

CHAPTER IV

RESULT AND DISCUSSION

A. The Description of Data

In this chapter, the researcher explains the result of this research. The research was conducted in SMAN 1 CIOMAS by using Quasi-Experimental research. It was done at the tenth grade students of SMAN 1 CIOMAS namely X IPA 1 as experiment class and X IPA 2 as control class.

The goal of this research is to know the improvement of students' reading comprehension using Story Pyramid Strategy. Besides, the researcher gives the report of the data description and analyze the score of pre-test and post-test of the experiment class and control class. The test was a written test by using multiple choice and essay questions. There were fifteen questions related to narrative text which consist of ten multiple choice and five essay. Related to reading comprehension skills, each text was determined to all aspects of reading comprehension, such as : main idea, cohesive, vocabulary, important point, and specific information.

To find out the condition or the impact of the use of story pyramid strategy on students reading comprehension narrative text it can be shows at the students and the teachers observation as follow:

1.) Observation of Teaching Learning Using Story Pyramid Strategy in Reading Comprehension

- a. Teaching learning using story pyramid strategy in reading comprehension in the first meeting.

Teaching learning reading comprehension using story pyramid strategy in the first meeting described: introduction, main activity, and closing. According to supardi, scoring data instruments is giving a value to answer the choices that have been filled in by the instrument validation that the researcher has applied for instruments in the form of scale.¹

1. Introduction

Teaching learning introduction using story pyramid strategy on students reading comprehension in the first meeting included: orientation, apperception, motivation, giving reference, and pre-test.

a. Orientation

Teaching learning introduction activity of reading comprehension using story pyramid strategy part orientation by student observation sheet at table 4.1 below:

¹ Supardi, *Statistik Penelitian Pendidikan*, p. 14

Table 4.1
Orientation of Introduction Activity Teaching Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with greeting and praying.	0	0	2	2	30	4,1	Good
		0	0	6	6	88	83	High
2.	Teacher checking students attendance as a discipline	5	2	2	18	7	3.6	Medium
		15	6	6	53	20	73	Medium
3.	Teacher preparing the students physical and psychological to start teaching in the learning process	3	2	5	8	16	4	Good
		9	6	15	24	47	80	High
							4,1	Good
							83	High

In the point orientation of introduction activity teaching learning (Students Observation). Teacher starts the learning process with greeting and praying at score 3 frequencies 2, percentage 6%. At score 4 frequencies 2, percentage 6%. At score 5 frequencies 30, percentage 88 %. The whole mean is 4,8 good categories. Percentage all 96 %, high categories.

Teacher checking students attendance as a discipline at score 1 frequencies 5, percentage 15%. At score 2 frequencies 2, percentage 6%. At score 3 frequencies 2, percentage 6%. At score 4 frequencies 18, percentage 53%. At score 5 frequencies 7, percentage 20 %. The whole mean is 3.6 medium categories. Percentage all 73%, medium categories.

Teacher preparing the students physical and psychological to start teaching in the learning process at score 1 frequencies 3, percentage 9%. Score 2 frequencies 2, percentage 6%, at score 3 frequencies 5, percentage 15%, at score 4 frequencies 8, percentage 24%. At score 5 frequencies 16, percentage 47 %. The mean is 4% good categories. And the percentage is 80%, high categories.

All orientation teaching and learning activities, mean 4,1 good categories. Average percentage 83%, high categories. Summary

activity the use of story pyramid on students reading comprehension is good.

Teaching-learning introduction activity of using story pyramid strategy on students reading comprehension by teacher observation shows at table 4.2 below:

Table 4.2
Orientation of Introduction Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
1.	Teacher starts the learning process with greeting and praying.	5 100	Good High
2.	Teacher checking students attendance as a discipline	5 100	Good High
3.	Teacher preparing the students physical and psychological to start teaching in the learning process	4 80	Good High
		4,6 93.3	Good High

In the point orientation of introduction activity teaching-learning (teachers observation). Teacher starts the learning process with greeting and praying: score 5, high categories. Percentage 100%, high categories. Teacher checking students attendance as a discipline; score 5, good categories. Percentage 100%, high categories. Teacher preparing the students physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teachers observation); score 4,6 good categories. Percentage 93.3 high categories.

b. Apperception

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part apperception by students observation shows at table 4.3 below:

Table 4.3**Apperception Activity Teaching Learning Introduction****(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	2	1	4	12	15	4.1	Good
		6	3	12	35	44	82	High
5.	Teacher remember the students essential material with asking	0	5	5	12	12	3.91	Good
		0.0	15	15	35	35	78.2	High
6.	Teacher asks question that are related to the lessons	0	0	9	10	15	4,17	Good
		0.0	0.0	26	29	44	83.4	High
							4.06	Good
							81.2	High

In the point apperception of teaching and learning activity (students observation). Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities at score 1 frequencies 2, percentage 6%. Score 2 frequencies 1, percentage 3%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 12, percentage 35%. Score 5 frequencies 15, percentage 44%. The mean is 4,1 good categories. Percentage all 82%, high categories.

Teacher remember the students essential material with asking score 2 frequencies 1, percentage 3%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 12, percentage 35%. Score 5 frequencies 12, percentage 35%. Mean is 3.91 good categories. Percentage all 78.2%, high categories.

Teacher asks question that are related to the lessons score 3 frequencies 9, percentage 26%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 15, percentage 44%. Mean is 4,17, good categories. And percentage all 83.4%, high categories.

All apperception activity teaching and learning, mean 4,06, good categories. Average percentage 81.2%, high categories. Summary activity teaching learning speaking skill using hyponymy game is good.

Teaching-learning introduction activity of using story pyramid strategy on students reading comprehension part apperception by teacher observation shows at the table 4.4 below:

Table 4.4
Apperception of Introduction Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	4 80	Good High
5.	Teacher remember the students essential material with asking	4 80	Good High
6.	Teacher asks question that are related to the lessons	5 100	Good High
		4.3 86.6	Good High

In the point apperception activity teaching-learning introduction (teachers observation). Teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 4, good categories. Percentage 80%; high categories. Teacher remember the students essential material with asking; Score 4, good categories. Percentage 80%; High categories. Teacher asks question that are related to the lessons; score 5, good categories. Percentage 100%; high categories. The mean is 4.3, good categories. Percentage all 86.6 high categories.

c. Motivation

Teaching learning introduction activity of using story pyramid strategy on students reading comprehension narrative text motivation by students observation shows at the table 4.5 below:

Table 4.5**Motivation Activity Teaching Learning Introduction****(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0	0	8	14	12	4.1	Good
		0.0	0.0	24	41	35	82	High
8.	Teacher delivers the learning objectives at the meeting	2	2	6	10	12	4	Good
		6	6	18	29	35	80	High
9.	Teacher asks questions	0	6	4	12	12	3.9	Good
		0.0	18	12	35	35	78	High
							4	Good
							80	High

In the point motivation of teaching and learning activity (students observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 3 frequencies 8, percentage 24%. At score 4 frequencies 14, percentage 41% . At score 5 frequencies 12 percentage 35%. The mean is 4.1 good categories. Percentage all 82 % good categories.

Teacher delivers the learning objectives at the meeting score 1 frequencies 2, percentage 6%. Score 2 frequencies 2, percentage 6%, score 3 frequencies 6, percentage 18%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 14, percentage 41%. The mean is 4 good categories. Percentage all 80% good categories

Teacher asks questions score 2 frequencies 6, percentage 18%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 12, percentage 35%. Score 5 frequencies 12, percentage 35%. The mean is 3.9 good categories. And percentage all 78% high categories.

All motivation activity teaching and learning, mean 4 categories good. Average percentage 80% high categories. Summary activity of using story pyramid strategy on students reading comprehension narrative text is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy motivation by teachers observation shows at the table 4.6 below:

Table 4.6

**Motivation Activity Teaching Learning Introduction
(Teachers Observation)**

No	Statement	score and percent	Interpretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4 80	Good High
8.	Teacher delivers the learning objectives at the meeting	5 100	Good High
9.	Teacher asks questions	5 100	Good High
		4,6 93.3	Good High

In the point motivation of teaching and learning activity (teachers observation). Teacher provides an overview of the benefits of learning the

lessons to be learned in daily life score 4, percentage 80%. Teacher delivers the learning objectives at the meeting score 5, percentage 100%. Teacher asks questions score 5, percentage 100%. The mean all motivation 4,6 good categories. The average percentage 93.3% high categories.

d. Giving Reference

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part giving reference by student observation shows at table 4.7 below:

Table 4.7

**Giving Reference Activity Teaching Learning Introduction
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the material subject that will be discussed at the meeting	0 0.0	2 6	7 20	7 20	18 53	4,2 84	Good High
11.	Teacher shows KI, KD,	2	4	7	11	13	3.9	Good

	Indicator and KKM in the meeting	6	12	20	32	38	78	High
12.	Teacher distributes group of study	3	3	3	11	16	4.1	Good
		9	9	9	32	47	82	High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	1	2	5	10	16	4	Good
		3	6	15	29	47	80	Good
							4,05	Good
							81	High

In the point giving reference of teaching and learning activity (students observation). Teacher delivers the material subject that will be discussed at the meeting Score 2 frequencies 2, percentage 6%. Score 3 frequencies 7, percentage 20%. Score 4 frequencies 7, percentage 20%. Score 5 frequencies 18, percentage 53%. The mean 4,2 good categories. Percentage all 84% high categories.

