



**THE EFFECT OF STORY PYRAMID STRATEGY ON STUDENTS'
READING COMPREHENSION OF RECOUNT TEXT AT THE TENTH
GRADE STUDENTS OF SENIOR HIGH SCHOOL**

(A Quasi-Experimental Study at the Tenth Grade Students of Madrasah Aliyah
Pesantren Modern Darul Ihsan Hamparan Perak in the Academic Year 2020/2021)

A THESIS

*Submitted to the Faculty of Tarbiyah Science and Teacher Training of State
Islamic University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan (S-1) in the English
Education Department*

By:

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FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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Skripsi ini yang berjudul "THE EFFECT OF STORY PYRAMID STRATEGY ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL" yang disusun oleh Mora Ganda dan telah di munaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

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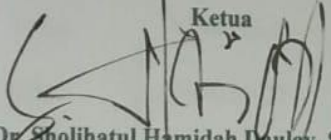
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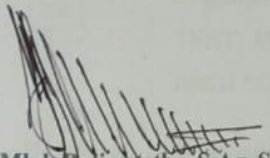
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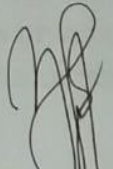

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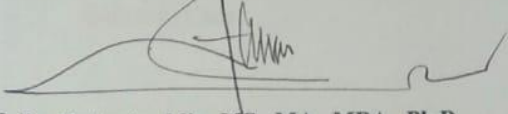
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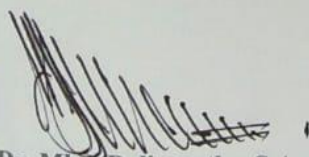
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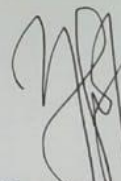
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan in benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 19 Oktober 2020

Yang Membuat Pernyataan



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ABSTRACT

Mora Ganda. 0304161027. The Effect of Story Pyramid Strategy on Students' Reading Comprehension of Recount Text at The Tenth Grade Students of Senior High School. A Thesis (2020), English Educational Department, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera Medan. Advisor: (I) Dr. Muhammad Dalimunthe, S.Ag, S.S, M.Hum, (II) Maryati Salmiah, M.Hum

This research aimed to find out whether there was a significance effect of using Story Pyramid Strategy on the students reading comprehension of recount text. This research was conducted by using the quantitative research with quasi-experimental design. The population of this study was the tenth grade students of Madrasah Aliyah PM Darul Ihsan Hamparan Perak. The total number of population was 144 students and the researcher took 37 students for experimental class and 35 students for control class which means 72 students as total of the sample. In collecting the data, the researcher used tests in the form of multiple choices as the instrument. The tests were pre-test which was given before the treatment and post-test which was given after the treatment. The researcher taught by using Story Pyramid Strategy in the experimental class and for the control class was taught without Story Pyramid Strategy. The result of the research was significant with the average scores of experimental class were 55,94 for the pre-test and 79,46 for the post-test, meanwhile the average scores for the control class were 50,85 for the pre-test and 62,0 for the post-test. The result of the calculation using t-test showed that t-observed was 8,23 and t-table for α : 5% was 1,66. It meant that t-observed was higher than t-table ($6,83 > 1,66$). It could be concluded that Story Pyramid Strategy has significant effect on the students' reading comprehension of recount text at the tenth grade students of MA PM Darul Ihsan Hamparan Perak.

Keywords : Pyramid Strategy, Effects, Reading Comprehension

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In the name of Allah, the Most Gracious, the Most Merciful

Assalamualaikum Wr. Wb

Alhamdulillah, all praise is due to Allah SWT, the Most Gracious and the Most Merciful who always gives the researcher blessing, Shalawat and Salam to our beloved Prophet Muhammad SAW, the person who was able to save us from Jahiliya era. This thesis which entitled The Effect of Story Pyramid Strategy on Students' Reading Comprehension of Recount Text at The Tenth Grade Students of Madrasah Aliyah Pesantren Modern Darul Ihsan Hamparan Perak. It was compiled by me, to fulfill the assignment and to complete the requirment for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera Medan. The researcher realized that this thesis might not be completed on time without helping from all the people around him, therefore the researcher would like to express his sincere gratitude to:

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2. **Drs. Amiruddin Siahaan, M.Pd**, as the Dean of Faculty of Tarbiyah Science and Teachers Training at State Islamic University of North Sumatera Medan

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4. **Dr. Muhammad Dalimunte, M.Hum**, as my first advisor who had spent his time, guidance and thoughts in giving direction, advice and motivation in completing this undergraduate thesis. There is no single word that I can say except, “Thank you very much Sir for guiding and consulting me”
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The researcher realizes that this thesis is far from perfections. The researcher hopes this thesis could be useful for the another researchers, the readers and also for the advancement of education in the future. Aamiin.

Medan, October 19th 2020



MORA GANDA

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DEDICATION

In the name of Allah the Benefit and the Merciful,

The thesis is dedicated for the special one,

My lovely father, Miskan

My lovely mother, Halimah Nasution

Love and respect are always for them.

Thank you so much for everything given to me

Because of your love, pray, support, motivation, contribution, and sacrifice,

Alhamdulillah, I did it!

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CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present background of study, identification of study, research question, objective of study, and significances of study.

A. Background of Study

A tool for correspondence is language. We are as human being who always need language wherever and whenever. There a lot of languages in this world namely Mandarin, English, Spain, French, Arabic, Dutch, and etc. Then, when we communicate with others we send and receive messages.¹ English is one of significant language that should be mastered in this globalization era. As indicated by Rahma F, globalization era has made English as the main language for several aspects such as exchange, business, instruction, and the travel industry.² In Indonesia, English is one of foreign language subject taught both at Junior High School and Senior High School which one of the reasons is to manufacture composed and oral correspondence capability in the four of language aptitudes, for example, reading, writing, listening, and speaking. Then, the Indonesian students need to master reading because it has a great emphasis on the National Examination. The National Examination is applied to the students of elementary school, junior high school, and senior high school students. Reading is a

¹ Siti Zubaidah, (2015), *Contrastive Error Analysis*, Medan : CV Gemilang Utama, p.20

² Rahma F, (2018), *Descrimination behind Nest and Nnest Dichotomy in ELT Professionalism* in the 1st Annual International Conference on Language and Literature, KnE Science, p745-755

fundamental skill that affects students' academic success. It is valuable for students in achieving written communication.

Furthermore, reading has many advantages for readers which can become the best way to increase vocabulary. According to Cunningham and Stanovich, reading can affect cognitive development, such as vocabulary growth for example when they found that books have many more rarity words rather than television and spoken language.³ When the students find words in a book outside their vocabulary at that time, they will get the new vocabulary. Then, reading also has a vital role in improving other skills. After that, in the process of reading, students have found a lot of vocabulary which can actualize in listening, speaking, and writing aptitudes.⁴ Reading can improve the skill to the effective communication, articulate ideas and thought, and help the reader to express feelings.

In reading, the readers need a skill to process a text or comprehension. Comprehension can't be isolated from reading in light of the fact that in reading action, the readers must understand the meaning of a text as an entirety. It means that the readers should get the complete information of the text then obtain the meaning from separated words. Without comprehension, reading is nothing more than look into the words on a page.

Based on Curriculum 2013 mentioned that the tenth grade students should be able to gain the meaning contextually related to social function, text structure, and

³ Anne E. Cunningham and Keith E. Stanovich, (2001), *What Reading Does for the Mind*, Journal of Direct Instruction, Vol. 1, No. 2, p. 139-140

⁴ Lorena Manaj Sadiku, (2015), *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*, European Journal of Language and Literature Studies, Vol. 1, No. 1, p. 30

linguistics element of written and oral texts related to historical event (*siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan, dan tulis terkait peristiwa bersejarah*). It means that the students have to comprehend the recount text passage to get the importance of the passage. In addition, recount text is one of the materials which instructed in Senior High School that tells the past occasion.

Meanwhile, based on the information that the researcher had obtained from the English teacher of MA PM Darul Ihsan Hamparan Perak some students complained about reading comprehension. The students had difficulties in the process of reading comprehension. First, the students could not find both general and specific information in a passage. When the students were asked to read a passage and discuss it with the teacher, unfortunately they refused to answer the questions and responded by asking a question. Second, the students could not mention the characteristics or features of a text. The teacher began the class with a simple story about an experience to connect the material and students' prior knowledge. Then, the students were asked to preview the story by identifying the title and the structure to make predictions of the story. The result was only a few students who participated by trying to answer. Third, English book is the only media used in teaching English at MA PM Darul Ihsan Hamparan Perak. Another difficulty was the implementation of teacher-centered learning method, which makes the students became dependent on the teacher. When students asked some questions to the teacher, the teacher directly answer that question without engaging the students. So, the students automatically ask the teacher for the correct answer instead of trying themselves.

Based on those problems, there are some possible causes that influence those problems. First, the students do not recognize different genres. Each of the texts has different genres and students need to understand the text genre to help them learn from the text. When the students learn how to recognize genres, they are building the backdrop, and they need to deal with unfamiliar texts. If students have good reading comprehension, they will have a higher awareness of reading texts. The students who recognize the different kinds of text can learn information in a book fast.

The second possible cause is teaching strategy. A teacher applies the learning strategy, which matches students' characteristics to reach out the teaching and learning objective. In the process of teaching and learning, the teacher is suggested to utilize the various strategies which would help the students to understand the meaning of words, the structure of texts, and other aspects.

There are many ways to teach recount text in reading, particularly reading comprehension. One of the ways is by using graphic organizer. According to Max Thompson, Graphic organizers helps the students to comprehend the information through visual representation of concepts, thoughts, and relationships, graphic organizers turn dynamic concepts into concrete visual portrayals, then the teacher selects a graphic organizer that facilitates that sort of thinking and the use of graphic organizers produces learning impacts that are substantial and long lasting. The examples of graphic organizer are KWL, word map, Frayer outline, fish bone, stream graph, web chart, story map, story star, prediction tree model, story pyramid, and so on. Story pyramid is one of strategies of graphic organizer that the researcher used to teach reading comprehension. By using story pyramid the

description of important information from a story, such as the primary character, the setting, and the major events in the plot, and the objective of story can be comprehended.

Some researchers have solved those problems. The first study was conducted by Tiar Rivani, entitled *The Effectiveness of Story Pyramid Strategy to Teach Reading at Tenth Grade of SMK Negeri 2 Sragen in Academic Year 2018/2019*. The design was a quasi-experimental method. The result showed that a story pyramid strategy could improve students' reading ability.⁵ The second study was done by Eli Wardiningsih et al from Tanjung Pura University. It was a classroom action research. The result also showed that the story pyramid increased students' reading comprehension on narrative text with the mean score from 45 to 67,1 then to 79,8.⁶

Chaesstrategies explains that the benefits of Story Pyramid Strategy are to help students to promote comprehension and writing.⁷ It means that Story Pyramid Strategy can help the students to comprehend about the text they have read by summarizing the text using the outline of Story Pyramid. By using Story Pyramid procedure, the students will be able to get the main point of the text utilizing predetermined number of words. It requires the students to focus on relevant details and use concise terminology to catch the purpose of the

⁵ Tiar Rivani, (2018), *The Effectiveness of Story Pyramid Strategy to Teach Reading at Tenth Grade of SMK Negeri 2 Sragen in Academic Year 2018/2019*, Surakarta : IAIN Surakarta Pendidikan Bahasa Inggris, p.85

⁶ Elly Wardiningsih et al, (2018), *The Effect of Story Pyramid Strategy Toward Students' Writing Narrative*, (Jakarta: Syarif Hidayatullah State Islamic University), p. 49

⁷ Chaesstrategies, (2013), Story Pyramid. (Retrieved from <http://chaesstrategies.wordpress.com/vocabularystrategies/readingstrategies/storypyrami/>. Accessed on: May 25, 2020)

statements. The teacher can use story pyramid strategy to make class more fascinating for the students get the point in the text. Based on that, the researcher accepts that by using story pyramid when the students are reading a text, it can give the significant data in the story like the main character, the setting and the major events in the text, and also help the students answer the questions about the text more easily.

Thus, the researcher believes that the story pyramid strategy is useful for enhancing the students' reading comprehension of recount text. The story pyramid strategy facilitates students to understand a text easier. Hence, the researcher takes the title of this thesis **“THE EFFECT OF STORY PYRAMID STRATEGY ON STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF MA PM DARUL IHSAN HAMPARAN PERAK”**

B. Identification of Study

Based on the background above, the researcher can identify the problems of this study as follows:

1. The students can not find both of general and specific information in passages because the topic of the text given by the teacher is unfamiliar, and the students are lack of vocabularies.
2. The students can’t mention the characteristics or features of text because the students do not recognize different genres.
3. The teacher uses teacher-centered learning that makes students become passive learners because the teacher is lack of strategies.

C. Research Questions

According to the limitation above, the formulation of the problem in this study started in the following question: “Does Story Pyramid strategy significantly affect on students’ reading comprehension of recount text than without Story Pyramid Strategy at the tenth grade students of MA PM Darul Ihsan Hamparan Perak?”

D. Objective of the Study

The main objective of this study is to find the empirical evidence on the effectiveness of using Story Pyramid on students’ reading comprehension of recount text at the tenth grade students of MA PM Darul Ihsan Hamparan Perak.

E. Significance of the study

There are two significances of this study which are theoritically and practically.

1. Theoritically

- a. This research can support the the theory of teaching reading which will be effective in increasing the skill of students in reading.
- b. This research will give the evidence of the effectiveness of utilizing story pyramid strategy in teaching reading

2. Practically

a. The Students

The students are fascinated in studying reading English because the students are taught by utilizing suitable strategy which assists them to study well.

b. The English Teacher

The teacher get knowledge and experience about teaching strategy, this research will assist the teachers to increase their innovativeness in teaching by utilizing unique strategies strategies

c. The Other Researchers

The other researchers hope the result of this research can give solution in teaching reading and become references.

