.⁴ Therefore, the most important thing when reading is comprehension. We should comprehend the meaning of the text that we read.

Based on the classroom observation, the researcher found that most of the tenth grade students still had problems in reading comprehension. For example: they had difficulty in understanding the text to get information because they did not know the meaning, the students were lack of English vocabulary, they did not have confidence in reading English text, they did not have enough time to practice reading comprehension, the students were not able to describe detail information and the most important thing was there no sufficient teaching strategy to practice reading comprehension.

². David Nunan, *Practical English Language Teaching: Young Learners*. (McGraw-Hill). 2003. P.69.

³ Naf'an Tarihoran, *Basic Reading Skill*, (Serang: CV Cahaya Minolta, 2012) P.1 .

⁴. Andrew P. Johnson, *Teaching Reaching and Writing: A Guidebook for Tutoring and Remediating Student*, (New York: Rowman and Littlefield Education, 2008) P. 3-4.

There are several researches which found that story pyramid strategy is an appropriate strategy to improve students reading comprehension. The previous researches firstly Eva Nurchurifiani (2018) conducted a research entitled “ The Influence of Story Pyramid Strategy Towards Students’ Reading Ability of Narrative Text” based on her observation in SMP Negeri 16 pesawaran students get difficulty to find the main idea of the text, the students difficult to comprehend text well and the researcher interested to solve the students problem by applying story pyramid in teaching reading. The result is story pyramid strategy is able to motivate students in learning English especially in reading.

Secondly, Mawadda conducted a research entitled ”Teaching Reading Comprehension To The Tenth Grade Students Of SMPN 12 Palembang By Using Story Pyramid Strategy” based on her observation Mawadda found that the students had difficulties in comprehending the text. When the teacher taught he asked students to read text in the book or students exercise book and answered the available question related to the text. She interested to solve the problem by using story pyramid strategy. The result is teaching reading by using story pyramid strategy was effective to improve students reading achievement and make students fun and enjoyable.

According to the previous study above both Efa and Mawadda took the research at junior high school. In this research the researcher took the research at SMAN 1 CIOMAS. The researcher found the problem when the students were given a text they did not know the meaning so they difficult to understand and get information the text, they lack of English vocabulary, they rarely to practice about reading, some of the students could not reach the minimum standart of the score.

Based on the problems above is the teacher should understand about the approach, method and strategy in learning English. the method support teachers of way in making the activity of teaching and learning more effective. The strategies in teaching and learning English motivate students based on the materials or students need. Every teacher should choose the appropriate one to reach the goals. The strategy itself should be adjust with the condition of the class and the ability of the students. The success of reading can be determined by many factors. One of the factors is the choice reading strategy. In this research, the researcher choose story pyramid strategy as one of the strategy to apply in teaching reading in order to assist the students to gain the comprehension level as the goal of reading. Story pyramid include in graphic organizer strategy. These strategy is the kind of graphic organizer.

Lenski says that “Story pyramid is a strategy designed to help students with story comprehension, and could be also be used to focus on character, setting and story problems”.⁵ It can be assumed that story pyramid strategy the description information from the story such as main character, the setting, the major events in the plot can be comprehend. The aim of this strategy is to provide opportunities for students to practice reading skill. Besides that story pyramid strategy required students to comprehend the text clearly. Through this strategy the students have to analyze the detail information and main idea from the story.

According to the background of issues above, the researcher would like to conduct the research entitled “The Use Of Story Pyramid Strategy In Teaching Reading Comprehension” (A Quasi Experimental Research at Tenth Grade of SMAN 1 CIOMAS).

B. Identification of the Problem

Based on the background of the problem above, the researcher identified several problems in teaching and learning of reading comprehension.

⁵ Eva Nurchurifiani, *The Influence of Story Pyramid Strategy Towards Students' Reading Ability of Narrative Text*. Vol 11 (1) 2018. P.26.

1. The students get difficulties in comprehending the reading narrative text.
2. The students have difficulties in English lesson especially in reading comprehension narrative text.
3. The students do not know if there is a strategy in learning reading which make students and entirely understand the content of the text.

C. The Limitation of the Problem

To make this study more focus, the researcher formulate the limitation of the problem as follow:

1. This study would focus on Reading Comprehension through Story Pyramid Strategy.
2. The participant of the research is students of the tenth grade of SMAN 1 CIOMAS.
3. The research methodology would be used in this research is Experimental Research.

D. Research Question

1. How is the students reading comprehension narrative text of SMAN 1 CIOMAS ?
2. How is the story pyramid strategy applied in teaching reading comprehension narrative text ?

3. How is the influence of story pyramid strategy in teaching reading comprehension narrative text ?

E. Objective of the Study

1. To know students reading comprehension narrative text in SMAN 1 CIOMAS.
2. To describe how story pyramid strategy applied in teaching reading comprehension narrative text.
3. To know the influence of story pyramid strategy in teaching reading comprehension narrative text.

F. The Significant of the study

Theoretically, there are many references except this study that conduct about teaching reading but this also able to guide the researcher for the further study as the previous study.

Practically, the result of this research is excepted to give some contributions for those who concern in language teaching and learning, especially in English they are:

1. For the teacher

The researcher expect this research can provide contribution and inspiration to be the one of the various method in teaching reading especially reading comprehension by using story pyramid strategy.

2. For the students

For the students the researcher expect can give some contribution in order to improve their reading comprehension.

3. For the other researcher

The researcher expect this study will helps the other researcher who want to conduct the same research in the future.

G. Hypothesis of The Research

a. Alternative hypothesis (Ha)

There is a significant influence on students' reading comprehension narrative text through story pyramid strategy.

b. Null hypothesis (Ho)

There is no significant influence on students' reading comprehension narrative text through story pyramid starategy.

H. The Organization of Writing

This paper divided into three chapters:

Chapter I is Introduction it consists of background of the study, identification of problem, limitation of the problem, research question, objective of the study, the significant of the study, organization of the writing, Previous study.

Chapter II is Theoretical review, it consists of definition of reading, types of reading, reading comprehension, teaching reading, assessing reading, definition of narrative text, generic structure of narrative text, language feature of narrative text, definition of recount text, generic structure of recount text, language feature of recount text, definition of story pyramid strategy, concept of story pyramid strategy, advantage and disadvantage of story pyramid strategy.

Chapter III Methodology of the research, it consists of research method, place and time, population and sample, instruments, data collecting and data analysis.

Chapter IV is Result and Discussion, it consists of description of data, analysis of the data, and interpretation of the data.

Chapter V is Conclusion and Suggestions.