Teacher shows KI, KD, Indicator and KKM in the meeting score 1 frequencies 2. Percentage 6% score 2 frequencies 4, percentage 12%. Score 3 frequencies 4. Percentage 12%. Score 4 frequencies 11, percentage 32%. Score 5 frequencies 16. Percentage

47%. The mean 4.2 good categories. Percentage all 84% high categories.

Teacher distributes group of study score 1 frequencies 3, percentage 9%. Score 2 frequencies 3, percentage 9%. Score 3 frequencies 3. Percentage 9%. Score 4 frequencies 11, percentage 32%. Score 5 frequencies 16, percentage 47%. The mean 4,1 good categories. Percentage all 82% high categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps Score 1 frequencies 3, percentage 9%. Score 2 frequencies 2. Percentage 6%. Score 3 frequencies 5, Percentage 15%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 16, percentage 44%. The mean is 4 good categories. Percentage all 80% high categories.

All giving reference activity teaching and learning, mean 4,25 categories good. Average percentage 85% high categories. Summary activity the use of story pyramid strategy on students reading comprehension narrative text is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part giving reference by teachers observation shows at the table 4.8 below:

Table 4.8
Giving reference Activity Teaching Learning Introduction
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
10.	Teacher delivers the material subject that will be discussed at the meeting	4 80	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	4 80	Good High
12.	Teacher distributes group of study	5 100	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		4.25 85	Good High

In the point giving reference activity teaching-learning introduction (teachers observation). Teacher delivers the material subject that will be discussed at the meeting score 4, good categories.

Percentage 80% high categories. Teacher shows KI, KD, Indicator and KKM in the meeting score 4, good categories. Percentage 80% high categories. Teacher distributes group of study score 5, good categories. Percentage 100% high categories. Teacher explains the mechanism for applying the learning experience according to the learning steps score 4, good categories. Percentage 80% high categories. The mean is 4.25 good categories. The mean percentage 85%, high categories.

e. Pre-Test

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part pre-test by student observation shows at the table 4.9 below:

Table 4.9

**Pre-test Activity Teaching Learning Introduction
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher notifies	0	2	7	15	10	4	Good

	students to do pre-test	0.0	6	20	44	29	80	High
15.	Teacher delivers the test-taking technique	0	0	13	8	13	4,1	Good
		0.0	0.0	38	24	38	82	High
16.	Teacher delivers the time to do pre-test	1	3	10	9	11	3.8	Good
		3	9	29	26	32	76	High
17.	Teacher asks students to do pre-test	0	3	8	7	16	3.9	Good
		0.0	9	24	21	47	78	High
							4	Good
							80	High

In the point shows the pre-test of teaching and learning activity (students observation). Teacher notifies students to do pre-test score 2 frequencies 2. Percentage 6%. Score 3 frequencies 7, percentage 20%. Score 4 frequencies 15, percentage 44%. Score 5 frequencies 10, percentage 29%. The mean 4 good categories. The percentage 80%; high categories.

Teacher delivers the test taking technique score score 3 frequencies 13, percentage 38%. Score 4 frequencies 8, percentage 24%. Score 5 frequencies 13, percentage 38%. The mean 4,1 has good categories. Percentage 82%; has high categories.

Teacher delivers the time to do pre-test Score 1 frequencies 1, percentage 3%. Score 2 frequencies 3, percentage 9%. Score 3 frequencies 10, percentage 29%. Score 4 frequencies 9, percentage 26%. Score 5 frequencies 11, percentage 32%. The mean 3.8. has good categories. Percentage 76%; has high categories.

Teacher asks students to do pre-test score 2 frequencies 3, percentage 9%. Score 3 frequencies 8, percentage 24%. Score 4 frequencies 7, percentage 21%. Score 5 frequencies 16, percentage 47%. The mean 3.9 has good categories. Percentage 78%; has high categories.

All giving reference activity teaching and learning, mean 4 categories good. Average percentage 80% high categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part pre-test by teachers observation shows at table 4.10 below:

Table 4.10
Pre-test Activity Teaching Learning Introduction
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
14.	Teacher notifies students to do pre-test	4 80	Good High
15.	Teacher delivers the test taking technique	4 80	Good High
16.	Teacher delivers the time to do pre-test	5 100	Good High
17.	Teacher asks students to do pre-test	4 80	Good High
		4.25 85,00	Good High

In the point of pre-test activity teaching-learning introduction (teachers observation). Teacher notifies students to do pre-test score 4, good categories. Percentage 80%; high categories.

Teacher delivers the test-taking technique score 4, good categories. Percentage 80%; high categories. Teacher delivers the test-taking technique score 4, good categories. Percentage 80%; high categories. Teacher asks students to do pre-test score 4, good categories. Percentage 80%; high categories.

The mean of all giving reference activity teaching-learning is 4.25 good categories. The mean percentage 85,00%; high categories.

2.) Teaching-Learning main activity of reading comprehension using story pyramid strategy

- a. Teaching-Learning main activity of reading comprehension using story pyramid strategy in the first meeting

Teaching learning main activity the use of story pyramid strategy on students reading comprehension in the first meeting included: observing, questioning, data collection/ exploring, Associating, communicating.

1. Core activities

Teaching learning core activities using story pyramid strategy on students reading comprehension in the first meeting included: observing, questioning, exploring, associating, communicating

a. observation

Teaching-learning main activity of reading comprehension using story pyramid strategy part observing by students observation shows at Table 4.11 below:

Table 4.11
Observing of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
18.	Teacher give the students stimuli to focus on the topic	3	3	5	10	13	3.8	Good
		9	9	15	29	38	76	High
19.	Teacher explain the material about narrative text, generic structure, language feature of narrative text	0	2	5	11	16	4,2	Good
		0.0	6	15	32	47	84	High
20.	Teacher explain about the procedure of story pyramid strategy.	0	3	7	10	14	4	Good
		0.0	9	21	29	47	80	High
							4.13	Good
							80	High

In the the point Teacher give the students stimuli to focus on the topic (students observation) score 1 frequencies 3, percentage 9%. Score 2 frequencies 3, percentage 9%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 13, percentage 38%. The mean is 3.8 good categories. Percentage 70%, high categories.

Teacher explain material about narrative text, generic structure, language feature of narrative text score 2 frequencies 2, percentage 6%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 11, percentage 32%. Score 5 frequencies 16, percentage 47%. The mean is 4,3 with good categories and the mean of percentage is 86,% with high categories.

Teacher explained about the procedure of story pyramid strategy. students score 2 frequencies 3, percentage 9%. Score 3 frequencies 7, percentage 21%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 14, percentage 47%. The mean is 4 with good categories and the mean of percentage is 80% with high categories.

All main activity teaching and learning, mean 4.13 categories good. Average percentage 80% high categories. Summary activity using story pyramid strategy on students breading comprehension is good.

Teaching-learning main activity of reading comprehension using story pyramid strategy part Observing teachers observation shows at table 4.12 below:

Table 4.12
Observing of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
18.	Teacher give the students stimuli to focus on the topic	4 80	Good High
19.	Teacher explain the material about narrative text, generic structure, language feature of narrative text	4 80	Good High
20.	Teacher explain about procedure of story pyramid strategy.	4 80	Good High
		4.00 80	Good High

In the point teacher give the students stimuli to focus on the topic (teacher observation) score 4 good categories, percentage 80% good

categories. Teacher explain about the material about narrative text, generic structure, language feature of narrative text score 4 good categories, percentage 80% high categories. Teacher explained procedure of story pyramid strategy. score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 4 with high categories and the mean of percentage is 80% with good categories.

2. questioning

Teaching-learning main activity of reading comprehension using story pyramid strategy part questioning by students observation shows at the table 4.13 below:

Table 4.13

**Questioning of Main Activity Teaching-Learning
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
21.	The teacher gives the opportunity for	0	4	8	12	10	3.8	Good

	students to asks about social function, language feature of narrative text	0.0	12	24	35	29	76	High
22.	The teacher gives the opportunity for students to asks about the use of story pyramid strategy that is not yet understood	0	4	7	11	12	3.9	Good
		0.0	12	21	32	35	78	High
							3.85	Good
							77	High

In the point The teacher gives the opportunity for students to asks about social function, language feature of narrative text (students observation) score 2 frequencies 4, percentage 12%. Score 3 frequencies 8, percentage 24%. Score 4 frequencies 12 , percentage 35%. Score 5 frequencies 10, percentage 29. The main 3.8 good categories and percentage 76%.

In the point teacher gives the opportunity for students to asks about the use of story pyramid strategy that is not yet understood score 2 frequencies 4, percentage 12%. Score 3 frequencies 7, percentage

21%. Score 4 frequencies 11, percentage 32%. Score 5 frequencies 12, percentage 35%. The mean 3.9 good categories, percentage 78%.