CHAPTER II

LITERATURE REVIEW

Here, the researcher would like to discuss about theoretical framework, related study, conceptual framework, and hypothesis of this study.

A. Theoretical Framework

A.1 Definition of Reading Comprehension

There four skills in English, namely writing, listening speaking and reading. Reading is one of skill that ought to be ached. Reading in unknown language is not simply like individual reads in their first language. We must be able to understand the language on the grounds that it is an important thing to achieve the information and get knowledge. Reading is necessary, the reason is from reading we can pick up some information from written language, then the other skilss in English can be affected by reading. As Harmer would see it, reading sent positive effect on vocabulary, spelling and writing.⁸ Hence, when we are reading we can gain the new vocabulary. It also assists us to practice our pronunciation when we are reading loudly. Agreeing to Pearson and his companion, reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information recommended by the written dialect, and the setting of reading situation.⁹ It refers that reading is a process of understanding a passage because when we are reading, we are trying to catch up the point. It is same as Heilman that said the process of getting

⁸ Jeremy Harmer, (2007), *How to teach English*, Edinburgh: Pearson ELT, p.11

⁹ Pearson & Raphael, (1993), *Teaching Reading to English Language Learners: A Reflective Guide*, Corwin Press. p.283

meaning from printed word symbols called by reading¹⁰. Reading is not only reading the text by pronouncing all the words on the entry, yet additionally to get meaning from the text. It is a active cycle which the reader has to know each meaning of each word in a text.¹¹

In the other hand, reading is an activity in which somebody reads a text and catches the significance of the text. Reading helps you to learn in the new language, vocabulary and makes you more comfortable with the language.¹² At that point, Grabe and Stoller referenced that reading is the ability to increase importance from printed language and decipher the data fittingly.¹³ It is same as the previous definition which reading is kind of activity that interpret the meaning that the reader try to catch the meaning from what they have read before. Reading is kind of activity to think because when we are reading we also comprehend the passage. When we are reading, a reader can draw new inferences. According to the definition above, the researcher concluded that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately.

There are two related cycle in reading which are word recognition and comprehension. Word recognition means the way toward seeing how composed images relate to one communicated in language. Comprehension is a cycle to

¹⁰ Arthur W. Heilman, (1967), *Principles and Practicing of Teaching Reading*, Ohio: Charles E. Merrill Publishing, p. 8.

¹¹ Yani Lubis, *The Effect of DRTA Teaching Strategy and Learning Style on Students' Achievement in Reading Comprehension at Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera*, Vision: Journal of Language, Literature & Education, Vol. 13, No. 13, (2018), p. 2.

¹² Mikulecky & Jeffries, (1986), *Reading Power*. USA : Publishing Company Addison-Wesley, p.1

¹³ William Grabe and Fredicka L. Stoller, (2002), *Teaching and Researching Reading*, London: Pearson Education Limited, p. 3

understand about significance. To fathom a text, the reader must be able to decipher words and access text joining processes to construct meaning and hold the content of the words long enough for it is to stimulate their stores of related information in their drawn out recollections..¹⁴

The reason of reading is to fathom. It means that the readers or the students should be able to comprehend what they read. Yet, the fact shows that numerous students can not understand well the materials they read. There are a few factors that cause the trouble in understanding the text, such as the materials are too difficult, the lack of vocabulary, lack of background knowledge, and the students do not have the purpose of reading. From that definitions above, reading comprehension is a cycle of reading which the reader attempts to get the significance of the content so as to interpret the entire section well. At that point, in reading we have to comprehend for building the points from the passage so we can understand well from what we have read. ¹⁵

To make it clearly about expression that has been mentioned, to read is the primary one that Allah asked us to undertake it. Allah SWT expressed in Quran Surah Al-Alaq verse 1 until 5 as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ ﴿٣﴾
 أَلَمْ يَعْلَم بِالْقَلَمِ ﴿٤﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٦﴾

¹⁴ Cunningham & Stanovich, (1998), *What reading does for the mind*. Available at (<https://www.researchgate.net/publication/237109087>, retrieved on: May 15, 2020, p.6

¹⁵ Maryati Salmiah, *Reading as Important Skills for Students*, Vision, Vol 12, p.7

Meaning: Read! In the Name of the Lord Who has created (all that exist) (1) Has created man from a clot (a piece of thick coagulated blood) (2) Read! And your Lord is the Most Generous (3) Who has taught (the writing) by the pen (4) He has taught man that which he knew not (5).

“Iqra” is the first word of the verse which is “Read!” First, we are a human who came to this world without know nothing, but with all our abilities that Allah gives us now we can read what we want to read. This verse also mentioned that Allah asks human to read because by reading we can acquire knowledge.¹⁶

Then, Moeslim is a religion that establishes compulsory education as follows:

عن انس بن مالك رضي الله عنه قل : قل رسول الله صلى الله عليه وسلم : طلب العلم فريضة على كل مسلم

Meaning: From Anas bin Malik: He said: Rasulallah SAW said: “Seek knowledge is an obligation for moeslem|

The meaning of hadis above is that The Prophet of Muhammad asks us to find science because it is an obligation. Subsequently, it is fundamental for everybody and it is very certain that to learn is a commitment for moslem, with the information we can share our insight to the others, it tends to be helpful for others which will guide us to the satisfaction both in this world and here after. Hence, there is no any purpose behind the moslem for being lazy on the grounds

¹⁶ Kementrian Agama Republik Indonesia. *QuranWeb*. Retrieved from (<https://risalahmuslim.id/quran/al-alaq/96-4/>), Accessed at 22 February 2020.

that without knowledge we are the moron. One of thing that we can get the knowledge is from reading. Reading can be a way to unlock the unknown one.¹⁷

Reading has many benefits for us as Q.S Al-Isra verse 106:

وَقُرْآنًا فَرَقْنَاهُ عَلَىٰ لَتَفْرَأَهُ النَّاسُ عَلَىٰ مَكْثٍ وَنَزَّلْنَاهُ تَنْزِيلًا

Meaning: (It is) a Qur'an which We have divided (into parts from time to time), in order that you might recite it to men at intervals: We have revealed it by stages.

The meaning of the content of that verse is the Qur'an which was revealed to the prophet Muhammad to be a differentiator between guidance and error, truth and falsehood; and to recite it to humans slowly and slowly, and Al-Quran is sent down in small increments, according to the events that occur and the demands of conditions. From the content of the verse, reading has many benefits for our lives, by reading we know and understand science. As well as reading can give us a clue between truth and falsehood.¹⁸

The students skill of understanding is the students power to get score based on the result of the test. Rasulallah Saw said that as follows:

عن أبي هريرة رضي الله عنه قال : قال رسول الله صلى : الله
عليه وسلم : من سلك طريقا يلتمس فيه علما سهل الله به طريقا الى الجنة
(رواه مسلم)

¹⁷ Ibnu Hajar Al-Asqalani, (2006), *Ringkasan Taribghih wa Tarhib*, Jakarta: Pustaka Azzam, p.27

¹⁸ *Ibid.*, Kementrian Agama Republik Indonesia. *QuranWeb*. Accessed at 28 October 2020.

It means: "Abu Hurairah r.a reported Allah Messenger (May peace be upon him) as saying: He who treads the path in search of knowledge, Allah would make that path easy, leading to paradise for him. (HR. Muslim).

Then, based on hadis below:

عَنْ أَبِي أُمَامَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ: سَمِعْتُ رَسُولَ اللَّهِ ﷺ يَقُولُ: « أَقْرَأُوا الْقُرْآنَ فَإِنَّهُ يَأْتِي يَوْمَ الْقِيَامَةِ شَفِيعًا لِأَصْحَابِهِ ». (رواه مسلم)

From Abi Umamah r.a. said, I listened Rasulallah Saw, said that "Read Quran because Quran at the last day will give syafaat for the readers" (H.R. Muslim)

From the explanation above, it can be conclude that reading without understanding what is said in the text is useless. Therefore, comprehension in reading a text is important. If the reader can read the words but do not understand what they are reading, they are not really reading. So, comprehension is a process which is a readers' construct the meaning by interacting with the text by combining readers' prior knowledge and previous experience to gain the information.

The connection of verses and hadis above is every student must do reading because accomplishment of reading comprehension is result of what a person has learnt to know the meaning of the text in extracting science from the text. Reading also gives benefits for us.

A.2 Purpose of Reading

In reading a book or a text, the readers have an intention in mind about what they want to get by reading. For instance, the reader reads a newspaper to obtain information about issues of the world. The main of purpose of reading is to read to gain the meaning or to peruse so as to get the data and thoughts.¹⁹ Another example is the reader reads a novel for enjoyment. The purpose of reading is various. Grabe and Stoller classified the use of reading such as reading to search for simple information, reading to learn, reading to integrate information, write, and critique texts, and reading for general comprehension.²⁰

- 1) Reading to search for simple information, in reading for simple information, the readers scan a text to find explicit information. In gaining particular knowledge, readers have to know what they are looking for before they begin to read. As an example, someone scans the D column in the phone book to find Dany's phone number. In scanning, the readers need to move quickly over the text, ignore the unknown vocabulary, and focus on the information they are looking for. In contrast to scanning, skimming is a part of reading for the general idea. Reading to skim is used to get the information and the main idea in a fast way. When skimming, the readers focus on the main ideas and skip the details of the text.
- 2) Reading to Learn Generally, Reading to learn occurs in the academic and professional context where the readers acquire information. For example, the readers read a computer book because they want to know how to

¹⁹ Derliana Marbun, (2014), Reading on Purpose, Medan: FITK, p.4

²⁰ William Grabe and Fredrica L. Stoller, (2011), *Teaching and Researching: Reading (Applied Linguistics in Action)*, 2nd Edition, New York: Routledge, p. 5-9

operate a computer. Reading to learn requires the ability to remember the main thoughts and supporting details of passages that the readers read, recognize and form rhetorical frames, and connect the text to the readers' prior knowledge. Reading to learn is an active activity because the readers need to convert letters into meaningful words so they can obtain the message.

- 3) Reading to integrate information, write, and critique texts, Reading to integrate information means that the readers interface the prior text they read with the knowledge of the new content for appreciating the new text. The readers correlate kinds of information to their prior knowledge. Consequently, there is an interactive process between the readers and the printed page. Then, reading to write and critique text which is different from reading to combine information. Both reading to write and critique text need ability for selecting, critiquing, and composing the information of a text. Besides, reading to critique text can be useful for deciding which information the readers want to combine and how to correlate with the readers 'objective.
- 4) Reading for general comprehension is the ability to understand the information of a text and interpret the information properly. Unfortunately, getting a general understanding of a text is not easy. The general comprehension can be achieved by fluent readers because the decoding process and comprehending a written text happen concurrently. In that process, the readers attempting to decipher the words and describe the complete information of a text.

Thus the researcher concludes that everyone has their purpose of reading whether to get the specific information through scanning and skimming process, to learn by synthesizes information from the reading source, to integrate information, write, and critique texts, or to get the general comprehension.

A.3 Recount Text

A.3.1 Definition of Recout Text

According to Dalimunthe, recount text is a text which tells the previous occasions.²¹ Anderson and Anderson also stated that recount text is a piece of text that retells past events, usually in the order in which they happened.²² The purpose of recount text is to provide the audience with a depiction of what occurred and when it occurred. It can be likewise a cheerful or pitiful memory of the students or their encounters in the past events. In light of Djuhari, Recount text is a text which tell occasion in the form of sequences to give data or entertain the readers.²³ It means that recount text to tell event in a sequences and to give reader some information.

Recount is a sort of genre that has social function to retell event for the reason for informing or entertaining.²⁴ The tense that used in recount text is past tense. Social reason of recount text is to reconstruct past experiences by retelling

²¹ Muhammad Dalimunthe and Sholihatul H. Daulay, (2019), *Holiday Picture: A Media to Enhance Students' Ability at Writing Recount Text*, Universitas Islam Negeri Sumatera Utara. Retrieved at <http://repository.uinsu.ac.id/6763/>

²² Mark Anderson and Kathy Anderson, (1997), *Text Types in English 1*, South Yarra : MacMillan Education Australia PTY LTD, p.48

²³ Otong Setiawan Djuharie, (2009), *Essay Writing*, Bandung : CV Yrama Widya, p.153

²⁴ Ken Hyland, (2009), *Teaching and Researching Writing*, Harlow: Pearson Education Limited, p.20

occasions in original sequence. We can look at the sample of relate in personal letters, police report, insurance claims, and incident reports. According to Knapp, recount text essentially is written out to make a report about an experience of a series of related occasions. It means that recount text is to report data or to tell the experience from an earlier time which has a reason to entertaion individuals.

Thus, the researcher reasoned that recount text is a text which retells about something which happened at the past which including what happened, who was involved, where it took place, when it happened, why it occurred, and how it happened.

A.3.2 Generic Structure of Recount Text

Garrot and Wignell explained the generic structures of recount text as follows:²⁵ Orientation is to give the settings and introduces participants. It means that the recount text begins by telling the reader about who was involved, what happened, where this event took place, and when it happened.

Events is to tell what happened, in what arrangements. It means that the fundamental events that occurred in that story. The purpose is to give more explanation about what it happened and how it happened.

Re-orientation is the discretionary conclusion occasions. It implies that a conclusion of a story. In other words, this is sort of text that saying about how thing in the past happens in sequentially and furthermore saying about feeling of that things. Some recount texts have an evaluative comments and occasion

²⁵ Linda Gerrot and Peter Wignell, (1995), *Making Sense of Functional Grammar*, New South Wales : GerdStabler, p.192

depicted already, however this is just discretionary. The end is written in the last section, and in light of the fact that this part is optional, some recount text may not have this conclusion paragraph.