The mean is 3.85 good categories, and percentage all is 77% high categories. Summary activity the use of story pyramid strategy is good.

Teaching-learning main activity of reading comprehension using story pyramid strategy by teacher observation shows at the table 4.14 below:

Table 4.14
Questioning of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
21.	The teacher gives the opportunity for students asks about social function , language feature of narrative text	4 80	Good High
22.	The teacher gives the oppportunity for students to asks about the use of story pyramid strategy that is not yet understood	3 60	Medium Medium
		3.5 70	Medium Medium

In the point the teacher gives the opportunity for students asks about social function, language feature of narrative text score 4 good categories, percentage 80% high categories. The teacher gives the opportunity for students to asks about the use of story pyramid strategy that is not yet understood score 3 medium categories, percentage 60%. The mean is 3.5 good categories, the percentage is 70% good categories.

3. collecting data/ exploring

Teaching-learning main activity of reading comprehension using story pyramid strategy part collecting data/ exploring by students observation shows at the Table 4.15 below:

Table 4.15

**Collecting Data/ Exploring of Main Activity Teaching-Learning
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
23.	Teacher divides	0	2	5	7	20	4,2	Good

	students into group	0.0	9	15	20	59	84	Good
24.	Teacher gives the example of narrative text to the students	0	1	6	12	15	4,2	Good
		0.0	3	17	35	44	84	Good
25.	The students are asks to analyzed social function and language feature on the text and take the conclusion	0	1	5	12	11	3.5	Good
		0.0	3	15	35	32	70	Medium
							3.96	Good
							79.3	Good

In the point Teacher divides students into group (students observation) score 2 frequencies 2, percentage 9%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 7, percentage 20%. Score 5 frequencies 20, percentage 59%. The mean is 4,2 good categories, and percentage all is 84% high categories.

Teacher gives the example of narrative text to the students Score 2 frequencies 1, percentage 3%. Score 3 frequencies 6, percentage 17%. Score 4 frequencies 12, percentage 35. Score 5 frequencies 15, percentage 44%. The mean is 4,2 good categories, and percentage all is 84% good categories.

The students are asked to analyze social function and language feature on the text and take the conclusion. Score 2 frequencies 1, percentage 3%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 12, percentage 35%. Score 5 frequencies 11, percentage 32%. The mean 3.5 is medium categories and percentage all is 70% is medium categories.

All main activity teaching and learning, mean 3.96 categories medium. Average percentage 79.3% medium categories. Summary activity the use of story pyramid strategy is good.

Teaching-learning main activity of reading comprehension using story pyramid strategy part collecting data by teachers observation shows at the table 4.16 below:

Table 4.16

**Collecting Data/ Exploring of Main Activity Teaching Learning
(Teachers Observation)**

No	Statement	score and percent	Inter Pretation
23.	Teacher divides students into group	4 80	Good High

24.	Teacher gives the example of narrative text to the students	4 80	Good High
25.	The students are asks to analyzed social function and language feature on the text and take the conclusion	4 80	Good High
		4 80	Good High

In the point Teacher divides students into group (teachers observation). score 4, percentage 80%. Teacher gives the example of narrative text to the students score 4, percentage 80%. The students are asks to analyzed social function and language feature on the text and take the conclusion score 4, percentage 80%. The mean main activities of teaching and learning is 4 with good categories, and the mean of percentage is 80,00% with high categories.

4. Associating

Teaching-learning main activity of reading comprehension using story pyramid strategy part associating students observation shows at the table 4.17 below:

Table 4.17
Associating of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
26.	Students analyze social functions and structure of text like character, setting, conflict and events on the text	2	3	4	10	15	4	Good
		6	9	12	29	44	80	Good

In the point Students analyze social functions and structure of text (students observation). Score 1 frequencies 2, percentage 6%. Score 2 frequencies 3, percentage 9%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 15, percentage 44%. The mean is 4 good categories, and percentage all is 80% good categories.

All main activity teaching and learning, mean 4 categories good. Average percentage 80% good categories. Summary activity the use of story pyramid strategy is good.

Teaching-learning main activity of reading comprehension using story pyramid strategy part associating by teachers observation shows at the table 4.18 below:

Table 4.18
Associating of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
26.	Students analyze social functions and structure of text like character, setting, conflict and events on the text	5 100	Good High

In the point Students analyze social functions and structure of text like character, setting, conflict and events on the text (teachers observation) score 5 good categories, percentage 100% high categories. The mean is 5good categories, the percentage is 100% high categories.

5. communicating

Teaching-learning main activity of reading comprehension using story pyramid strategy by students observation shows at the table 4.19 below:

Table 4.19
Communicating of main activity teaching-learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
27.	Students present their work in front of the class	0 0.0	4 12	7 21	10 29	13 38	3.9 78	Good High

In the table 4.19 shows the main activities of teaching and learning (students observation). Students present their work in front of the class. Score 2 frequencies 4, percentage 12%. Score 3 frequencies 7, percentage 21%, score 4 frequencies 10, percentage 29%. Score 5 frequencies 13 percentage 38%. The mean is 3.9 good categories, and percentage all is 78% high categories.

All main activity teaching and learning, mean 3.9 categories good. Average percentage 78% high categories. Summary activity the use of story pyramid strategy is good.

Teaching-learning main activity of reading comprehension using story pyramid strategy part communicating by teachers observation shows at the table 4.20 below:

Table 4.20
Communicating of main activity teaching learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
27.	Students present their work and read the descriptive writing in front of the class	4 80	Good High

In the table 4.20 shows the main activities of teaching and learning (teachers observation). Students present their work in front of the class score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

3.) Teaching learning last part of reading comprehension using story pyramid strategy in the first meeting.

- a. Teaching learning last part (closing) of reading comprehension using story pyramid strategy in the first meeting.

1. Closing

Teaching learning last part activity of reading comprehension using story pyramid strategy in the first meeting by student observation showed at the table 4.21 below:

Table 4.21

Last part activity teaching-learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
28.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by	1 3	3 9	7 2	10 29	13 38	3.9 78	Good High

	involving students								
29.	Teacher asks several questions verbally to test students insight into the material that has been delivered	0 0.0	3 9	7 21	9 26	15 44	4 80	Good High	
30.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	2 6	3 9	9 26	10 29	10 29	3.7 70	Good High	
							3.9	Good	
							77.3	High	

In the point students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving (students observation). Score 1 frequencies 1, percentage 3%. Score 2 frequencies 3, percentage 9%. Score 3 frequencies 7, percentage 21%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 13, percentage 38%. The mean is 3.9 good categories, and percentage all is 78% high categories.

Teacher asks several questions verbally to test students insight into the material that has been delivered score 2 frequencies 3, percentage 9%. Score 3 frequencies 7, percentage 21%. Score 4 frequencies 9, percentage 26%. Score 5 frequencies 15, percentage 44%. The mean is 4 good categories, and percentage all is 80% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 1 frequencies 2, percentage 6%. Score 2 frequencies 3, percentage 9%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 10, percentage 29%. The mean is 3.7 good categories, and percentage all is 70% high categories.

All last part activity teaching and learning, mean 3.9 categories good. Average percentage 77% good categories. Summary activity teaching learning speaking skill using participation point system is good

Teaching-learning last part activity of reading comprehension using story pyramid strategy by teacher observation shows at the table 4.22 below:

Table 4.22
Last Part Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter pretation
28.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	4 80	Good High
29.	Teacher asks several questions verbally to test students insight into the material that has been delivered	4 80	Good High
30.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well	4 80	Good High
		4 80	Good High

In the table 4.22 shows the last part activity of teaching and learning (teachers observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving

students score 4, percentage 80%. Teacher asks several questions verbally to test students insight into the material that has been delivered score 4, percentage 80%. Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4, percentage 80%. The mean is 4 good categories, the percentage is 80% high categories.

4.) All of the teaching learning activity reading comprehension using story pyramid strategy in the first meeting

All of the teaching learning activity reading comprehension using story pyramid strategy in the first meeting by students observation showed at table 4.23 below:

Table 4.23

**All of the teaching learning activity in the first meeting
(Students Observation)**

No	Element	Ideal score	Average of score result	Percentage	
I. Introduction					
1.	Orientation	5	4,1	83	High
2.	Apperception	5	4,06	81.2	High

3.	motivation	5	4	80	High
4.	Giving reference	5	4,05	81	High
5.	Pre-test	5	4	80	High
II. Main					
6.	Observing	5	4,13	81	High
7.	Questioning	5	3.85	77	Good
8.	Data collection	5	3,96	79,3	Good
9.	Associating	5	4	80	High
10.	Communicating	5	3.9	78	High
III. Last Part					
11.	Closing	5	3.9	77	High
Mean			4	80	High

In the table 4.23 showed activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed: part introduction; orientation score average 4,1 percentage 83%; high categories. Apperception score average 4,06 percentage 81.2%; high categories. Motivation score average 4 percentage 80%; high categories. Giving reference score average 4,05 percentage 81%; high categories. Pre-test score average 4,25 percentage 85%; high categories.

In the point showed activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed part main: observing score average 4.13 percentage 83%. Questioning score average 3.85 percentage 77%; high categories. Data collection score average 3.96 percentage 79.3%; high categories. Associating score average 4 percentage 80%; high categories. Communicating score average 3.9 percentage 78%; high categories.

In the point showed activity reading comprehension using story pyramid strategy in the first meeting showed: last part closing score 3.9 percentage 77.3%; high categories. All activity teaching learning reading comprehension using story pyramid strategy first meeting score average 4 percentage 80% high categories.

All of the teaching learning activity reading comprehension using story pyramid staretegy in the first meeting by teachers observation showed at the 4.24 below:

Table 4.24**All of the teaching learning activity in the first meeting****(Teachers Observation)**

No	Element	Average of score result	Percentage	Categories
I. Introduction				
1.	Orientation	4,6	93.3	High
2.	Apperception	4.3	86.6	High
3.	Motivation	4.6	93.3	High
4.	Giving reference	4.25	85	High
5.	Pre-test	4.25	85	High
II. Main				
6.	Observing	4	80	High
7.	Questioning	3.5	70	High
8.	Data collection	4	80	High
9.	Associating	5	100	High
10.	Communicating	4	80	High
III. Last Part				
11.	Closing	4	80	High
Mean		4.22	84.9	High

In the table 4.24 showed activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed: part introduction; orientation score average 4,6 percentage 93.3%; high categories. Apperception score average 4.3 percentage 86.6%; high categories. Motivation score average 4,6; percentage 93.3%; high categories. Giving reference score average 4.25 percentage 85%; high categories. Pre-test score average 4.25 percentage 85%; high categories.

In the point activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed: part main: observing score average 4.3 percentage 80%. Questioning score average 3.5 percentage 70%; medium categories. Data collection score average 4 percentage 80%; high categories. Associating score average 5 percentage 100%; high categories. Communicating score average 4 percentage 80%; high categories.

In the point showed activity reading comprehension using story pyramid strategy in the first meeting showed: last part closing score 4 percentage 80%; high categories. All activity teaching learning reading comprehension using story pyramid strategy first meeting score average 4,22 percentage 84.9% high categories.

5.) Teaching learning using story pyramid strategy in reading comprehension

- a. Teaching learning reading comprehension using story pyramid strategy in the second meeting described: introduction, main activity, and closing.

1. Introduction

Teaching learning introduction using story pyramid strategy in the second meeting included: orientation, apperception, motivation, giving reference, and post-test

a. Orientation

Teaching learning introduction activity of reading comprehension using story pyramid strategy part orientation by student observation sheet at the table 4.25 below:

Table 4.25

**Orientation of Introduction Activity Teaching Learning
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	Teacher starts the learning process with	0	0	1	1	32	4.9	High

	greeting and praying.	0.0	0.0	3	3	34	98	High
2.	Teacher checking students attendance as a discipline	1	2	6	9	16	4.08	Good
		3	6	18	26	47	80	High
3.	Teacher preparing the students physical and psychological to start teaching in the learning process	0	1	10	9	14	4	Good
		0.0	3	29	26	41	80	High
							4.3	Good
							86	Good

In the point orientation of introduction activity teaching learning (Students Observation). Teacher starts the learning process with greeting and At score 3 frequencies 1, percentage 3%. At score 4 frequencies 1, percentage 3%. At score 5 frequencies 32, percentage 94%. The whole mean is 4.9 high categories. Percentage all 98% high categories.

Teacher checking students attendance as a discipline at score 1 frequencies 1, percentage 3%. At score 2 frequencies 2, percentage 6%. At score 3 frequencies 6, percentage 18%. At score 4 frequencies

9, percentage 26%. At score 5 frequencies 16, percentage 47%. The whole mean is 4 good categories. Percentage all 80%, good categories.

Teacher preparing the students physical and psychological to start teaching in the learning process at score 3 frequencies 3, percentage 9%, at score 4 frequencies 7, percentage 21%, at score 5 frequencies 14 percentage 41%. The mean is 4% good categories. And the percentage is 80%, high categories.

All orientation teaching and learning activities, mean 4.3 good categories. Average percentage 86%, good categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy by teacher observation shows at table below:

Table 4.26
Orientation of Introduction Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
1.	Teacher starts the learning process with greeting and praying.	5 100	Good High
2.	Teacher checking students attendance as a discipline	5 100	Good High
3.	Teacher preparing the students physical and psychological to start teaching in the learning process	4 80	Good High
		4,6 93,3	Good High

In the point orientation of introduction activity teaching-learning (teachers observation). Teacher starts the learning process with greeting and praying: score 5, high categories. Percentage 100%, high categories. Teacher checking students attendance as a discipline; score 5, good categories. Percentage 100%, high categories.

Teacher preparing the students physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teachers observation); score 4,6 good categories. Percentage 93,3 high categories.

b. Apperception

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part apperception by students observation shows at table below:

Table 4.27

**Apperception Activity Teaching Learning Introduction
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	Teacher associate material/ themes/ learning activities that will be carried out with	0	0	3	7	24	4,6	Good
		0.0	0.0	9	21	71	92	High

	the experience of students with previous material/ themes/activities before.							
5.	Teacher remember the students essential material with asking	0 0.0	0 0.0	1 3	8 24	25 74	4.7 96	Good Good
6.	Teacher asks question that are related to the lessons	0 0.0	0 0.0	1 3	5 15	28 82	4.8 96	Good High
							4.7	Good
							94	Good

In the point apperception of teaching and learning activity (students observation). Teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities at score 3 frequencies 3, percentage 9%. Score 4 frequencies 7, percentage 21%. Score 5 frequencies 24, percentage 71%. The mean is 4,6 good categories. Percentage all 92%, good categories.

Teacher remember the students essential material with asking score 3 frequencies 1, percentage 3%. Score 4 frequencies 8,

percentage 24%. Score 5 frequencies 25, percentage 74%. Mean is 4.7, good categories. Percentage all 94%, medium categories.

Teacher asks question that are related to the lessons score 3 frequencies 1, percentage 3%. Score 4 frequencies 5, percentage 15%. Score 5 frequencies 28, percentage 82%. Mean is 4,8 good categories. And percentage all 96%, high categories.

All apperception activity teaching and learning, mean 4,7 good categories. Average percentage 96%, good categories. Summary activity teaching learning reading comprehension using story pyramid is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part apperception by teacher observation shows at table below:

Table 4.28

**Apperception of Introduction Activity Teaching Learning
(Teachers Observation)**

No	Statement	score and percent	Inter Pretation
4.	Teacher associate material/ themes/ learning activities that will be carried out with the experience of	5	Good

	students with previous material/ themes/activities before.	100	High
5.	Teacher remember the students essential material with asking	5 100	Good High
6.	Teacher asks question that are related to the lessons	4 80	Good High
		4.6	Good
		93.3	High

In the point apperception activity teaching-learning introduction (teachers observation). Teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 5 good categories. Percentage 100%; high categories.

Teacher remember the students essential material with asking; Score 5, good categories. Percentage 100%; High categories. Teacher asks question that are related to the lessons; score 4, good categories. Percentage 80%; high categories. The mean is 4,6 good categories. Percentage all 93.3 high categories.

c. Motivation

Teaching learning introduction activity of reading comprehension using story pyramid strategy part motivation by students observation shows at table below:

Table 4.29

**Motivation Activity Teaching Learning Introduction
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0	6	5	6	17	4	Good
		0.0	18	15	18	50	80	Good
8.	Teacher delivers the learning objectives at the meeting	0	1	3	9	21	4	Good
		0.0	3	9	26	62	80	Good
9.	Teacher asks questions	0	0	6	5	23	4.5	High
		0.0	0.0	18	15	68	90	High

	4.3	Good
	83.3	Good

In the point motivation of teaching and learning activity (students observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 2 frequencies 6, percentage 18%. score 3 frequencies 5, percentage 15%. Score 4 frequencies 6, percentage 18%. Score 5 frequencies 17, percentage 50%, The mean is 4 good categories. Percentage all 80% good categories.

Teacher delivers the learning objectives at the meeting score 2 frequencies 1, percentage 3%. Score 3 frequencies 6, percentage 18%, score 4 frequencies 9, percentage 26%. Score 5 frequencies 21, percentage 62%. The mean is 4 good categories. Percentage all 80% high categories.

Teacher asks questions score 3 frequencies 6, percentage 18%. Score 4 frequencies 5, percentage 15%. Score 5 frequencies 23, percentage 68%. The mean is 4.5 high categories. And percentage all 90% medium categories.