A.3.3 Language Features in Recount Text

The common grammatical features of recount text as follows:²⁶

- 1) Use nouns and pronouns to identify people, animals, things involved, *e.g., man, cat, town, etc.*
- 2) Use actions verbs to refer to events, *e.g., wanted, decided, etc.*
- 3) Use past tense to locate events in relation to speaker's or writer's time, *e.g., A rich man wanted to buy a yacht last year.*
- 4) Use conjunctions and time connectives to sequence of events, *e.g., finally, and, then, etc.*
- 5) Use adverb and adverbial phrase to indicate place and time, *e.g., cheerfully, quickly, strongly, etc.*
- 6) Use adjective to describe nouns, *e.g., beautiful, fast, good, etc.*

²⁶ Ken Hyland, *op.cit.*, p. 135

A.3.4 Example of Recount Text

Title	My Holiday in Labuan Bajo
Orientation	<i>Last year, I visited Labuan Bajo with my family, We stayed at five stars hotel in Flores Island, Nusa Tenggara region of east Indonesia. The hotel looks like a house from Savanah.</i>
Events	<i>In the morning, my father and I did snorkeling in the blue sea. The sea was very beautiful and the water was cool. Then, we rode on banana boat. It was scary, but it was fun. Then, we took pictures of beautiful scenery there. After that, we took a rest and had breakfast in the cozy restaurant. Before we got home, we went to the market for shopping some souvenirs. Finally, we went home in the afternoon.</i>
Re-Orientation	<i>We were tired. However, I think it is really fun to have holiday like this. I hope my next holiday will be more fun.</i>

A.4 Story Pyramid Strategy

A.4.1 Definition of Story Pyramid Strategy

Reading strategy is necessary in the teaching learning process because it has a positive impact on students' reading comprehension. The story pyramid is a type of graphic organizer for helping the students in understanding a text by organizing information. According to Jonson, the story pyramid strategy is a

structured format for summarizing the essential parts of a story.²⁷ Story pyramid is a visual tool will help the students to comprehend the reading text easily and enjoyably. Novitaningrum defines a story pyramid as an outline that involves several instructions for describing the essential parts from a story, for instance, the main character, the setting, and the significant events in the plot.²⁸ Through the story pyramid, the reader can arrange the essential elements into a pattern using the pyramid. Moreover, Pam Epler said that the story pyramid is an enjoyable strategy that used to understand the aspect of a paragraph.²⁹ The story pyramid strategy can be used by students to comprehend a paragraph without pressuring them.

Based on the definition of the story pyramid, the story pyramid appears as a visual tool that efficiently promotes reading comprehension. The story pyramid helps the readers to separate the essential parts of a text.

Then, reading is not an easy process because it involves the work eye and brain almost to get information or message from the text so that to make the students be able to read effectively, efficiently and correctly, the teachers should prepare suitable strategy in teaching English, especially in reading as mentioned in the Holly Quran An – Nahl verse 125.

²⁷ Kathleen Feeney Jonson, *60 Strategies for Improving Reading Comprehension in Grades K-8*, (California: Corwin Press, 2006), p. 184.

²⁸ Angella Novitaningrum, *The Implementation of Story Pyramid in Teaching Writing Narrative Text for Eight-Grade at SMPN 2 Sidoarjo*, Jurnal Mahasiswa Unesa, Vol. 3, No. 2, 2015, p. 3

²⁹ Pam Epler, *Examining Response to Intervention (RTI) Models in Secondary Education*, (US: Information Science Reference, 2015), p. 92

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْ لَهُم بِالَّتِي
 هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
 بِالْمُهْتَدِينَ ﴿١٥﴾

Meaning: “Invite all the way of thy lord with wisdom and fair exhortation, and reason with them in the better way. Lo! Thy lord is the best aware of him who strayed from his way, and he is best aware of those who go aright.

From the verse above, we know that the teachers should use the good strategy when they are teaching, in order the students will be easy to understand the material.³⁰

A.4.2 Procedures of Story Pyramid Strategy

Story pyramid is an attractive strategy to help students to comprehend the elements in a story. There are nine procedures that the students should follow in the story pyramid. The procedures of story pyramid strategy as follows:³¹

Step 1: mention of the main character.

Step 2: Use two words to describe the main character.

Step 3: Use three words to describe the setting of the story

Step 4: Use four words to mention the problems of the story

³⁰ Kementrian Agama Republik Indonesia. *QuranWeb*. Retrieved from (<https://risalahmuslim.id/quran/al-alaaq/96-4/>), Accessed at 30 October 2020.

³¹ *Ibid.*, p.94

Step 5: Use five words to tell one event of the story

Step 6: Use six word to tell second event of the story

Step 7: Use seven words to tell third event of the story

Step 8: Use eight words to describe the last event of the story

Step 9: Use nine words to conclude the story



Figure 2.1 Story Pyramid Strategies

A.4.3 Advantages and Disadvantages of Story Pyramid Strategy

1) Advantages

- a. Story Pyramid helps the students to pinpoint highlights of a story and describe the important part using a limited number of words.
- b. The requirement of brief responses stretches the students' thinking and it is fun.
- c. Having repeated contact with the material.

2) Disadvantages

- a. It needs more time to do in the first time.
- b. It needs more vocabularies.

A.4.4 Teaching Reading Recount Text by Using Story Pyramid Strategy

There are several steps in teaching story pyramid strategy. First, the teacher asks the students to read aloud at the selected text. Second, the teacher allows the students to ask the hard words for them. After the students read the text, the teacher and students discuss the hard words. Then, the teacher can show the design of the story pyramid and how to use the strategy. Next, the teacher can give students some question such as “Can you mention the main character using two words?”, “Can you explain where the story took place using three words?” and so on. After that, the teacher gives every student the story pyramid task sheet. Every student asked to complete the task sheet in a paired group. When the students finish in completing the task sheet, the students should create one passage from the information they have collected in the story pyramid task sheet.

B. Related Studies

There are applicable investigates managing with this study. The first research was conducted by Tiar Rivani (2018) with the title *"The Effectiveness of Story Pyramid Strategy to Teach Reading at Tenth Grade of SMK Negeri 2 Sragen in Academic Year 2018/2019"*. In order to pick up the objective of the investigation, the writer led a experimental research. The fundamental score of both experimental class and control class is differerent. The mean score of reading comprehension of the understudies in experimental class who were showed utilizing story pyramid strategy at 10th grade students of SMK Negeri 2 Sragen is 67,07. The main score of reading comprehension of sudents in control class who

were taught using small group discussion at tenth grade students of SMK Negeri 2 Sragen is 60,52. In addition the results of t-test showed t-count (2,59) was higher than t-table (2,002) with significance level of 0,05. It means that t-count was higher than t-table ($2,59 > 2,002$). From the explanation above, it can be inferred that story pyramid is effective to instruct reading comprehension.³²

The second past research was led by Elly Wardiningsih and her companions. The research is entitled *"Improving Students' Reading Comprehension on Narrative Text through Story Pyramid Strategy"*. The author has conducted a classroom activity research. On the first cycle the author utilized story pyramid methodology as a strategy to improve the students reading comprehension on finding out the real or detail data and understanding language feature on narrative text. The writer utilized picture and table as helping strategy in this cycle and the students' mean score was 45. In the second cycle the essayist utilized story pyramid technique helped by questioning and guided inquiry and students' mean score was 67,1. The writer used story pyramid procedure helped by picture, guided question and jumble word in third cycle and the understudies' mean score in this cycle was 79,8.³³

The third previous research was taken by Alifia Seftiana (2017) entitled *"Enhancing Students' Writing Skill by Using Story Pyramid Strategy at Eighth Grade of SMPN 1 Kaduhejo"*. The method that was used in this research was quantitative method. The result showed that there was a significant difference

³² Tiar Rivani, (2018), *The Effectiveness of Story Pyramid Strategy to Teach Reading at Tenth Grade of SMK Negeri 2 Sragen in Academic Year 2018/2019*, Surakarta : IAIN Surakarta Pendidikan Bahasa Inggris, p.85

³³ Elly Wardiningsih et all, (2018), *The Effect of Story Pyramid Strategy Toward Students' Writing Narrative*, (Jakarta: Syarif Hidayatullah State Islamic University), p. 49

between students' writing expertise in narrative text by utilizing story pyramid strategy and without story pyramid technique. It implies that, story pyramid procedure is viable and applicable towards students' writing skill.³⁴

The fourth previous research was conducted by Zahra Siti Muslimah entitled *"The Effect of Story Pyramid Strategy toward Students' Writing Narrative (A Quasi-exploratory Research of the Eighth Grade Students at MTsN 1 Bekasi in the Academic Year 2017/2018)"*. In synopsis, this research showed that utilizing story pyramid strategy can affect students' composing narrative text at the eighth grade students of MTsN 1 Bekasi.³⁵

The last previous research was directed by Dwi Kartini Ningsih which entitled *"The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text toward The Student's Reading Comprehension at The Eight Grade of SMPN 1 Sumbergempol Tulungagung in Academic Year 2014/2015"*. This research used quasi experimental research with quantitative approach. Information analysis of this research was utilizing Independent Samples t-test with SPSS 16,0. The result of computation, t-count was (3,024) and t-table was (2,001). By comparing the "t" was $t\text{-count} > t\text{-table}$ known that $(3,024 > 2,001)$. The huge worth is $0,004 < 0,05$. Based on the result above, the alternative hypothesis (H_a) that state is noteworthy contrast of understudies' reading comprehension by using story pyramid strategy is acknowledged, while the null hypothesis (H_o) that states there is no significant

³⁴ Alifia Spetiana, (2017), *Enhancing Students' Writing Skill by Using Story Pyramid Strategy at Eighth Grade of SMPN 1 Kaduhejo*, Banten : UIN Sultan Hasanuddin Banten Pendidikan Bahasa Inggris, p.47

³⁵ Zahra Siti Muslimah, (2018), *The Effect of Story Pyramid Strategy toward Students' Writing Narrative (A Quasi-experimental Research of the Eighth Grade Students at MTsN 1 Bekasi in the Academic Year 2017/2018)*, Jakarta: UIN Syarif Hidayatullah Pendidikan Bahasa Inggris, p.49

difference of students' reading cognizance by using story pyramid technique is dismissed. Finally, it can be concluded that story pyramid technique is effective to instruct reading comprehension especially narrative text for the eighth grade of SMPN 1 Sumbergempol Tulungagung in the scholarly year 2014/2015.³⁶

C. Conceptual Framework

Reading is a fundamental skills that has to be acquired by students. It is because reading is a skill for gaining information spreads everywhere. In the learning process, the students use books, texts, and other media. To understand the information in those media, the students require to have reading skill. Moreover, reading has a great emphasis on the National Examination. There were many studies explained that reading becomes an essential activity considering the benefits given by reading. However, some students still face reading problems. The students cannot find both general and specific information in passages also cannot mention the characteristics or features of the text. They are not interested in doing the reading. Those problems occur because of the limited teachers' strategy. The strategy used by the teacher is not facilitating the students in learning reading comprehension.

To solve those problems, the use of a story pyramid strategy is believed as the appropriate strategy in learning reading comprehension. The Story pyramid strategy facilitates the students to pinpoint the essential parts of a story. By using the story pyramid strategy, the teacher is expected to teach the reading recount

³⁶ Dwi Kartini Ningsih, (2015), *The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text toward The Student's Reading Comprehension at The Eight Grade of SMPN 1 Sumbergempol Tulungagung in Academic Year 2014/2015*, Tulungagung: IAIN Tulungagung Pendidikan Bahasa Inggris, p.49

text easily. The story pyramid helps the teacher to explain the structure of recount text easily. For students, the story pyramid is expected to be effective for them in learning reading inside and outside the classroom.

D. Hypothesis

Based on the theoretical above and conceptual framework, the researcher formulated the hypothesis as follows:

- 1) Alternative Hypothesis (H_a) : There is a significant effect of story pyramid strategy on students' reading comprehension of recount text at the tenth grade students of MA PM Darul Ihsan Hamparan Perak.
- 2) Null Hypothesis (H_0) : There is no a significant effect of story pyramid strategy on students' reading comprehension of recount text at the tenth grade students of MA PM Darul Ihsan Hamparan Perak.

CHAPTER III

RESEARCH METHOD

This chapter presents place and time of the research, the population and sample, research design, operational variable, instruments of data collection, validity and reliability, technique of collecting data, and technique of analyzing data.

A. Place and Time of Research

The research was conducted at MA Pesantren Modern Darul Ihsan Hamparan Perak. The location of research is at Jl. H. Mustafa Kamil, Desa Selemak, Hamparan Perak, Deli Serdang, Sumatera Utara. The reason for choosing this school to be a location of the study because 1) The school was very welcome and let the researcher did research in here, even though this pandemic still going on. 2) Besides that, the same research has never been conducted in this school and this school is very welcome because the aim of this research can improve the quality of teaching and learning. 3) The students had difficulties in the process of reading comprehension. It could be seen the students could not find both general and specific information in a passage. This research conducted in three meetings.