All motivation activity teaching and learning, mean 4.3 categories good. Average percentage 83.3% good categories. Summary

activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part motivation by teachers observation shows at table below:

Table 4.30

**Motivation Activity Teaching Learning Introduction
(Teachers Observation)**

No	Statement	score and percent	Interpretation
7.	Teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4 80	Good High
8.	Teacher delivers the learning objectives at the meeting	5 100	Good High
9.	Teacher asks questions	5 100	Good High
		4,6 93.3	Good High

In the point motivation of teaching and learning activity (teachers observation). Teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4, percentage 80%. Teacher delivers the learning objectives at the meeting score 5, percentage 100%. Teacher asks questions score 5, percentage 100%. The mean all motivation 4,6 good categories. The average percentage 93.3% high categories.

d. Giving Reference

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part giving reference by student observation shows at table below:

Table 4.31

**Giving Reference Activity Teaching Learning Introduction
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	Teacher delivers the material subject that	0	1	0	8	25	4.7	Good

	will be discussed at the meeting	0.0	3	0.0	24	74	94	High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	2 6	1 3	4 12	11 32	16 47	4.1 82	Good High
12.	Teacher distributes group of study	0 0.0	1 3	5 15	8 24	20 59	4.3 86	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	1 3	4 12	6 18	8 24	15 44	3.9 78	Good High
							4,25	Good
							85	Good

In the point giving reference of teaching and learning activity (students observation). Teacher delivers the material subject that will be discussed at the meeting score 2 frequencies 1, percentage 3%. Score 4 frequencies 8, percentage 24%. Score 5 frequencies 25, percentage 74%. The mean 4,7 good categories. Percentage all 94% high categories.

Teacher shows KI, KD, Indicator and KKM in the meeting at score 1 frequencies 2, percentage 6% score 2 frequencies 1, Percentage 3%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 11, percentage 32%. Score 5 frequencies 16, percentage 47%. The mean 4.1 good categories. Percentage all 82% medium categories.

Teacher distributes group of study score 2 frequencies 1, percentage 3%. Score 3 frequencies 5. Percentage 15%. Score 4 frequencies 8, percentage 24%. Score 5 frequencies 20, percentage 59%. The mean 4,3 good categories. Percentage all 86% good categories.

Teacher explains the mechanism for applying the learning experience according to the learning steps score 1 frequencies 1, percentage 3%. Score 2 frequencies 4, percentage 12%. Score 3 frequencies 6, percentage 18%. Score 4 frequencies 8, percentage 24%. Score 5 frequencies 15. Percentage 44%. The mean is 3.9 good categories. Percentage all 78% good categories.

All giving reference activity teaching and learning, mean 4,25 categories good. Average percentage 85% high categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part giving reference by teachers observation shows at table below:

Table 4.32

**Giving reference Activity Teaching Learning Introduction
(Teachers Observation)**

No	Statement	score and percent	Inter pretation
10.	Teacher delivers the material subject that will be discussed at the meeting	4 80	Good High
11.	Teacher shows KI, KD, Indicator and KKM in the meeting	4 80	Good High
12.	Teacher distributes group of study	5 100	Good High
13.	Teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		4.25 85	Good High

In the point giving reference activity teaching-learning introduction (teachers observation). Teacher delivers the material subject that will be discussed at the meeting score 4, good categories. Percentage 80% high categories. Teacher shows KI, KD, Indicator and KKM in the meeting score 4, good categories. Percentage 80% high categories.

Teacher distributes group of study score 5, good categories. Percentage 100% high categories. Teacher explains the mechanism for applying the learning experience according to the learning steps score 4, good categories. Percentage 80% high categories. The mean is 4.25 good categories. The mean percentage 85%, high categories.

6.) Teaching-Learning main activity of Reading Comprehension using Story Pyramid Strategy in the second meeting

Teaching learning main activity reading comprehension using story pyramid strategy in the second meeting included: observing, questioning, data collection/ exploring, Associating, communicating.

- a. Teaching-Learning main activity of reading comprehension using story pyramid strategy in second meeting.

1. Observing

Teaching-learning main activity of reading comprehension using story pyramid strategy part observing by students observation shows at Table below:

Table 4.33
Observing of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher give the students stimuli to focus on the topic	0	0	4	9	21	4.5	Good
		0.0	0.0	12	26	62	90	High
15.	Teacher explain the material more in detail with the example of narrative text.	0	0	4	13	17	4.3	Good
		0.0	0.0	12	38	50	86	High

16.	Teacher asks the students to analyze the text that has been given	0	1	6	7	20	4.3	Good
		0.0	3	17	21	59	8.6	Good
							4.3	Good
							87	Good

In the point main activities of teaching and learning (students observation). Teacher give the students stimuli to focus on the topic score 3 frequencies 4, percentage 12%. Score 4 frequencies 9, percentage 26%. Score 5 frequencies 21, percentage 62%. The mean is 4.5 good categories. Percentage 90%, medium categories.

Teacher explain the material more in detail with example score 3 frequencies 4, percentage 12%. Score 4 frequencies 13, percentage 38%. Score 5 frequencies 17, percentage 50%. The mean is 4,3 with good categories and the mean of percentage is 86% with high categories.

Teacher asks the students to observe the text that has been given score 2 frequencies 1, percentage 3%. Score 3 frequencies 6, percentage 35%. Score 4 frequencies 7, percentage 21%. Score 5

frequencies 20, percentage 59%. The mean is 4.3 with good categories and the mean of percentage is 86.6% with good categories.

All main activity teaching and learning, mean 4.3 categories good. Average percentage 87 % good categories. Summary activity teaching learning reading comprehension using story pyramid is good.

Teaching-learning main activity of reading comprehension using story pyramid strategy part Observing by teachers observation shows at below:

Table 4.34
Observing of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Interpretation
14.	Teacher give the students stimuli to focus on the topic	5 100	good High
15.	Teacher explain the material more in detail with example	4 80	Good High
16.	Teacher asks the students to analyze the text that has been given.	4 80	Good High
		4.3 86.6	Good High

In the point main activities of teaching and learning (teachers observation). Teacher give the students stimuli to focus on the topic score 5 good categories, percentage 100% medium categories. Teacher explain the material more in detail score 4 good categories, percentage 80% high categories. Teacher asks students to observe the text score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 4.3with good categories and the mean of percentage is 86.6 % with high categories.

2. questioning

Teaching-learning main activity of reading comprehension using story pyramid strategy part questioning by students observation shows at Table below:

Table 4.35

**Questioning of Main Activity Teaching-Learning
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
17.	The teacher gives the	0	1	5	9	19	4.3	Good

	opportunity for students to asks about social function, generic structure and language feature of text.	0.0	3	15	26	56	86	High
18.	The teacher gives the opportunity for students to asks about procedure of using story pyramid strategy.	0	0	5	10	19	4.4	Good
		0.0	0.0	15	29	56	88	High
							4.35	Good
							87	High

In the poin main activities of teaching and learning (students observation). The teacher gives the opportunity for students to asks about social function, generic structure and language feature of text score 2 frequencies 1, percentage 3%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 9, percentage 26%. Score 5 frequencies 19, percentage 56%. The mean is 4.3 good categories, and percentage is 86 high categories. The teacher gives the opportunity for students to asks about procedure of using story pyramid strategy score 3 frequencies 5, percentage 15%. Score 4 frequencies 9, percentage

26%. Score 5 frequencies 19, percentage 56%. The mean 4.4 good categories and percentage 88 Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning main activity of reading comprehension using story pyramid strategy teacher observation shows at table below:

Table 4.36
Questioning of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
17.	The teacher gives the opportunityfor students to asks about social function, generic structure and language feature of text.	5 100	Good High
18.	The teacher gives the opportunity for students to asks about procedure of using story pyramid strategy.	4 80	Good High
		4.5 90	Good High

In the point main activities of teaching and learning (teachers observation). The teacher gives the opportunity for students to asks about social function, generic structure and language feature of text. Score 5 good categories, percentage 100% high categories. The teacher gives the opportunity for students to asks about procedure of using story pyramid strategy. Score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

3. collecting data/ exploring

Teaching-learning main activity of reading comprehension using story pyramid strategy part collecting data/ exploring by students observation shows at Table below:

Table 4.37

**Collecting Data/ Exploring of Main Activity Teaching-Learning
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	Teacher gives the	0	4	5	12	13	4	Good

	example of narrative text and explain them by using story pyramid strategy.	0.0	12	15	35	38	80	Good
20.	Teacher asks the students to analyze the generic structure and language feature of narrative text.	2	4	4	9	15	3.9	Good
		6	12	12	26	44	78	High
21.	Teacher asks the students to take the conclusion from the understanding they get from analyzing narrative text and applying into story pyramid strategy.	0	4	5	8	17	4,1	Good
		0.0	12	15	23	50	82	High
							4	Good
							80	Good

In the point teacher gives the example of narrative text and explain them by using story pyramid strategy score 2 frequencies 4, percentage 12%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 12, percentage 35%. Score 5 frequencies 13, percentage

38%. The mean 4 good categories. Percentage all 80% good categories.

Teacher asks the students to analyze the generic structure and language feature of narrative text. Score 1 frequencies 2. Percentage 6%. Score 2 frequencies 4, percentage 12%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 9, percentage 26%. Score 5 frequencies 15, percentage 44%. The mean 3.9 medium categories. Percentage all 78% medium categories.

Teacher asks the students to take the conclusion from the understanding they get from analyzing narrative text and applying into story pyramid strategy. Score 2 frequencies 4, percentage 12%. Score 3 frequencies 5, percentage 15%. Score 4 frequencies 8, percentage 24%. Score 5 frequencies 17, percentage 50%. The mean 4,1 good categories. Percentage all 82% high categories.

All collecting data / exploring main activity teaching and learning, mean 4 categories good. Average percentage 80% high categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part collecting data by teachers observation shows at table below:

Table 4.38**Collecting data / exploring main Activity Teaching Learning****(Teachers Observation)**

No	Statement	score and percent	Inter Pretation
19.	Teacher gives the example of narrative text and explain them by using story pyramid strategy.	4 80	Good High
20.	Teacher asks the students to analyze the generic structure and language feature of narrative text.	5 100	Good High
21.	Teacher asks the students to take the conclusion from the understanding they get from analyzing narrative text and applying into story pyramid strategy.	4 80	Good High
		4.3 86.6	Good High

In the point teacher gives the example of narrative text and explain them by using story pyramid strategy score 4, good categories. Percentage 80% high categories. Teacher asks the students to analyze the generic structure and language feature of narrative text score 5, good categories. Percentage 100% high categories. Teacher asks the

students to take the conclusion from the understanding they get from analyzing narrative text and applying into story pyramid strategy score 4, good categories. Percentage 80% high categories.

The mean is 4.3 good categories. The mean percentage 86.6%, high categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

4. associating

Teaching-learning main activity of reading comprehension using story pyramid strategy part associating by students observation shows at Table below:

Table 4.39

**Associating of Main Activity Teaching-Learning
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
22.	Students analyze social functions and structure of text like character, setting, conflict and the	0	2	6	6	20	4.2	Good
		0.0	6	18	18	59	84	Good

	event on the text, students asks to describe it with story pyramid strategy.							
--	--	--	--	--	--	--	--	--

In the point main activities of teaching and learning (students observation). Students analyze social functions and structure of text like character, setting, conflict and the event on the text, students asks to describe it with story pyramid strategy score 2 frequencies 2, percentage 6%. Score 3 frequencies 6, percentage 18%. Score 4 frequencies 6, percentage 18%. Score 5 frequencies 20, percentage 59%. The mean is 4.2 good categories, and percentage all is 84% good categories.

Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid startegy part associating by teachers observation shows at table below:

Table 4.40
Associating of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter pretation
22.	Students analyze social functions and structure of text like character, setting, conflict and the event on the text, students asks to describe it with story pyramid strategy	4 80	Good High

In the point main activities of teaching and learning (teachers observation). Students analyze social functions and structure of text like character, setting, conflict and the event on the text, students asks to describe it with story pyramid strategy score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

5. communicating

Teaching-learning main activity of reading comprehension using story pyramid strategy part communicating by students observation shows at Table below:

Table 4.41
Communicating of main activity teaching-learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
23.	Students present their work in front of the class.	1	1	7	7	18	4.17	Good
		3	3	21	21	53	83	High

In the point main activities of teaching and learning (students observation). Students present their work in front of the class score 1 frequencies 1, percentage 3%. score 2 frequencies 1, percentage 3%. Score 3 frequencies 7, percentage 21%. Score 4 frequencies 7, percentage 21%. Score 5 frequencies 18 percentage 53%. The mean 4.13 good categories, and percentage all is 83% medium categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part communicating by teachers observation shows at table below:

Table 4.42

**Communicating of main activity teaching learning
(Teachers Observation)**

No	Statement	score and percent	Interpretation
23.	Students present their work in front of the class	4 80	Good High

In the point main activities of teaching and learning (teachers observation). Students present their work in front of the class without book score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

7.) Teaching learning last part of reading comprehension using story pyramid strategy in the second meeting.

Teaching learning last part activity of reading comprehension using story pyramid strategy in the second meeting by student observation showed at table below:

a. Closing

Teaching learning part closing activity of reading comprehension using story pyramid strategy in the second meeting by student observation showed at table below

Table 4.43

**Last part activity teaching-learning
(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
24.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	0	1	8	6	19	4.2	Good
		0.0	3	23	18	56	84	High
25.	Teacher asks several questions verbally to test students insight into the material that	0	2	4	10	18	4.2	Good
		0.0	6	12	29	53	84	Good

	has been delivered							
26.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	0	0	0	14	20	4.5	Good
		0.0	0.0	0.0	41	59	90	High
							4.3	Good
							86	High

In the point last part activity of teaching and learning (students observation). Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving score 2 frequencies 1, percentage 3%. Score 3 frequencies 8, percentage 23%. Score 4 frequencies 6%, percentage 18%. Score 5 frequencies 19, percentage 56%. The mean is 4.2 good categories, and percentage all is 84% high categories.

Teacher asks several questions verbally to test students insight into the material that has been delivered score 2 frequencies 2,

percentage 6%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 10, percentage 29%. Score 5 frequencies 18, percentage 53%. The mean is 4.2 good categories, and percentage all is 84% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4 frequencies 14, percentage 41%. Score 5 frequencies 20 percentage 59%. The mean is 4.5 high categories, and percentage all is 90% high categories.

All last part activity teaching and learning, mean 4.3 categories good. Average percentage 86% high categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good

Teaching-learning last part activity of reading comprehension using story pyramid strategy by teacher observation shows at table below:

Table 4.44
Last Part Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
24.	Students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	4 80	Good High
25.	Teacher asks several questions verbally to test students insight into the material that has been delivered	4 80	Good High
26.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well	4 80	Good High
		4 80	Good Good

In the point last part activity of teaching and learning (teachers observation). Students to do stimulate, to resume, reflect, and to find

out the result to do reflection or to make summary by involving students score 4, percentage 80%.

Teacher asks several questions verbally to test students insight into the material that has been delivered score 4, percentage 80%.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4, percentage 80%.

The mean is 4 good categories, the percentage is 80% good categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

b. Post-test

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part post-test by student observation shows at table below:

Table 4.45**Post-test Activity Teaching Learning Introduction****(Students Observation)**

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Interpretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
27.	Teacher notifies students to do post-test	3	2	4	7	18	4.2	Good
		9	6	12	21	53	84	High
28.	Teacher delivers the test taking technique	1	2	4	9	18	4.2	Good
		3	6	12	26	53	84	High
29.	Teacher delivers the time to do post-test	1	2	12	3	16	3.9	Good
		3	6	35	9	47	78	High
30.	Teacher asks students to do post-test	1	4	3	7	19	4.1	Good
		3	12	9	21	56	82	Good
							4.1	Good
							82	High

In the point post-test of teaching and learning activity (students observation). Teacher notifies students to do pre-test score 1

frequencies 3, percentage 9%. Score 2 frequencies 2, percentage 6%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 7, percentage 21%. Score 5 frequencies 18, percentage 53%. The mean 4.2 good categories. The percentage 84%; good categories.

Teacher gives the related topic score 1 frequencies 1, percentage 3%. Score 2 frequencies 2, percentage 6%. Score 3 frequencies 4, percentage 12%. Score 4 frequencies 9, Percentage 26%. Score 5 frequencies 18, percentage 53%. The mean 4,2 has good categories. Percentage 84%; has high categories.

Teacher delivers the test-taking technique score 1 frequencies 1, percentage 3%. Score 2 frequencies 2, percentage 6%. Score 3 frequencies 12, percentage 35%. Score 4 frequencies 3, percentage 9%. Score 5 frequencies 16, percentage 47%. The mean 3.9 has good categories. Percentage 78%; has high categories.

Teacher asks students to do pre-test score 1 frequencies 1, percentage 3%. score 2 frequencies 4, percentage 10%. Score 3 frequencies 3, percentage 9%. Score 4 frequencies 7, percentage 21%. Score 5 frequencies 19, percentage 56%. The mean 4.1 has good categories. Percentage 82%; has high categories.

All giving post-test activity, mean 4.1 categories good. Average percentage 82% good categories. Summary activity teaching learning reading comprehension using story pyramid strategy is good.

Teaching-learning introduction activity of reading comprehension using story pyramid strategy part post-test by teachers observation shows at table below:

Table 4.46

**Pre-test Activity Teaching Learning Introduction
(Teachers Observation)**

No	Statement	score and percent	Inter pretation
27.	Teacher notifies students to do post-test	4 80	Good High
28.	Teacher delivers the test-taking technique	4 80	Good High
29.	Teacher delivers the time to do post-test	4 80	Good High
30.	Teacher asks students to do post-test	5 100	Good High
		4.25 85	Good High

In the point of post-test activity teaching-learning introduction (teachers observation). Teacher notifies students to do post-test score 4, good categories. Percentage 80%; high categories.

Teacher delivers the test-taking technique score 4, good categories. Percentage 80%; high categories. Teacher delivers the test-taking technique score 4, good categories. Percentage 80%; high categories. Teacher asks students to do post-test score 4, good categories. Percentage 80%; high categories.

The mean of all giving reference activity teaching-learning is 4.25 good categories. The mean percentage 85,00%; high categories.