B. The Population and Sample

Syaukani defined that population is a particular class of people with a specialized set of characteristics.³⁷ The population of this research is the students at MA PM Darul Ihsan Hamparan Perak which is located in Desa Selemak,

³⁷ Syaukani (2018), *Metodologi Penelitian Pendidikan*, Medan : Perdana Publishing, p.35-36

Hamparan Perak. This research chose the tenth grade students in academic year 2020/2021. The reason for choosing the tenth grade students adjusted by learning material. Learning material is recount text. According to K13, recount text is included in tenth grade of senior high school. There are four class of tenth grade students and the information about the total number of four classes of tenth grade students as follows:

Table 3.1 The Population of Research

No.	Class	Number of the students
1.	X-A	35
2.	X-B	37
3.	X-C	35
4.	X-D	37
Total		144

Source of Data : Head master of MAS Darul Ihsan the Academic Year 2020/2021

Sample is the subset of populations.³⁸ This research focused on the tenth grade students of MA PP Darul Ihsan Hamparan Perak in the academic year 2020/2021. The researcher obtained two groups for becoming as sample then picked up randomly by using technique of lottery. The researcher wrote each class on the slip of papers, after that put it into the glass where the glass would be beaten. And then, the researcher took two paper slip off of the glass. The result of sampling was X-B and X-C. Then, the researcher put again X-B and X-C into the glass to decide which one become Experimental Class and which one become Control Class. As the result, X-B became the Experimental Class while X-C became the Control Class. Both of them received pre-test and post-test. In this

³⁸ Syaukani, *Ibid.*, p.35-36

research, X-B became an experimental class and was taught about recount text by using Story Pyramid Strategy. Meanwhile, X-C became a control class and was taught about recount text without using Story Pyramid Strategy. The information about sample as follows:

Table 3.2 Number of Sample

No.	Class	Number of Students
1.	X-B (Experimental Class)	37
2.	X-C (Control Class)	35
Total		72

C. Research Design

In this research, the researcher used quantitative research and the design of this study was experimental research design. In this research, the researcher applied pre-test and post-test. The researcher used two intact classes divided into experimental class and control class. Experimental class got a treatment by using story pyramid strategy while control class was taught without story pyramid strategy. Both of groups were given pre-test before doing treatment with the same as test. Finally, both of them, the experimental and control class were given post-test with the same as test. The design of this study as follows:³⁹

³⁹ Donald. 2010. *Introduction to Research in Education 8th Edition*, WADSWORTH CENGAGE Learning Product in Canada by Nelson Education, p. 316

Table 3.3 Pre-test and Post-test Design

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Using Story Pyramid Strategy	✓
Control	✓	Without using Story Pyramid Strategy	✓

D. Operational Variable

The title of this study is “The Effect of Story Pyramid Strategy on Students’ Reading Comprehension of Recount Text at The Tenth Grade Students of MA PM Darul Ihsan Hamparan Perak”. There are two variables in this research namely independent and dependet variable.

1. Independent variable in this research applies story pyramid strategy in teaching recount text. It is applied to know the effect of story pyramid strategy on students reading comprehension of recount text at the tenth grade students.
2. Dependent variable is the students’ reading comprehension of recount text.

E. Intruments of the Research

In this research, Instrument means as a tool to collect the data. This research used test as an instrument to collect data. The instrument of the research was multiple choices reading comprehension questions. This research took the questions from books and put it into a piece of papers. The books as resource of a test were book from another school in order to make sure the questions were

different and the students in this research had never seen these questions before. In this research, the test was divided into two tests which were pre-test and post-test. The pre-test was a test that used to know students' skill on reading comprehension of recount text before applying the treatment. The researcher asked students to do 10 multiple choices of reading comprehension questions for pre-test. After the researcher teaching recount text with story pyramid strategy to the experimental class and teaching recount text without story pyramid strategy to the control class, the researcher asked students again to do 10 multiple choices of reading comprehension questions as the post-test. The students were given 35 minutes to finish the test. At the end, the researcher checked their work and gave the scores. The instruments for both tests can be seen in appendix 3.

F. Validity and Reliability

Kerkendal and Frank cited in Susilawati mentioned that a test is valid if it can measure what you want to be measured.⁴⁰ It means that the test in this research can be categorized as a valid test, if the test can measure the students' reading skill. Meanwhile, they stated that a test will be consider reliable if the test result are consistent.⁴¹ It means that a test is reliable if the test can provide consistent result when the test administrated in different time.

This research used the questions in multiple choices form as an instrument that was adopted from English book which titled Platinum : Contextual English (Enriched with Character Building Education) for Grade X of Senior High School

⁴⁰ Susilawati, (2018), *Metodologi Penelitian Kuantitatif: Kajian Teori dan Praktek*, Medan: CV Widya Puspita, p.161

⁴¹ Susilawati. *Ibid.*, p.21

Regular Program and written into a piece of question sheets. This research believed that the questions had been already valid because the questions had been determined before and based on provisions in K-13. In addition, this research also believed that the selected questions were reliable because the form of questions always provides in the book and it is used regularly to train students' reading comprehension.

G. Technique of Collecting Data

G.1 Pre-Test

Pre-test was designed in order to know the skills of students on reading comprehension of recount text before treatment was given. The pre-test aimed to see whether two classes of the students were relatively homogeneous. The questions had 10 multiple choices and the questions were adopted from English book which titled Platinum: Contextual English (Enriched with Character Building Education) for Grade X of Senior High School Regular Program. It can be seen in appendix 3.

G.2 Treatment

The treatment was given by the researcher for the experimental and control class. Both of them that became the samples were taught by using the same as materials but different teaching learning strategy. In experimental class (X-B), the researcher used Story Pyramid Strategy, meanwhile the control class (X-C) was taught without using Story Pyramid Strategy but using conventional method. Every meeting was about 80 minutes. The experimental was taught by using story

pyramid strategy can be seen in appendix 2 on page 71 and the control group will be taught by conventional method can be seen in appendix 2.

G.3 Post-Test

After the treatment process, the post-test was given to the experimental and control class. Post test was given to know the students' comprehension about recount text after giving treatment in the class. The questions consisted 10 multiple choices questions and the questions were adopted from English book which titled Platinum : Contextual English (Enriched with Character Building Education) for Grade X of Senior High School Regular Program. In post-test the questions are same as the pre-test. It can be seen in appendix 3.

H. Technique of Analyzing Data

The students' work in pre-test and post-test were scored by using the answers key that had been prepared before (it can be seen in appendix 3). The data were analyzed after conducting pre-test and pos-test and got the data. The analysis of data is the cycle of deliberately looking and masterminding the meeting record, field notes, and different materials that is collected to expand individuals comprehension of them and to empower individuals to introduce what they have found to other people.⁴² The objective of data analysis was to know the distinctions of students' accomplishment of perusing cognizance utilizing Story Pyramid Strategy and without using Story Pyramid Strategy and the significance of understudies' achievement in the perusing comprehension.

⁴² Sugiyono, (2007), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, p.34

After collecting the score, the data were analyzed. There are several parts of analyzing data, as follows:

H.1 Preliminary Analysis

H. 1.1 Normality of The Test

Normality test is done to pick up whether the information that got from the samples have ordinary dissemination or not. In this exploration, the ordinariness test was finished by utilizing Lilifors test. After getting L_o , it will be compared to L_t $\alpha = 0,05$. The characteristics of Liliefors can be seen below:

1. If L-observed (L_o) < L-table (L_t) means the data are normal
2. If L-observed (L_o) > L-table (L_t) means the data are not normal

H.1.2 Homogeneity Test

Homogeneity test is done to know whether the data from both classes is homogeneous or not. Homogeneity test was done by using Levene test. After getting the F_o , it will be compared to F_t $\alpha = 0,05$. The characteristic of Levene test is:

1. If F-observed (F_o) < F-table (F_t) means the data are homogenous
2. If F-observed (F_o) > F-Table (F_t) means the data are not homogenous

H.2 t-test

After normality and homogeneity test as a requirement of t-test had been done, the researcher collected the data from both classes in order to discover the significant effect of Story Pyramid Strategy on students' reading comprehension of recount text at the tenth grade students of MAS PM Darul Ihsan Hamparan Perak. The formula as follows. The data analysis used is T-Test to hypothesis test:

$$t_{observed} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The formula description:

\bar{x}_1 : mean score of experimental class

\bar{x}_2 : mean score of control class

S_1^2 : variant of experimental class

S_2^2 : variant of control class

n_1 : the number of experimental class

n_2 : the number of control class.⁴³

⁴³ Sudjana, *Metode Statistik*, (Bandung: Tarsito, 2005), hlm. 250.

H.3 Hypothesis Test

Hypothesis test is to know the aftereffect of test perception about samples.

The models of statistical theory as follows:

1. If t-test (t_o) < t-table (t_t) in critical level of 0.05 (5%), it implies that H_a is dismissed and H_o is acknowledged.
2. If t-test (t_o) > t-table (t_t) in critical level of 0.05 (5%), it implies that H_a is acknowledged and H_o is dismissed.

As the researcher explained before, the hypothesis of this study is:

1. Alternative Hypothesis (H_a): There is a significance effect of story pyramid strategy on students' reading comprehension of recount text at the tenth grade students of MA PM Darul Ihsan Hamparan Perak.
2. Null Hypothesis (H_o): There is no a significance effect of story pyramid strategy on students' reading comprehension of recount text at the tenth grade students of MA PM Darul Ihsan Hamparan Perak.

CHAPTER IV

RESEARCH FINDING

This chapter presents data description, data analyzing, testing hypothesis, research findings, and discussion of the research.

A. Data Description

In this section, the result of the study dependent on the gathered and analyzed information will be portrayed. The reason for existing is to discover the consequence of utilizing Story Pyramid Strategy to show recount text at the tenth grade understudies of MA PM Darul Ihsan Hamparan Perak. To discover the aftereffect of understudies' understanding on describe text utilizing Story Pyramid Strategy, some result were recognized, they are the scores of understudies including pre-test and post-test. The researcher used an analysis of quantitative data. The pre-test was given at the first meeting of the class before the treatment was conducted. While, the post-test was given at the last meeting of the class after the treatment was conducted.

A.1 Experimental Class

A.1.1 The Calculation of Mean, Median, Mode, Variant, and Standard Deviation in The Students' score of Pre-Test (Experimental Class)

a. Mean

$$\bar{x} = \frac{\sum x}{n} \quad \text{Where}$$

$$\bar{x} = \text{mean}$$

$$\sum x = \text{the total of score}$$

$$n = \text{the total of frequency}$$

$$\begin{aligned}\bar{x} &= \frac{2070}{37} \\ \bar{x} &= 55,94\end{aligned}$$

b. Median

$$\text{Me} = X_{\frac{1}{2}(n+1)}$$

$$\text{Me} = X_{\frac{1}{2}(37+1)}$$

$$\text{Me} = X_{19}$$

$$\text{Me} = 60$$

c. Mode

It is the value of the data that most often appear. The value of the mode that often appear is 60.

d. Variant

$$S^2 = 63,66$$

e. Standard Deviation

$$S = \sqrt{63,66} = 7,97$$

A.1.2 The Calculation of Mean, Median, Mode, Variant, and Standard Deviation in The Students' score of Post-Test (Experimental Class)

a. Mean

$$\bar{x} = \frac{\sum x}{n} \quad \text{Where}$$

$$\bar{x} = \text{mean}$$

$$\sum x = \text{the total of score}$$

$$n = \text{the total of frequency}$$

$$\bar{x} = \frac{2940}{37}$$

$$\bar{x} = 79,46$$

b. Median

$$Me = X_{\frac{1}{2}(n+1)}$$

$$Me = X_{\frac{1}{2}(37+1)}$$

$$Me = X_{19}$$

$$Me = 80$$

c. Mode

It is the value of the data that most often appear. The value of the mode that often appear is 80.

d. Variant

$$S^2 = 105,25526$$

e. Standard Deviation

$$S = \sqrt{105,25526} = 10,25$$

**Table 4.1 The Student's scores of Pre-test and Post-test in Experimental
Class**

No.	Initial	Pre-test	Post-test
1	AF	60	80
2	DAP	60	90
3.	AZ	50	80
4.	AAR	50	70
5.	AA	50	70
6.	AR	40	80
7.	DNA	50	70
8.	FS	50	80
9.	H	50	70
10..	IF	60	90
11.	LT	60	80
12.	M	60	80
13.	MTK	60	80
14.	MRM	50	50
15.	NP	50	80
16.	NAD	50	70
17.	N	60	70
18.	NN	60	80
19.	NA	60	90
20.	NU	60	90
21.	RF	60	90
22.	SHA	50	80
23.	SA	60	90
24.	SN	50	80
25.	TH	70	100
26.	TAL	50	80
27.	WZ	60	90
28.	AS	50	70

29.	DA	40	70
30.	DP	60	90
31.	FH	60	80
32.	FT	50	90
33.	F	60	70
34.	PN	50	60
35.	PR	60	70
36.	RR	80	90
37.	ZA	70	90
	TOTAL	2070	2940
	MEAN SCORE	55,94	79,46
	MEDIAN	60	80
	MODE	60	80
	VARIANCE	63,66366	105,25526
	STANDARD DEVIATION	7,97895	10,2594
	MAXIMUM SCORE	80	100
	MINIMUM SCORE	40	50

Based on the data above in the experimental class, the mean score of pre-test was 55,94 meanwhile the meanscore of pos-test was 79,46. The main score raised 23,52 from the pre-test to post-test. The median score in pre-test was 60 while the median score for post-test was 80. Then, the mode score 60 for pre-test and 80 for post-test. The highest score of the pre-test was 80 and the highest score of post test was 100. The lowest score of pre-test was 40 and the lowest score of post-test was 50.

A.2 Control Class

A.2.1 The Calculation of Mean, Median, Mode, Variant, and Standard

Deviation in The Students' score of Pre-Test (Control Class)

a. Mean

$$\bar{x} = \frac{\sum x}{n};$$

$$\bar{x} = \text{Mean}$$

$$\sum x = \text{the total of score}$$

$$n = \text{the total of frequency}$$

$$\bar{x} = \frac{1780}{35}$$

$$\bar{x} = 50,85$$

b. Median

$$Me = X_{\frac{1}{2}(n+1)}$$

$$Me = X_{\frac{1}{2}(35+1)}$$

$$Me = X_{18}$$

$$Me = 50$$

c. Mode

It is the value of the data that most often appear. The value of the mode that often appear is 50.

d. Variant

$$S^2 = 43,36$$

e. Standard Deviation

$$S = \sqrt{43,36} = 6,5$$

A.2.2 The Calculation of Mean, Median, Mode, Variant, and Standard Deviation in The Students' score of Post-Test (Control Class)

a. Mean

$$\bar{x} = \frac{\sum x}{n};$$

$$\bar{x} = \text{Mean}$$

$$\sum x = \text{the total of score}$$

$$n = \text{the total of frequency}$$

$$\bar{x} = \frac{2170}{35} = 62$$

b. Median

$$Me = X_{\frac{1}{2}(n+1)}$$

$$Me = X_{\frac{1}{2}(35+1)}$$

$$Me = X_{18}$$

$$Me = 60$$

c. Mode

It is the value of the data that most often appear. The value of the mode that often appear is 60.

d. Variant

$$S^2 = 57,64$$

e. Standard Deviation

$$S = \sqrt{57,64} = 7,59$$

Table 4.2 The Students' score of Pre-Test and Post-Test of Class

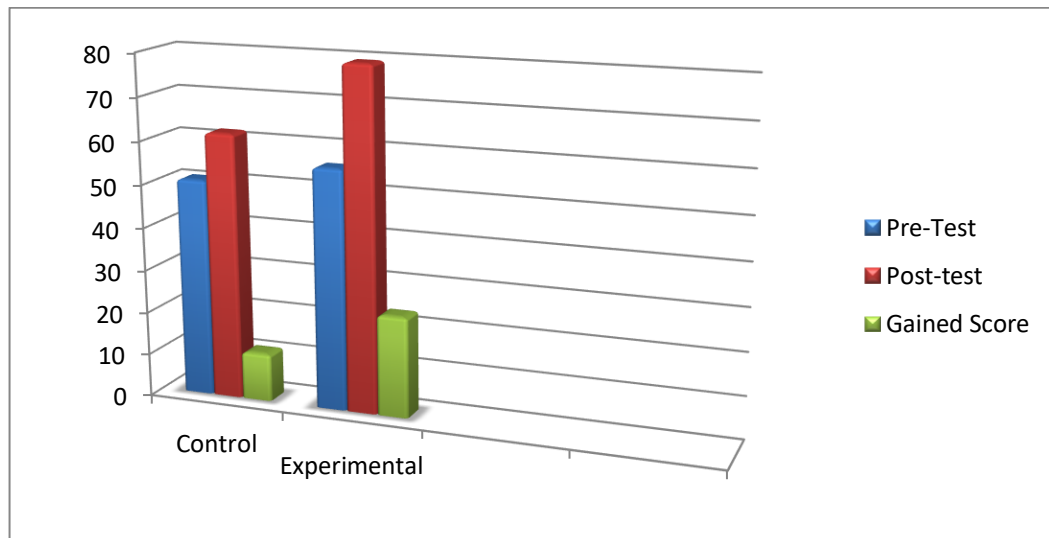
No.	Initial	Pre-Test	Post-Test
1	AH	60	50
2.	CP	50	60
3.	FAR	60	80
4.	LNR	40	60
5.	NZ	50	60
6.	NHF	60	60
7.	NA	40	50
8.	NAA	50	60
9.	NI	60	80
10..	PA	60	60
11.	PN	60	70
12.	SA	50	60
13.	NM	50	60
14.	NN	50	60
15.	BA	60	70
16.	IS	50	60
17.	KP	50	50
18.	KF	40	50
19.	MRH	50	60
20.	MF	40	60
21.	SW	50	60
22.	AZ	50	60
23.	AM	50	60
24.	AG	50	60
25.	CA	40	50
26.	D	50	70
27.	GF	50	70
28.	HR	50	60

29.	IS	60	70
30.	MA	40	70
31.	MD	50	70
32.	MDP	50	60
33.	MR	50	60
34.	S	50	70
35.	YN	60	60
	TOTAL	1780	2170
	MEAN SCORE	50,85	62
	MEDIAN	50	60
	MODE	50	60
	VARIANCE	43,36134	57,64
	STANDARD DEVIATION	6,58493	7,59
	MAXIMUM SCORE	60	80
	MINUMUM SCORE	40	50

Based on the table above in the control class, the means score wa 50,85 , meanwhile the meanscore of the post-test was 62. The mean score raised 11,15 from the pre-test to post-test. The median score for pre-test was 50 and 60 for post-test. Then, the mode score in pre-test was 50 while the mode score in post test was 60. The highest score of the pre-test was 60 and the highest score of pre-test was 80. The lowest score of pre-test was 40 and 50 for the post-test.

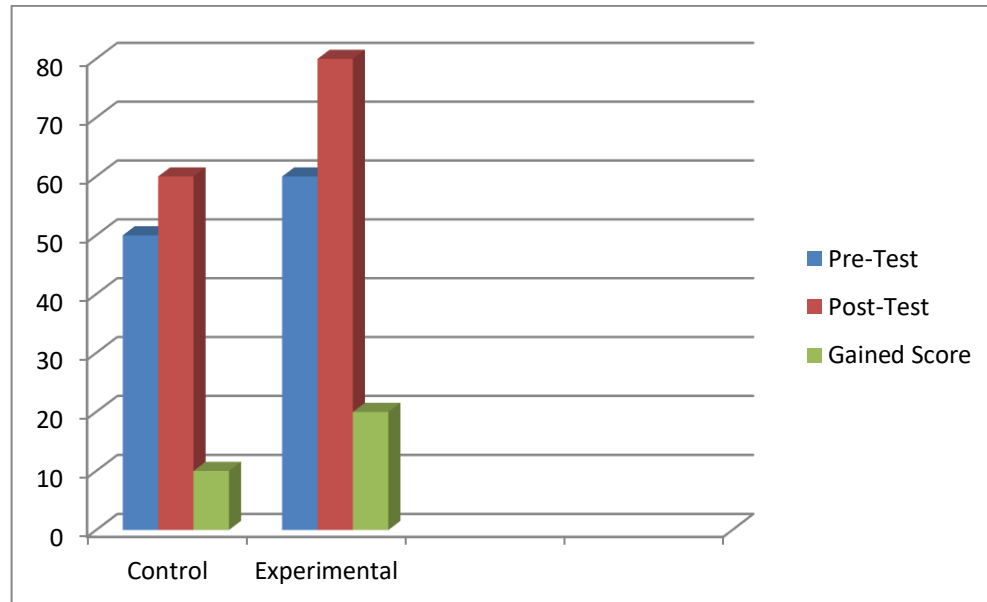
Here the comparison chart between the averages scores of the control class and the experimental class:

Chart. 4.1 The comparison between the mean score of experimental class and control class



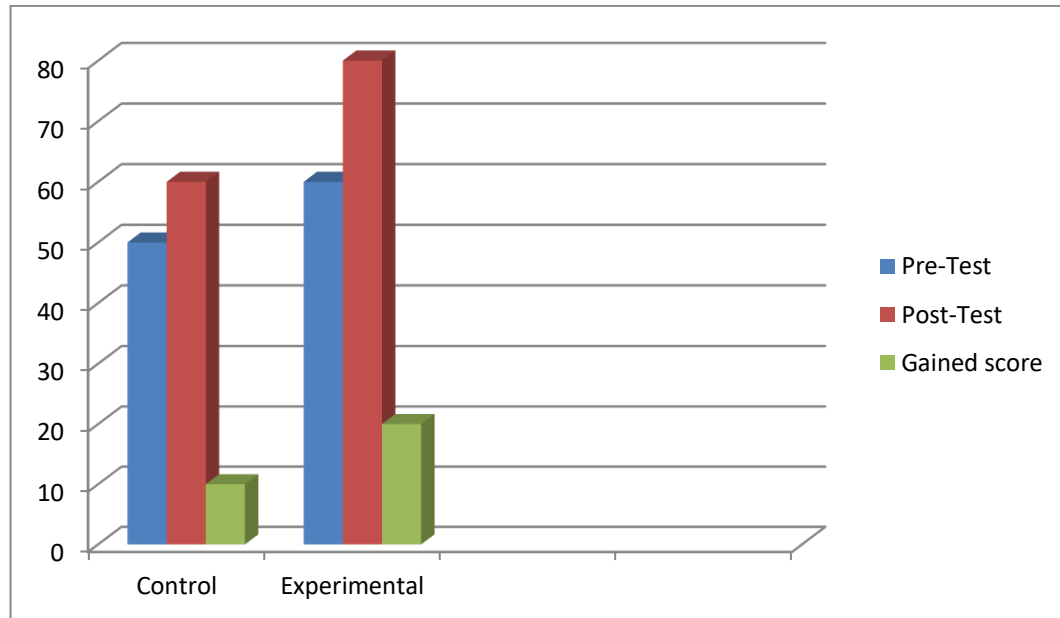
From the chart above, it can be seen that there was significant different score between the control class which taught without Story Pyramid strategy and the experimental class that was given treatment using Story Pyramid Strategy. The mean score of pre-test in the experimental class was 55,94 while in control class was 50,85. Then, the mean score of post-test in the experimental class was 79,46 while in the control class was 62. The mean score in the experimental class from pre-test to the post-test increased 23,52 meanwhile in the control class was only 11,15.

Chart. 4.2 The comparison between the median score of experimental class and control class



From the chart above, The median score of pre-test in experimental was 60 while in the control class was 50. Then, the median score of post-test in experimental class was 80 while the control class was 60. It can be seen that the median score in the experimental class from pre-test to post-test increased 20 meanwhile in the control class was 10.

Chart. 4.3 The comparison between the mode score of experimental class and control class



From the chart above, the mode score of pre-test in the experimental class was 60 while in the control class was 50. Then, the mode score of post-test in experimental class was 80 while in control class was 60. It can be seen which mode score in experimental class from the pre-test to the post-test increased 20 meanwhile in the control class was 10.

B. Data Analysis

B.1 Preliminary Analysis

B.1.1 Normality Test

This test is one of the requirements that should be fulfilled by the researcher before doing t-test calculation. The purpose is to find out whether the data from two classes are normally distributed or not. The researcher tested each test before and after treatment.

B.1.1.1 Normality Test of Experimental Class

Finding Z Score

$$\text{Formula } Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{40 - 55,94}{7,97} = -2$$

$$Z_i 2 = \frac{50 - 55,94}{7,97} = -0,7452$$

$$Z_i 3 = \frac{60 - 55,94}{7,97} = 0,508094$$

$$Z_i 4 = \frac{70 - 55,94}{7,97} = 1,761391$$

$$Z_i 5 = \frac{80 - 55,94}{7,97} = 3,014689$$

Finding S(Zi) Score

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$S(Z_i) 1 = \frac{2}{37} = 0,054$$

$$S(Z_i) 2 = \frac{17}{37} = 0,4594$$

$$S(Z_i) 3 = \frac{34}{37} = 0,9189$$

$$S(Z_i) 4 = \frac{36}{37} = 0,9730$$

$$S(Z_i) 5 = \frac{37}{37} = 1$$

Table 4.3 Normality Test of Pre-Test in Experimental Class

No.	Score (Zi)	F	FKu m	Zi	F (Zi)	S (Zi)	F(Zi)-S(Zi)
1.	40	2	2	-2,00	0,0274	0,054	-2,054
2..	40	2	2	-2,00	0,0274	0,054	-2,054
3.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
4.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
5.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
6.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
7.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
8.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
9.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
10.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
11.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
12.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
13.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
14.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
15.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
16.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
17.	50	15	17	-0,7452	0,2996	0,4594	-0,1598
18.	60	17	34	0,508094	0,695	0,8648	-0,1698
19.	60	17	34	0,508094	0,695	0,8648	-0,1698
20.	60	17	34	0,508094	0,695	0,8648	-0,1698
21.	60	17	34	0,508094	0,695	0,8648	-0,1698
22.	60	17	34	0,508094	0,695	0,8648	-0,1698
23.	60	17	34	0,508094	0,695	0,8648	-0,1698
24.	60	17	34	0,508094	0,695	0,8648	-0,1698
25.	60	17	34	0,508094	0,695	0,8648	-0,1698
26.	60	17	34	0,508094	0,695	0,8648	-0,1698
27.	60	17	34	0,508094	0,695	0,8648	-0,1698

28.	60	17	34	0,508094	0,695	0,8648	-0,1698
29.	60	17	34	0,508094	0,695	0,8648	-0,1698
30.	60	17	34	0,508094	0,695	0,8648	-0,1698
31.	60	17	34	0,508094	0,695	0,8648	-0,1698
32.	60	17	34	0,508094	0,695	0,8648	-0,1698
33.	60	17	34	0,508094	0,695	0,8648	-0,1698
34.	60	17	34	0,508094	0,695	0,8648	-0,1698
35.	70	2	36	1,761391	0,9608	0,9189	0,0419
36.	70	2	36	1,761391	0,9608	0,9189	0,0419
37.	80	1	37	3,014689	0,9987	1	-0,0013
Total	2070						
Mean	55,94595	L_o = - 0,1598					
Variance	63,66366	L_t = 0,145					
S.Deviation	7,978951						

From the table above, it can be seen that Liliefors observation $L_o = -0,1598$ with $n = 37$ and significant level of 0,05 from the critical value of Liliefor table value $L_t = 0,145$. It is known that the coefficient of $L_o (-0,1598) < L_t (0,145)$. Thus, it can be concluded the data distribution are normally distributed.