8.)All of the teaching learning activity reading comprehension using story pyramid strategy in the second meeting

All of the teaching learning activity reading comprehension using story pyramid strategy in the second meeting by students observation showed at table below:

Table 4.47**All of the teaching learning activity in the second meeting****(Students Observation)**

No	Element	Ideal score	Average of score result	Percentage	Categories
IV. Introduction					
1.	Orientation	5	4,3	86	High
2.	Apperception	5	4,7	94	High
3.	motivation	5	4.3	83.3	High
4.	Giving reference	5	4.25	85	High
5.	Post-test	5	4.1	82	High
V. Main					
6.	Observing	5	4.3	87.3	High
7.	Questioning	5	4.35	87	Good
8.	Data collection	5	4	80	High
9.	Associating	5	4.2	84	High
10.	Communicating	5	4.17	83	Good
VI. Last Part					
11.	Closing	5	4.13	86	High
Mean			4.25	85.2	High

In the point activity teaching learning reading comprehension using story pyramid strategy in the second meeting showed: part introduction; orientation score average 4.3 percentage 86%; high categories. Apperception score average 4,7 percentage 94%; high categories. Motivation score average 4.3 percentage 83.3%; high categories. Giving reference score average 4.25percentage 85%; high categories. Post-test score average 4.1 percentage 82%; high categories.

In the point activity teaching learning reading comprehension using story pyramid strategy in the second meeting showed: part main: observing score average 4.3 percentage 87.3%. Questioning score average 4.35 percentage 87% high categories. Data collection score average 4 percentage 80%; high categories. Associating score average 4.2 percentage 84% high categories. Communicating score average 4.17 percentage 83% high categories.

In the point activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed: last part closing score 4.33 percentage 86%; medium categories. All activity teaching learning reading comprehension using story pyramid strategy

in the second meeting score average 4.25 percentage 85% high categories.

All of the teaching learning activity reading comprehension using story pyramid strategy in the second meeting by teachers observation showed at table below:

Table 4.48

**All of the teaching learning activity in the first meeting
(Teachers Observation)**

No	Element	Average of score result	Percentage	Categories
IV. Introduction				
V.				
1.	Orientation	4,6	93,3	High
2.	Apperception	4.6	93.3	High
3.	Motivation	4.6	93.3	High
4.	Giving reference	4.25	85	High
5.	Post-test	4.25	85	High
VI. Main				
6.	Observing	4.25	85	High
7.	Questioning	4.5	90	High

8.	Data collection	4.3	86.6	High
9.	Associating	4	80	High
10.	Communicating	4	80	High
VII.Last Part				
11.	Closing	4	80	High
Mean		4.3	86	High

In the point activity teaching learning reading comprehension using story pyramid strategy in the second meeting showed: part introduction; orientation score average 4,6 percentage 93,3%; high categories. Apperception score average 4.6 percentage 93.3% high categories. Motivation score average 4,6 percentage 93.3% high categories. Giving reference score average 4.25 percentage 85% high categories. Post-test score average 4.25 percentage 85%; high categories.

In the point activity teaching learning reading comprehension using story pyramid strategy the second meeting showed: part main: observing score average 4.25 percentage 85%. Questioning score average 4.5 percentage 90% high categories. Data collection score average 4.3 percentage 86.6% high categories. Associating score

average 4 percentage 80% high categories. Communicating score average 4 percentage 80% high categories.

In the point activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed: last part closing score 4 percentage 80%; high categories. All activity teaching learning reading comprehension using story pyramid strategy second meeting score average 4.3 percentage 86%; high categories.

To find out it, the researcher identified some result, they are: the scores of students before treatment (pre-test), the scores of students after treatment (post-test), the differences between pre-test and post-test scores of students and from the differences of students condition between the students who are taught by using story pyramid strategy in reading comprehension. The result of pre-test and post-test of experimental class and control class it can be seen in the table below:

1. Experimental Class

These are the scores of students pre-test and post-test in experiment class that would be described in tables as follow :

Table 4.49**The Score of Pre-Test and Post-Test in Experiment Class**

No	Name	Pre-Test	Post-Test
1	SAL	75	85
2	SN	45	75
3	TELA	45	75
4	ESH	70	85
5	F	50	70
6	MFDU	70	75
7	MR	55	50
8	EA	50	75
9	ZF	65	80
10	NCA	65	90
11	NM	60	80
12	LU	60	80
13	ML	50	70
14	IWS	65	80
15	IRP	60	90
16	NK	60	75
17	RR	65	85
18	DIM	60	80
19	HH	60	80
20	AA	65	80
21	FH	55	80
22	AS	50	70
23	ASDC	50	60

24	AAD	50	75
25	AP	60	75
26	SG	70	85
27	AF	60	80
28	AS	55	85
29	NA	60	75
30	OR	65	80
31	AS	55	75
32	ED	60	80
33	RFN	55	75
34	CBW	55	75
	Σ	1995	2625
	X	58.67	77.20

The table above shows the students' scores of pre-test and post-test in experiment class. The scores show the students' reading comprehension in class X IPA 1 as experiment class mostly is less before giving treatment. It can be seen from the scores of pre-test, the highest score is 75 while the lowest score is 45. Then the highest score of students' reading comprehension is enough while the lowest score of students' reading comprehension is low. Meanwhile, the students' scores of post-test mostly is good, the highest score is 90 while the lowest score is 50, it can be known that there is an

improvement on the criteria of students' score that the highest score is very good and the lowest score is low.

Determine mean of pre-test and post-test of experimental class by formula:

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{1995}{34}$$

$$M_1 = 58.67$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_2 = \frac{2625}{34}$$

$$M_2 = 77.20$$

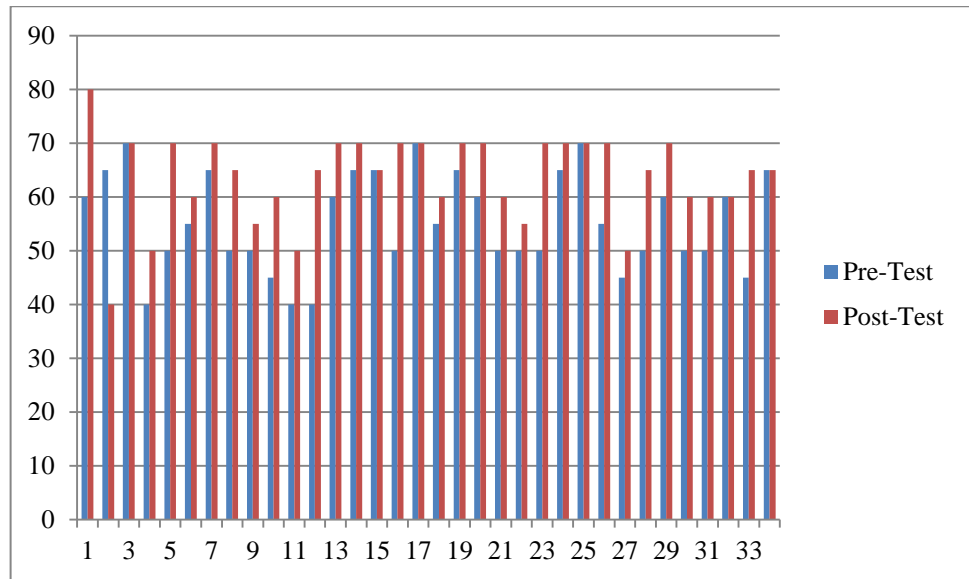
M1 : Mean of pre-test

M2 : Mean of Post-test

Σ : Total Score

N : Number of sample

The researcher described the students' score of pre-test and post-test of experimental class by the graphic as follow :

Graphic 4.49**The score Pre-test and Post-test of Experimental Class**

The graphic above showed the comparison between score of pre-test and post-test at experimental class. Based on the graphic above, it can be seen the result of pre-test is lower than post-test, it means students' reading comprehension narrative text is low. The score of post-test is better than score of pre-test. It means there is significance effect in the score of pre-test and post-test.

2. Control Class

These are the scores of students pre-test and post-test in control class that would be described in tables as follow :

Table 4.50**The Score of Pre-Test and Post-Test in Control Class**

No	Name	Pre-Test	Post-Test
1	FH	60	80
2	SS	65	40
3	AM	70	70
4	RP	40	50
5	A	50	70
6	MM	55	60
7	AF	65	70
8	B	50	65
9	N	50	55
10	PA	45	60
11	MAI	40	50
12	PP	40	65
13	LAM	60	70
14	JA	65	70
15	AW	65	65
16	SAA	50	70
17	NIR	70	70

18	DU	55	60
19	NW	65	70
20	DAG	60	70
21	NU	50	60
22	AR	50	55
23	I	50	70
24	AR	65	70
25	M	70	70
26	RS	55	70
27	MR	45	50
28	R	50	65
29	N	60	70
30	AF	50	60
31	AF	50	60
32	AM	60	60
33	APA	45	65
34	SS	65	65
	Σ	1885	2165
	X	55.44	63.67

The table above shows the students' scores of pre-test and post-test in control class. The scores show the students' reading comprehension in class X IPA 2 as control class mostly is less before giving treatment. It can be seen from the scores of pre-test, the highest score is 70 while the lowest score is 40. Then the highest score of students' reading comprehension is enough while the lowest score of students' reading comprehension is very low. Meanwhile, the students' scores of post-test mostly is good, the highest score is 80 while the lowest score is 40, it can be known that there is little improvement on the criteria of students' scores that the highest score is good and the lowest score is very low.