Finding Z Score

$$\text{Formula } Z_i = \frac{x_i - \bar{x}}{s};$$

$$Z_i 1 = \frac{50 - 79,46}{10,25} = -2,87164$$

$$Z_i 2 = \frac{60 - 79,46}{10,25} = -1,89674$$

$$Z_i 3 = \frac{70-79,46}{10,25} = -0,92203$$

$$Z_i 4 = \frac{80-79,46}{10,25} = 0,052687$$

$$Z_i 5 = \frac{90-79,46}{10,25} = 1,027403$$

$$Z_i 6 = \frac{100-79,46}{10,25} = 2,002119$$

Finding S(Zi) score

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$S(Z_i) 1 = \frac{1}{37} = 0,027027$$

$$S(Z_i) 2 = \frac{2}{37} = 0,054054$$

$$S(Z_i) 3 = \frac{1\ 2}{37} = 0,324324$$

$$S(Z_i) 4 = \frac{25}{37} = 0,675675$$

$$S(Z_i) 5 = \frac{36}{37} = 0,972973$$

$$S(Z_i) 6 = \frac{37}{37} = 1$$

Table 4.4 Normality Test of Post-Test in Experimental Class

No.	Score (Zi)	F	FKu m	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1.	50	1	1	-2,87146	0,0021	0,027027	-0,02493
2.	60	1	2	-1,89674	0,0287	0,054054	-0,02535
3.	70	10	12	-0,92203	0,1587	0,324324	-0,16562
4.	70	10	12	-0,92203	0,1587	0,324325	-0,16562
5.	70	10	12	-0,92203	0,1587	0,324326	-0,16562
6.	70	10	12	-0,92203	0,1587	0,324327	-0,16562
7.	70	10	12	-0,92203	0,1587	0,324328	-0,16562
8.	70	10	12	-0,92203	0,1587	0,324329	-0,16562
9.	70	10	12	-0,92203	0,1587	0,324330	-0,16562
10..	70	10	12	-0,92203	0,1587	0,324331	-0,16562
11.	70	10	12	-0,92203	0,1587	0,324332	-0,16562
12.	70	10	12	-0,92203	0,1587	0,324333	-0,16562
13.	80	13	25	0,052687	0,6985	0,675675	0,0229
14.	80	13	25	0,052687	0,6985	0,675676	0,0229
15.	80	13	25	0,052687	0,6985	0,675677	0,0229
16.	80	13	25	0,052687	0,6985	0,675678	0,0229
17.	80	13	25	0,052687	0,6985	0,675679	0,0229
18.	80	13	25	0,052687	0,6985	0,675680	0,0229
19.	80	13	25	0,052687	0,6985	0,675681	0,0229
20.	80	13	25	0,052687	0,6985	0,675682	0,0229
21.	80	13	25	0,052687	0,6985	0,675683	0,0229
22.	80	13	25	0,052687	0,6985	0,675684	0,0229
23.	80	13	25	0,052687	0,6985	0,675685	0,0229
24.	80	13	25	0,052687	0,6985	0,675686	0,0229
25.	80	13	25	0,052687	0,6985	0,675687	0,0229
26.	90	11	36	1,027403	0,8461	0,972972	-0,1268
27.	90	11	36	1,027403	0,8461	0,972973	-0,1268

28.	90	11	36	1,027403	0,8461	0,972974	-0,1268
29.	90	11	36	1,027403	0,8461	0,972975	-0,1268
30.	90	11	36	1,027403	0,8461	0,972976	-0,1268
31.	90	11	36	1,027403	0,8461	0,972977	-0,1268
32.	90	11	36	1,027403	0,8461	0,972978	-0,1268
33.	90	11	36	1,027403	0,8461	0,972979	-0,1268
34.	90	11	36	1,027403	0,8461	0,972980	-0,1268
35.	90	11	36	1,027403	0,8461	0,972981	-0,1268
36.	90	11	36	1,027403	0,8461	0,972982	-0,1268
37.	100	1	37	2,002119	0,9772	1	-0,0228
Total	2940						
Mean	79,45946	$L_o = -0,02493$					
Variance	105,2553	$L_t = 0,145$					
S.Deviation	10,2594						

From the table above, it can be seen that Liliefors observation $L_o = -0,02493$ with $n = 37$ and significant level of 0,05 from the critical value of Liliefors table $L_t = 0,145$. It is known that the coefficient of $L_o (-0,02493) < L_t (0,145)$. Thus, it can concluded that the data are normally distributed.

B.1.1.2 Normality Test of Control Class

Finding Z Score

$$\text{Formula } Z_i = \frac{x_i - \bar{x}}{s};$$

$$Z_i 1 = \frac{40 - 50,85}{6,58} = -1,64897$$

$$Z_i 2 = \frac{50 - 50,85}{6,58} = -0,13017$$

$$Z_i 3 = \frac{60 - 50,85}{6,58} = 1,388451$$

Finding S(Zi) score

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$S(Z_i) 1 = \frac{6}{35} = 0,171428$$

$$S(Z_i) 2 = \frac{26}{35} = 0,742857$$

$$S(Z_i) 3 = \frac{35}{35} = 1$$

Table 4.5 Normality Test of Pre-Test in Control Class

No.	Score (Zi)	F	F Kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1.	40	6	6	-1,64879	0,0505	0,171428	-0,1209
2.	40	6	6	-1,64879	0,0505	0,171429	-0,1209
3.	40	6	6	-1,64879	0,0505	0,171430	-0,1209
4.	40	6	6	-1,64879	0,0505	0,171431	-0,1209
5.	40	6	6	-1,64879	0,0505	0,171432	-0,1209
6.	40	6	6	-1,64879	0,0505	0,171433	-0,1209
7.	50	20	26	-0,13017	0,4483	0,742857	-0,2945
8.	50	20	26	-0,13017	0,4483	0,742858	-0,2945
9.	50	20	26	-0,13017	0,4483	0,742859	-0,2945
10..	50	20	26	-0,13017	0,4483	0,742860	-0,2945
11.	50	20	26	-0,13017	0,4483	0,742861	-0,2945
12.	50	20	26	-0,13017	0,4483	0,742862	-0,2945
13.	50	20	26	-0,13017	0,4483	0,742863	-0,2945
14.	50	20	26	-0,13017	0,4483	0,742864	-0,2945
15.	50	20	26	-0,13017	0,4483	0,742865	-0,2945
16.	50	20	26	-0,13017	0,4483	0,742866	-0,2945
17.	50	20	26	-0,13017	0,4483	0,742867	-0,2945
18.	50	20	26	-0,13017	0,4483	0,742868	-0,2945
19.	50	20	26	-0,13017	0,4483	0,742869	-0,2945
20.	50	20	26	-0,13017	0,4483	0,742870	-0,2945
21.	50	20	26	-0,13017	0,4483	0,742871	-0,2945
22.	50	20	26	-0,13017	0,4483	0,742872	-0,2945
23.	50	20	26	-0,13017	0,4483	0,742873	-0,2945
24.	50	20	26	-0,13017	0,4483	0,742874	-0,2945
25.	50	20	26	-0,13017	0,4483	0,742875	-0,2945
26.	50	20	26	-0,13017	0,4483	0,742876	-0,2945
27.	60	9	35	1,388451	0,9162	1	-0,0838

28.	60	9	35	1,388451	0,9162	1	-0,0838
29.	60	9	35	1,388451	0,9162	1	-0,0838
30.	60	9	35	1,388451	0,9162	1	-0,0838
31.	60	9	35	1,388451	0,9162	1	-0,0838
32.	60	9	35	1,388451	0,9162	1	-0,0838
33.	60	9	35	1,388451	0,9162	1	-0,0838
34.	60	9	35	1,388451	0,9162	1	-0,0838
35.	60	9	35	1,388451	0,9162	1	-0,0838
Total	1780						
Mean	50,857 14	L_o = - 0,1209					
Variance	43,361 34	L_t = 0,149					
S.Deviation	6,5849 33						

From the table above, it can be seen that Liliefors observation $L_o = -0,1209$ with $n = 35$ and significant level of 0,0f from the critical value of Liliefors table $L_t = 0,149$. It is known that coefficient of $L_o (-0,1209) < L_t (0,149)$. Thus, it can be concluded that the data distribution are normally distributed.

Finding Z Score

$$\text{Formula } Z_i = \frac{x_i - \bar{x}}{s};$$

$$Z_i 1 = \frac{50 - 62}{7,59} = -1,58$$

$$Z_i 2 = \frac{60 - 62}{7,59} = -0,26342$$

$$Z_i 3 = \frac{70 - 62}{7,59} = 1,053662$$

$$Z_i 4 = \frac{80-62}{7,59} = 2,37074$$

Finding S(Zi) score

$$S(Z_i) = \frac{F_{kum}}{n}$$

$$S(Z_i) 1 = \frac{5}{35} = 0,142857$$

$$S(Z_i) 2 = \frac{25}{35} = 0,714285$$

$$S(Z_i) 3 = \frac{33}{35} = 0,942864$$

$$S(Z_i) 4 = \frac{35}{35} = 1$$

Table 4.6 Normality Test of Post-Test in Control Class

No.	Score (Zi)	F	FKu m	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1.	50	5	5	-1,58049	0,0571	0,142857	-0,0857
2.	50	5	5	-1,58049	0,0571	0,142858	-0,0857
3.	50	5	5	-1,58049	0,0571	0,142859	-0,0857
4.	50	5	5	-1,58049	0,0571	0,142860	-0,0857
5.	50	5	5	-1,58049	0,0571	0,142861	-0,0857
6.	60	20	25	-0,26342	0,3974	0,714285	-0,3168
7.	60	20	25	-0,26342	0,3974	0,714286	-0,3168
8.	60	20	25	-0,26342	0,3974	0,714287	-0,3168
9.	60	20	25	-0,26342	0,3974	0,714288	-0,3168
10..	60	20	25	-0,26342	0,3974	0,714289	-0,3168
11.	60	20	25	-0,26342	0,3974	0,714290	-0,3168
12.	60	20	25	-0,26342	0,3974	0,714291	-0,3168
13.	60	20	25	-0,26342	0,3974	0,714292	-0,3168
14.	60	20	25	-0,26342	0,3974	0,714293	-0,3168
15.	60	20	25	-0,26342	0,3974	0,714294	-0,3168
16.	60	20	25	-0,26342	0,3974	0,714295	-0,3168
17.	60	20	25	-0,26342	0,3974	0,714296	-0,3168
18.	60	20	25	-0,26342	0,3974	0,714297	-0,3168
19.	60	20	25	-0,26342	0,3974	0,714298	-0,3168
20.	60	20	25	-0,26342	0,3974	0,714299	-0,3168
21.	60	20	25	-0,26342	0,3974	0,714300	-0,3168
22.	60	20	25	-0,26342	0,3974	0,714301	-0,3168
23.	60	20	25	-0,26342	0,3974	0,714302	-0,3168
24.	60	20	25	-0,26342	0,3974	0,714303	-0,3168
25.	60	20	25	-0,26342	0,3974	0,714304	-0,3168
26.	70	8	33	1,053662	0,8531	0,942857	-0,1118
27.	70	8	33	1,053662	0,8531	0,942858	-0,1118

28.	70	8	33	1,053662	0,8531	0,942859	-0,1118
29.	70	8	33	1,053662	0,8531	0,942860	-0,1118
30.	70	8	33	1,053662	0,8531	0,942861	-0,1118
31.	70	8	33	1,053662	0,8531	0,942862	-0,1118
32.	70	8	33	1,053662	0,8531	0,942863	-0,1118
33.	70	8	33	1,053662	0,8531	0,942864	-0,1118
34.	80	2	35	2,37074	0,9911	1	-0,0089
35.	80	2	35	2,37074	0,9911	1	-0,0089
Total	2170						
Mean	62	L_o = - 0,0857					
Variance	57,647 06	L_t = 0,149					
S.Deviation	7,5925 66						

From the table above, it can be seen that Liliefors observation $L_o = - 0,0857$ with $n = 35$ and significant level of 0,05 from the critical value of Liliefors table $L_t = 0,149$. It is known that the coefficient of $L_o (- 0,0857) < L_t (0,149)$. Thus, it can be concluded that the data distribution are normally distributed.

B.1.2 Homogeneity Test

After obtaining the result of normality test, the next step is to do the homogeneity test. The test is to find out whether the data from both classes have the same variants or not. In other words, this test aims to test the similarity of the sample in both of classes.

B.1.2.1 Homogeneity Test of Pre-Test

$$F_{\text{obs}} = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

Where,

$$S^2(\text{experimental class}) = 63,66$$

$$S^2(\text{control class}) = 43,36, \text{ so:}$$

$$F_{\text{obs}} = \frac{63,66}{43,36}$$

$$F_{\text{obs}} = 1,46$$

Then, the coefficient of $F_{\text{obs}} = 1,46$ is compared to F_{table} where F_{table} is determined at significant level of 0,05 and the same numerator $dk = N-1$ that was exist dk numerator 34, the denominator $dk = N-1$ ($37-1= 36$). Then, F_{table} was 1,96

Thus, $F_{\text{obs}} < F_{\text{tab}}$ or ($1,46 < 1,96$) which can be concluded that the data are homogeneous

B.1.2.2 Homogeneity Test of Post-Test

$$F_{\text{obs}} = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

Where,

$$S^2(\text{experimental class}) = 105.2556$$

$$S^2(\text{control class}) = 57.64, \text{ so:}$$

$$F_{\text{obs}} = \frac{105,2556}{57,64}$$

$$F_{\text{obs}} = 1,82$$

Then, the coefficient of $F_{\text{obs}} = 1,82$ is compared to F_{table} where F_{table} is determined at significant level of 0,05 and the same numerator dk = N-1 that was exist dk numerator 34, the denominator dk = N-1 (37-1 = 36). Then, F_{table} was 1,96.

Thus, $F_{\text{obs}} < F_{\text{tab}}$ or (1,82 < 1,96) which can be concluded that the data are homogeneous.

B.2 The Calculation of t-test

The data analysis used is t-test to hypothesis test:

$$t_{\text{observed}} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The formula description:

\bar{x}_1 : mean score of experimental class

\bar{x}_2 : mean score of control class

S_1^2 : variant of experimental class

S_2^2 : variant of control class

n_1 : the number of experimental class

n_2 : the number of control class.⁴⁴

⁴⁴ Sudjana, *Metode Statistik* (Bandung: Tarsito, 2005), hlm. 250.

The Calculation of Mean, Median, Mode, Variant, and Standard Deviation in
The Students' score of Post-Test (Experimental Class)

a. Mean

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \text{mean}$$

$\sum x$ = the total of score

$$\bar{x} = \frac{2940}{37} = 79,46$$

b. Median

$$Me = X_{\frac{1}{2}(n+1)}$$

$$Me = X_{\frac{1}{2}(37+1)}$$

$$Me = X_{19}$$

$$Me = 80$$

c. Mode is the value of the data that most often appear. The value of the mode that often appear is 80.

d. Variant

$$S^2 = 105,25526$$

e. Standard Deviation

$$S = \sqrt{105,25526} = 10,25$$

The Calculation of Mean, Median, Mode, Variant, and Standard Deviation in
The Students' score of Post-Test (Control Class)

a. Mean

$$\bar{x} = \frac{\sum X}{n};$$

$$\bar{x} = \frac{2170}{35}$$

$$= 62$$

b. Median

$$Me = X_{\frac{1}{2}(n+1)}$$

$$Me = X_{\frac{1}{2}(35+1)}$$

$$Me = X_{18}$$

$$Me = 60$$

- c. **Mode** is the value of the data that most often appear. The value of the mode that often appear is 60.

d. Variant

$$S^2 = 57,64$$

e. Standard Deviation

$$S = \sqrt{57,64} = 7,59$$

So, it can be calculated as follows:

$$t_{observed} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t_{observed} = \frac{79,46 - 62}{\sqrt{\frac{(37 - 1)(105,25) + (35 - 1)(57,64)}{37 + 35 - 2} \left(\frac{1}{37} + \frac{1}{35} \right)}}$$

$$t_{observed} = \frac{17,46}{\sqrt{\frac{(36)(105,25) + (34)(57,64)}{70} (0,055)}}$$

$$t_{observed} = \frac{17,46}{\sqrt{4,52}}$$

$$t_{observed} = \frac{17,46}{2,12}$$

$$t_{observed} = 8,23$$

The result of the calculation showed that the statistic data of both experimental and control group in pre-test and post-test showed that $t_{observed}$ was higher than t_{table} ($8,23 > 1,66$, $p = 0,05$). It can be concluded that the alternative Hypothesis (H_a) was accepted.

C. Testing Hypothesis

The data acquired from experimental and control classes were determined utilizing the t-test formula to demonstrate the hypothesis. The models of testing hypothesis as follows

1. If $t_{\text{observed}} > t_{\text{table}}$ in critical level of 0,05 the hypothesis will be acknowledged.
2. If $t_{\text{observed}} < t_{\text{table}}$ in critical degree of 0,05 the hypothesis will be dismissed.

From the count above, it was realized that the level of freedom (df) was 70:

1. t_{observed} with level of freedom 70 which is appeared in noteworthy level 0,05 is 8,23
2. t_{table} with level of freedom 70 which is appeared in noteworthy level 0,05 is 1,66

Looking at $t_{\text{observation}}$ (8,23) and t_{table} (1,66). It may be inferred that t_{observed} was higher than t_{table} which the outcome was $8,23 > 1,66$. Hence, it tends to be said that alternative theory (H_a) was acknowledged.

D. Research Findings

The previous data was taken from pre-test and post-test. The experimental class consisted 37 students where in this class, the students were taught about reading comprehension by using Story Pyramid strategy which the material was recount text. Before doing treatment which using Story Pyramid Strategy, the students were tested first with a pre-test consisted of ten question in multiple choices form and the mean score was 55,94 , the median score was 60, and the mode score was 60. After three meetings were conducted using story pyramid strategy, the students in experimental class were tested again with post-test by ten

same as questions in multiple choices forms. In the post test result, the means score was 79,46 , the media score was 80, and the mode score was 80 which was the mean score increased to 23,52 , the mode score increased 20, and the median score increased 20 from pre-test to post-test.

While, the control class consisted of 35 students. This class was taught about reading comprehension without using Story Pyramid Strategy but using conventional method which the material was recount text too. Just like in experimental class, before being treated with conventional method, the students were given a pre-test with the same as questions as in the experimental class. The result showed that the mean score of pre-tests was 50,85 , the median score was 50, and the mode score was 50. After the pre-test had done then they were taught by using conventional method which conducted for three meeting. After that, the students were tested again which called post-test with the same as questions as in the pre-test questions before. The result can be seen that the mean score was 62, the median score was 60, and the mode score was 60.

After obtaining the post-test scores from both classes (experimental and control class), a calculating by t-test was performed to know how significant effect resulted from using story pyramid strategy in teaching reading comprehension which the material was recount text. The result showed that t-observed was 8,23 while t-table was 1,66 with df was 70 and the significant level (0,05). The t-observed was higher than t-table. It can be concluded that there was significant effect in the mean score of the students in the experimental class who were taught by using Story Pyramid Strategy compared to the students in the control class who were not taught by using Story Pyramid Strategy.

E. Discussion

Based on the findings above, it indicates that there was significance effect of Story Pyramid Strategy on the students' reading comprehension of recount text at the tenth grade students of MA PM Darul Ihsan Hamparan Perak. It was proven from the students' score of experimental class which has a better performance than the students' score of control class in doing post-test. Some previous researcher had conducted study about Story Pyramid Strategy on students' reading comprehension. Tiar Rivani (2018) with the title "*The Effectiveness of Story Pyramid Strategy to Teach Reading at Tenth Grade of SMK Negeri 2 Sragen in Academic Year 2018/2019*" mentioned that Story Pyramid Strategy is effective to teach reading comprehension.

Another researcher Elly Wardiningsih and her friends. The research is entitled "*Improving Students' Reading Comprehension on Narrative text through Story Pyramid Strategy*". The researcher had conducted a classroom action research. On the first cycle the writer used story pyramid strategy as a strategy to improve the students reading comprehension which was the mean score 45. In the second cycle the writer used story pyramid strategy helped by questioning and guided question and students' mean score was 67. Meanwhile, in third cycle and the students' mean score in this cycle was 79.8.

The third research was taken by Alifia Seftiana (2017) entitled "*Enhancing Students' Writing Skill by Using Story Pyramid Strategy at Eighth Grade of SMPN 1 Kaduhejo*". The result showed that there is a significant difference between students' writing skill in narrative text by using story pyramid strategy

and without story pyramid strategy. It means that, story pyramid strategy is effective and applicable towards students' writing skill.

The fourth research was conducted by Zahra Siti Muslimah entitled "*The Effect of Story Pyramid Strategy toward Students' Writing Narrative (A Quasi-experimental Research of the Eighth Grade Students at MTsN 1 Bekasi in the Academic Year 2017/2018)*". In summary, this research shows that using story pyramid strategy can affect students' writing narrative text at the eighth grade students of MTsN 1 Bekasi.

Another researcher was Dwi Kartini Ningsih which entitled "*The effectiveness of using story pyramid strategy in teaching narrative text toward the students' reading comprehension at the eight grade of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015*". It said that the students were more interested and motivated on reading comprehension through story pyramid strategy. Therefore, applying story pyramid strategy significantly improved the students's reading comprehension.

So from the fifth past related studies, the researcher can think about the aftereffect of the study. From the past related studies, the consequence of t-test and mean score demonstrated that story pyramid system had noteworthy outcome on the understudies' understanding perception and it is additionally same as the aftereffect of the examination that have been directed by the past exploration with similar strategies. It is likewise indicated that Story Pyramid Strategy can be utilized to some content material, for example, recount, descriptive, and narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion that obtained in this study, the researcher concludes that Story Pyramid Strategy is effective on the students' reading comprehension of recount text. It can be seen that $t_{\text{observed}} > t_{\text{table}}$ ($8,23 > 1,66$) at the significant level of 0,05. Besides that, it can be seen also from the mean score of pre-test in experimental class was 55,94 and the post-test was 79,46. Meanwhile the mean score of post-test in control class was 50,85 and the post test was 62. The comparison between the mean score of gained score in the experimental class was 23,52 while the mean score of gained score in control class was 11,15.

Therefore, H_a (Alternative Hypothesis) is accepted which means there is significant effect using Story Pyramid Strategy in improving the students' reading comprehension of recount text.

It is also found that the students in experimental class were more enthusiastic and active in the teaching-learning process than the students in the control class because the strategy was easy to be applied.

B. Suggestion

Related to the research that has been done, the research would like to give suggestion as follows:

1. To the head master of MAS Darul Ihsan Hamparan Perak, it is nice to motivate and support the teacher especially English teacher to teach the students reading comprehension by using Story Pyramid Strategy because this strategy can effectively increase the students' reading skill.
2. The English teacher should be innovative in teaching English in the class. Especially in teaching reading, because reading is quite boring so the innovative strategy is needed, such as using Story Pyramid Strategy in teaching reading, the students will be more understood about the text.
3. The students are expected to use Story Pyramid strategy to increase their comprehension in reading activity.
4. Hopefully the further research can be conducted with another variety of using Story Pyramid Strategy for teaching other skills in English and can be applied for a better English teaching-learning process.

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APPENDIX 1

List of The Students' Names in Experimental Class

No.	Name	Initial	Sex
1.	Azifa Faza	AF	F
2.	Dini Ariya Putri	DAP	F
3.	Aliyani Zulaika	AZ	F
4.	Almira Azmi R	AAR	F
5.	Arya Aulia	AA	F
6.	Aulia Rizky	AR	F
7.	Dwi Nur Aini	DNA	F
8.	Fisabilliah	FS	F
9.	Hafisah	H	F
10.	Intan Fadila	IF	F
11.	LizanaTasya	LT	F
12.	Maulida	M	F
13.	Meisya Tania K	MTK	F
14.	Muhajah Rauhil	MR	F
15.	Nanda Putri	NP	F
16.	Naila Adinda	NAD	F
17.	Nafa	N	F
18.	Nayla Nazwa	NN	F
19.	Nur Alisah	NA	F
20.	Nurul Ummi	NU	F
21.	Rara Fithria	RF	F
22.	Shabina Annisa	SHA	F
23.	Siti Afriliana	SA	F
24.	Syifwa Nurdila	SN	F
25.	Tengku H	TH	F
26.	Tia Aulia L	TAL	F
27.	Wilda Z	WZ	F

28.	Alfi Syahrin	AS	F
29.	Dona Ariyati	DA	F
30.	Dinda Putri	DP	F
31.	Farah Hidayat	FH	F
32.	Fitri Tanjung	FT	F
33.	Fatimah	F	F
34.	Prayatni Nst	PN	F
35.	Putri Rajagukguk	PR	F
36.	Raisa Rangkuti	RR	F
37.	Zhahirah Adila	ZA	F

Total of Female Students = 37

Total of Male Students = 0

List of The Students' Names in Control Class

No.	Name	Initial	Sex
1.	Arif Hendriana	AH	M
2.	Chairil Putra	CP	M
3.	Fachmi Annur R	FAR	M
4.	Lutfi Nanang R	LNR	M
5.	Nino Zakiy	NZ	M
6.	Nadhim Hawanu F	NHF	M
7.	Nafiz Andhara	NA	M
8.	Nabhan Alfitri A	NAA	M
9.	Najid Iskandar	NI	M
10.	Putra Aritonang	PA	M
11.	Putra Nst	PN	M
12.	Suheru Amir	SA	M
13.	Nasir Muhammad	NM	M
14.	Nasrul Nainggolan	NN	M
15.	Bintang Aulia	BA	M
16.	Ilham Syahputra	IS	M
17.	Kevin Pramandi	KP	M
18.	Khairil Faza	KF	M
19.	M. Rifki Ilham	ARI	M
20.	M. Fata	AF	M
21.	Sandi Wardandi	SW	M
22.	Afrizal Zikri	AZ	M
23.	Ahmad Mukhoribbin	AM	M
24.	Angga Ghazi	AG	M
25.	Chairil Anwar	CA	M
26.	Dahmad	D	M
27.	Glenn Farrid	GF	M
28.	Hilmi R	HR	M

29.	Ilham Santoso	IS	M
30.	M. Agung	MA	M
31.	M. Diki	MD	M
32.	M. Dawa P	MDP	M
33.	M. Rizky	MR	M
34.	Suheru	S	M
35.	Yusuf N	YN	M

Total of Male Students = 35

Total of Female Students = 0

APPENDIX 2

LESSON PLAN (Experimental Class)

School	: MAS PM Darul Ihsan Hamparan Perak
Subject	: English
Class	: X - B (Experimental Class)
Time allocation	: 2 x 40 minutes
Topic	: Recount Text

A. Core Competencies (KI)

KI 1: Living and practicing the teachings of the religion he adheres to.

KI 2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of solutions to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, as well as applying the knowledge of procedural in the field of study that is specific according to his talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competencies

1.1 Being grateful for the opportunity to learn English as the language of instruction in international communication

2.3 Develop responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication.

3.10 Analyzing social functions, text structures, and linguistic elements in simple recount texts, according to the context of their use.

4.15 Capturing the meaning of oral and written recount texts in the form of simple short stories.

C. Indicators of Achievement

1. Identify the meaning of the idea (main idea) Recount Text
2. Identify the textual meaning in Recount Text
3. Identify the communicative purpose of Recount Text
4. Mention the characteristics of Recount Text

D. Learning Objectives

After learning the topic, the students are expected to be able to:

1. Students can identify the meaning of ideas (main ideas) in Recount Text
2. Students can identify the textual meanings in Recount Text
3. Students can identify the communicative objectives of Recount Text
4. Students can mention the language characteristics of Recount Text

E. Learning Materials

1. The Definition of Recount Text

Recount Text is kind of text which retells the action happened in the past.

The purpose is to provide the audience with a description of what occurred and when it occurred. It can be also a happy or sad memory of the students or their experiences in the past events.

2. Language Features in Recount Text

The common grammatical features of recount text as follows:

- Use of nouns and pronouns to identify people, animals, things involved, e.g., man, journey, town, etc.
- Use of actions verbs to refer to events, e.g., wanted, decided, etc.
- Use of past tense to locate events in relation to speaker's or writer's time, e.g., A rich man wanted to buy a yacht.