Determine mean of pre-test and post-test of control class by formula:

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_1 = \frac{1885}{34}$$

$$M_1 = 55.44$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_2 = \frac{2165}{34}$$

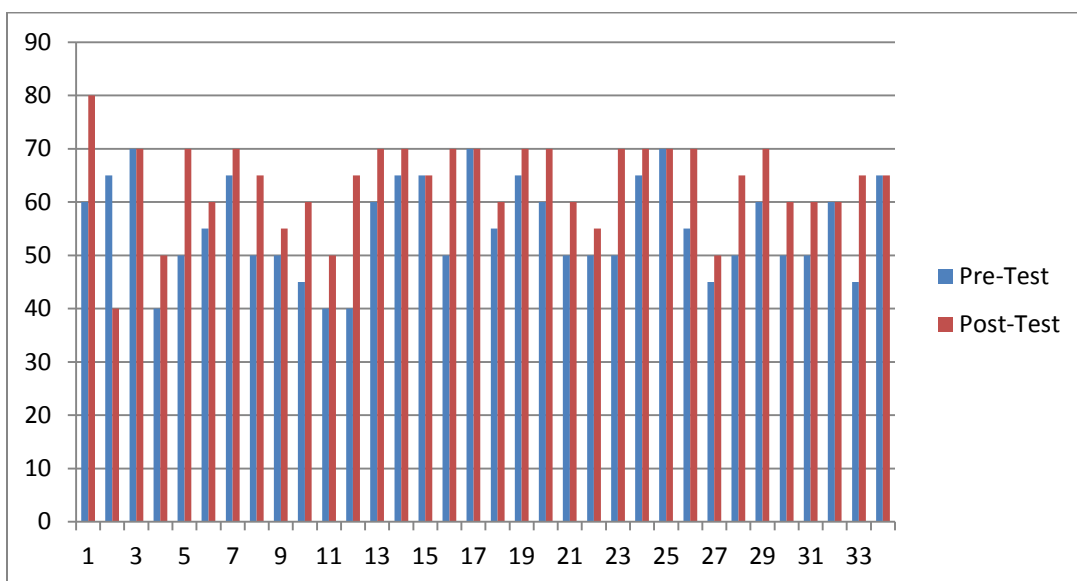
$$M_2 = 63.67$$

- M1** : Mean of pre-test
- M2** : Mean of Post-test
- Σ : Total Score
- N** : Number of sample

The researcher described the students' score of pre-test and post-test of control class by the graphic as follow :

Graphic 4.50

The score Pre-test and Post-test of Control class



The graphic above showed the comparison between score of pre-test and post-test at control class. Based on the graphic above, the students' reading comprehension narrative text is low. It can be seen

on the score of pre-test and there is no different significant in the score of pre-test and post-test.

B. Data Analysis

After getting the data from pre-test and post-test score of two classes, the researcher analyzed it by using t-test formula with the degree of significant 5% and 1%, the writer used step as follows:

Table 3

The Score of Frequency Distribution

No	x1	x2	X1	X2	X1 ²	X2 ²
1.	85	80	7.8	16.33	60.84	266.66
2.	75	40	-2.2	-23.67	4.84	560.26
3.	75	70	-2.2	6.33	4.84	40.06
4.	85	50	7.8	-13.67	60.84	186.86
5.	70	70	-7.2	6.33	51.84	40.06
6.	75	60	-2.2	-3.67	4.84	13.46
7.	50	70	-27.2	6.33	739.84	40.06
8.	75	65	-2.2	1.33	4.84	1.76
9.	80	55	2.8	-8.67	4.84	75.16
10.	90	60	12.8	-3.67	163.84	13.46

11.	80	50	2.8	-13.67	7.84	186.86
12.	80	60	2.8	-3.67	7.84	13.46
13.	70	70	-7.2	6.33	51.84	40.06
14.	80	70	2.8	6.33	4.84	40.06
15.	90	65	12.8	1.33	163.84	1.76
16.	75	70	-2.2	6.33	4.84	40.06
17.	85	70	7.8	6.33	60.84	40.06
18.	80	60	2.8	-3.67	7.84	13.46
19.	80	70	2.8	6.33	7.84	40.06
20.	75	70	-2.8	6.33	4.84	40.06
21.	80	60	2.8	-3.67	7.84	13.46
22.	70	55	-7.2	-8.67	51.84	75.16
23.	60	70	-17.2	6.33	295.84	40.06
24.	75	70	-2.2	6.33	4.84	40.06
25.	75	70	-2.2	6.33	4.84	40.06
26.	85	70	7.8	6.33	60.84	40.06
27.	80	50	2.8	-13.67	7.84	186.86
28.	85	65	7.8	1.33	60.84	1.76
29.	75	70	-2.2	6.33	4.84	40.06
30.	80	60	2.8	-3.67	7.84	13.46

31.	75	60	-2.2	-3.67	4.84	13.46
32.	80	60	2.8	-3.67	7.84	13.46
33.	75	65	-2.2	1.33	4.84	1.76
34.	75	65	-2.2	1.33	4.84	1.76
Σ	2625	2165	0.2	0.22	1953.56	2215.14

Note :

x1 = Score Post-Test (Experiment Class) **X1 = x1-M1**

x2 = Score Post-Test (Control Class) **X2 = x2-M2**

X1¹ = Squared value of X1 **X2²** = Squared X2

From the table above, the writer got the data $\Sigma X1=2625$, $\Sigma X2=2165$, $\Sigma X1^2= 1953.56$, and $\Sigma X2^2= 2215.14$ After getting the data from pre-test and post-test, the researcher analyzed it by using statistic calculation of t-test formula with degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable X1 and X2

Variable X1

Variable X2

$$M_1 = \frac{\Sigma X1}{N_1}$$

$$M_2 = \frac{\Sigma X2}{N_2}$$

$$M_1 = \frac{\Sigma 2625}{N_1}$$

$$M_2 = \frac{\Sigma 2165}{N_2}$$

$$\begin{array}{r} \overline{\quad} \\ 34 \\ =77.20 \end{array} \qquad \begin{array}{r} \overline{\quad} \\ 34 \\ = 63.67 \end{array}$$

2. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$\begin{aligned} t &= \frac{77.20 - 63.67}{\sqrt{\left(\frac{1953.56 + 2215.41}{34 + 34 - 2}\right) \left(\frac{34 + 34}{34 \cdot 34}\right)}} \\ &= \frac{13.53}{\sqrt{(63.16)(0.05)}} \\ &= \frac{13.53}{\sqrt{3.15}} \\ &= \frac{13.53}{1.77} \\ &= 7.64 \end{aligned}$$

From the result of the calculation above, it is obtained that the value of t_o (t observation) is 7,64. After found the data, the researcher compare it with t_t (t table) both in degree significant 5% and 1%.

3. Degree of Freedom

$$\begin{aligned} \text{Df} &= (N_1 + N_2) - 2 \\ &= (34 + 34) - 2 \end{aligned}$$

= 66

In degree of significance 5% from 66 $t_t = 1.66$ and in degree of significance 1% from 66 $t_t = 2.38$.

Based on the result statistic calculation, it is obtained that the score of t_o is $= 7.64 > t_t = 1.66$ in degree of significance 5%. The score of $t_o = 7.64 > t_t = 2.38$ in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow:

If $t_{\text{observation}} > t_{\text{table}}$: The alternative hypothesis is accepted. It means there is a significant influence of using story pyramid strategy on students' reading comprehension.

If $t_{\text{observation}} < t_{\text{table}}$: The alternative hypothesis is rejected. It means there is no significant influence of using story pyramid strategy on students' reading comprehension.

C. Interpretation of the Data

The analysis is aimed to know the use of story pyramid strategy on students' reading comprehension narrative text. After analyzing the pre-test and post-test from two classes, experimental class and control class, the researcher got the data of pre-test and post-test score. In the

experimental class, the highest score in pre-test is 75 and the lowest score is 40. The highest score in post-test is 90 and the lowest score is 50. The mean of pre-test score obtained by students in this class is 58.67 and the mean of post-test score is 77.20. The mean of pre-test and post-test score have good enough improvement it can be seen $77.20 > 58.67$. The improvement caused by the experimental class learns reading narrative text by using story pyramid strategy after pre-test.

Before deciding the result of hypothesis, the researcher proposes the interpretation with procedures as follows:

- a. $H_a = t_{\text{observation}} > t_{\text{table}}$. It means there is influence of story pyramid strategy on students' reading comprehension narrative text.
- b. $H_o = t_{\text{observation}} < t_{\text{table}}$. It means there is no influence of story pyramid strategy on students' reading comprehension narrative text.

According to the data, the value of $t_{\text{observation}}$ is bigger than t_{table} . $t_{\text{observation}} = 7.46 > t_{\text{table}} = 1.66$ (5%) or $t_{\text{observation}} = 7.46 > t_{\text{table}} = 2, 38$ (1%), so H_o is rejected and H_a is accepted.

From the result above, the researcher gives conclusion that there is the influence of using story pyramid strategy on students' reading

comprehension narrative text. It can be seen that the students get good or better scores use story pyramid strategy. This could be seen after comparing the score of pre-test (before by using story pyramid strategy) and post-test (after using story pyramid strategy).