- Use of conjunctions and time connectives to sequence of events, e.g., finally, and, then, etc. Use of adverb and adverbial phrase to indicate place and time, e.g., cheerfully, quickly, strongly, etc.
- Use of adjective to describe nouns, e.g., beautiful, fast, good, etc.

3. Generic Structure of Recount Text

- Orientation : it provides the settings and introduces participants. It means that a recount text starts with by telling the reader about who was involved, what happened, where this event took place, and when it happened.
- Events : it tells what happened, in what sequences. It means that the main events that occurred in that story. The purpose is to give more explanation about what it happened and how it happened.
- Re-Orientation : it is optional-closure events. It means that a conclusion of a story. In other words, this is kind of text that saying about how thing in the past happens in chronologically, and also saying about a feeling of that things. Some recount texts have an evaluative comments and event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount text may not have this conclusion paragraph.

4. Example of Recount Text

Title	My Holiday in Toba Lake
Orientation	<i>Last month, I went to Lake Toba with my family. We stayed at five stars hotel in Samosir Island, North Sumatera. The hotel looks like a house from Bataknese.</i>

Events	<i>In the morning, my father and I swam in the lake Toba. The lake was very beautiful and the water was cool. Then, we rode on banana boat. It was scary, but it was fun. Then, we took pictures of beautiful scenery there. After that, we took a rest and had breakfast beside the lake. Before we got home, we went to Tomok for shopping some souvenirs. Finally, we went home in the afternoon.</i>
Re-Orientation	<i>We were tired. However, I think it was really fun to have holiday like this. I hope my next holiday will be more fun.</i>

F. Teaching Strategy

1. Story Pyramid Strategy

G. Steps of Activity

1. Opening

- Greet the students kindly when entering the classroom
- Check the presence of the students
- Motivate and review the material

2. Core Activities

1. Meeting 1

- Teacher explains about recount text in general
- Teacher shows Recount Text to the students
- Teacher explains about some strategies in reading comprehension such as, scanning, skimming, and summarizing the text.
- After that, teacher asks the students to read the reading text and then answer the questions based on the text.
- The teacher control the students during doing a task
- Teacher guide the students to ask about this task

2. Meeting 2

- Teacher asks the students whether they have known about recount text or not
- Teacher explains about language features, generic structure of recount text
- Teacher explains about some strategies in reading comprehension which is Story Pyramid Strategy.
- The teacher explains and shows Story Pyramid Strategy.
- Teacher shows some examples of Recount Text to the students
- After that, teacher asks the students to read the reading text and then answer the questions based on the text.
- The students identify the text by using Story Pyramid Strategy.

3. Meeting 3

- Teacher explains more about recount text
- Teacher shows Recount Text to the students
- After that, teacher asks the students to read the reading text and then answer the questions based on the text.
- The students identify the text by using Story Pyramid Strategy.
- The teacher asks the students to practice by using Story Pyramid Strategy

4. Closing

- Make the conclusions of today's learning and tell the learning plans for the next meeting.
- Praying
- Assess / reflect on lessons that have been carried out
- Greeting

H. Learning Sources

1. Internet

2. English Book (Bahasa Inggris – Studi dan Pengajaran) oleh Utami Widiati
dkk

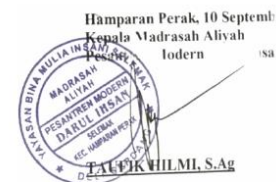
I. Assessment

Indicators of Achievement Competence	Types of Questions	Instruments
1. Main idea of each paragraph 2. Textual meaning in recount text 3. Communicative purpose of recount text 4. Language features of recount text	1. Multiple Choices 2. Essays	1. Choose the best options based on the text

The English Teacher



Ismasiah Harahap, S.Pd



The Researcher



Mora Ganda

LESSON PLAN (Control Class)

School	: MAS PM Darul Ihsan Hamparan Perak
Subject	: English
Class	: X – C (Control Class)
Time allocation	: 2 x 40 minutes
Topic	: Recount Text

A. Core Competencies (KI)

KI 1: Living and practicing the teachings of the religion he adheres to.

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KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, as well as applying the knowledge of procedural in the field of study that is specific according to his talents and interests to solve problems.

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1. Identify the meaning of the idea (main idea) Recount Text
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After learning the topic, the students are expected to be able to:

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3. Students can identify the communicative objectives of Recount Text
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E. Learning Materials

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- Use of past tense to locate events in relation to speaker's or writer's time, e.g., A rich man wanted to buy a yacht.

- Use of conjunctions and time connectives to sequence of events, e.g., finally, and, then, etc. Use of adverb and adverbial phrase to indicate place and time, e.g., cheerfully, quickly, strongly, etc.
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Events	<i>In the morning, my father and I swam in the lake Toba. The lake was very beautiful and the water was cool. Then, we rode on banana boat. It was scary, but it was fun. Then, we took pictures of beautiful scenery there. After that, we took a rest and had breakfast beside the lake. Before we got home, we went to Tomok for shopping some souvenirs. Finally, we went home in the afternoon.</i>
Re-Orientation	<i>We were tired. However, I think it was really fun to have holiday like this. I hope my next holiday will be more fun.</i>

F. Teaching Strategy

1. Conventional Strategy (Teacher Centered)

G. Steps of Activity

1. Opening

- Greet the students kindly when entering the classroom
- Check the presence of the students
- Motivate and review the material

2. Core Activities

1. Meeting 1

- Teacher explains about recount text in general
- Teacher shows Recount Text to the students
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- After that, teacher asks the students to read the reading text and then answer the questions based on the text.
- The teacher control the students during doing a task
- Teacher guide the students to ask about this task

2. Meeting 2

- Teacher asks the students whether they have known about recount text or not
- Teacher explains about language features, generic structure of recount text
- Teacher shows some examples of Recount Text to the students
- After that, teacher asks the students to read the reading text and then answer the questions based on the text.
- Teacher guide the students to ask about this task

3. Meeting 3

- Teacher explains more about recount text
- Teacher shows Recount Text to the students
- After that, teacher asks the students to read the reading text and then answer the questions based on the text.
- The teacher asks the students to practice

4. Closing

- Make the conclusions of today's learning and tell the learning plans for the next meeting.
- Praying
- Assess / reflect on lessons that have been carried out
- Greeting

H. Learning Sources

1. Internet
2. English Book (Bahasa Inggris – Studi dan Pengajaran) oleh Utami Widiati dkk

I. Assessment

Indicators of Achievement Competence	Types of Questions	Intruments
1. Main idea of each paragraph 2. Textual meaning in recount text 3. Communicative purpose of recount text 4. Language features of recount text	1. Multiple Choices 2. Essays	3. Choose the best options based on the text

The English Teacher



Ismasiah Harahap, S.Pd



The Researcher



Mora Ganda

APPENDIX 3

PRE-TEST/POST-TEST

Name :

Class :

Read the following text carefully and choose the correct answer by corssing A,B,C,D!

On the night of the flood, Mr. Sarkawi and his wife were on their way home from visiting his brother in another village. They went home by bicycle, Mr. Sarkawi peddling and Mrs. Sarkawi on the back seat. They just left his brother's village when it suddenly began to rain. They stopped at the side of the road and wheeled the bicycle under a shade. It was a hut belonging to Mr. Sarkawi's neighbor.

The rain did not stop. It even got heavier and heavier. Water poured down very hard. Dark clouds hung heavily in the sky. They started to get tired and worried. "This will take a long time," Mrs. Sarkawi said Mr. sarkawi thought the same thing. "We must get moving", he said. "The children mightt be in danger." His wife agreed and she took the raincoat from her bag.

They were on the bicycle again, under one raincoat. Mr. Sarkawi peddled as fast as he could. And the rain poured even harder. Suddenly, they heard the sound of kentongan from the direction of their village. Mr. Sarkawi tried to peddler harder. Mrs. Sarkawi got very worried, too, but she kept silent. They knew that something bad was happening in their village.

They finally reached the gate of their village. The road was flooded. The water rose knee-high. People were running in and out their houses. Now Mr. Sarkawi had to push the bicycle toward their house. He put the bicycle in the shade and they burst into their house. Their two children were pushing chairs to the side of the room. They were glad that their parents were home. Now, everybody was busy packing some clothes and other things. Outside, the water rose still higher. They gathered

their bags and things in the front room. They waited for the truck that would take them to a safer place.

At the last the truck arrived with a team from the Indonesian Red Cross and another Search and Rescue team. They helped Mr. Sarkawi and family to load the bags onto the truck. They let Mr. Sarkawi and family sit in the front of the truck. They themselves get on the back of the truck. Those people did everything just to help other people who were in trouble.

The following text is for questions number 1-1

1. The story is mainly about.....

- A. The Flood
- B. Mr Sarkawi's bicycle
- C. The Shade
- D. Mr Sarkawi's children

C. Just after they left their brother's house

D. After they went home

2. The main idea of paragraph 1 is.....

- A. It suddenly began to rain
- B. The hut belonged to Mr Sarkawi's neighbor
- C. Two people went home from visiting
- D. Mr. Sarkawi only had one bicycle for two persons

4. Paragraph 2 is mainly tells that ...

- A. Water poured down very hard
- B. Mr. Sarkawi only had one coat
- C. The clouds hung very heavily
- D. Mr. And Mrs. Sarkawi got worried

3. It started to rain.....

- A. When Mr. and Mrs. Sarkawi were still in their brother's house
- B. Before they reached their house

5. Mr. and Mrs. Sarkawi got tired and worried because....

- A. They were in danger
- B. They had only one raincoat
- C. They got tired
- D. They didn't agree with each other

6. Mr. and Mrs. Sarkawi knew that something bad was happening in their village from.....

- A. The sound of the water on the hut
- B. The sound of the rainwater
- C. the sound of *kentongan*
- D. he speeding

7. Paragraph 4 mainly tells that....

- A. Mr. and Mrs. Sarkawi finally reached their house
- B. Many people were running in and out of their houses
- C. The bags and things were in the side of the room.
- D. Mr. sarkawi had to push the bicycle toward their house

8. We expect that ...

- A. They would run out of the house
- B. The rain would stop
- C. They would go to their brother's house
- D. A truck was coming

9. Who is the main actor on that text?

- A. Mr. Sarkawi
- B. Mr. Jamaldi
- C. Mr. Munwir
- D. Mr. Anwar

10. What is the suitable title for that text?

- A. Flood
- B. Hurricane
- C. Rain
- D. Sun

The answer key

- 1. A
- 2. A
- 3. C
- 4. D
- 5. A
- 6. C
- 7. A
- 8. B
- 9. A
- 10. A

APPENDIX 4

DOCUMENTATION OF THE RESEARCH



Picture 1. The Student in the control class doing pre-test

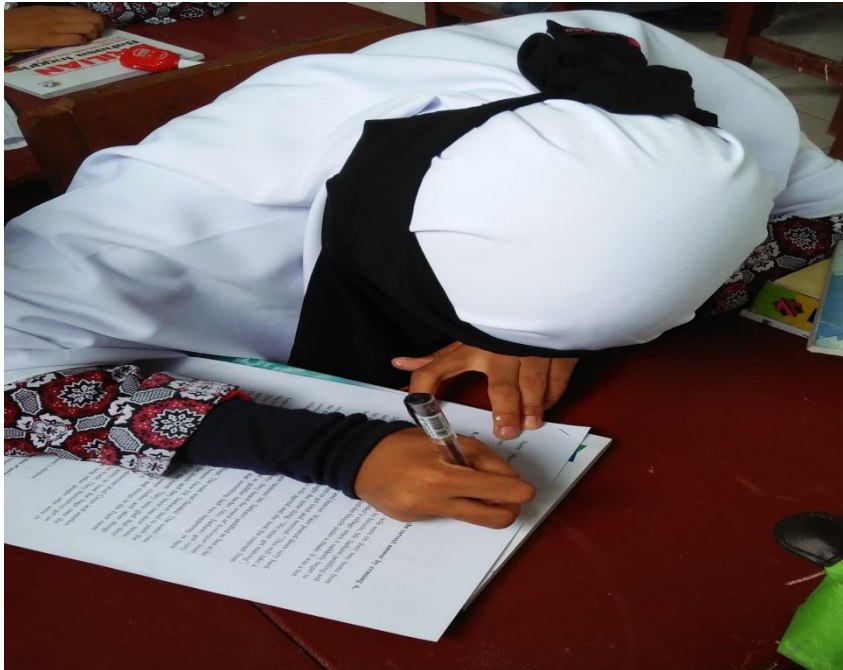




Picture 2. The researcher teaching by using Story Pyramid Strategy in the experimental class



Picture 3. The students doing the exercise in reading comprehension activity of recount text by using Story Pyramid Strategy



Picture 4. The student doing post-test in the experimental class



Picture 5. Taking picture with some students in the experimental class



Picture 6. Teaching Recoun Text without using Story Pyrmid Strategy in the control class

APPENDIX 5

THE STUDENTS' ANSWER SHEET

Pre-Test

(60)

Name: Qusniyus Daula Kusnopo
Class: CORONA class

Read the following texts carefully and choose the correct answer by crossing A, B, C, or D!

On the night of the flood, Mr. Sarkawi and his wife were on their way home from visiting his brother in another village. They went home by bicycle, Mr. Sarkawi peddling and Mrs. Sarkawi on the back seat. They just left his brother's village when it suddenly began to rain. They stopped at the side of the road and wheeled the bicycle under a shade. It was a hut belonging to Mr. Sarkawi's neighbor.

The rain did not stop. It even got heavier and heavier. Water poured down very hard. Dark clouds hung heavily in the sky. They started to get tired and worried. "This will take a long time," Mrs. Sarkawi said. Mr. Sarkawi thought the same thing. "We must get moving," he said. "The children might be in danger." His wife agreed and she took the raincoat from her bag.

They were on the bicycle again, under one raincoat. Mr. Sarkawi peddled as fast as he could. And the rain poured even harder. Suddenly, they heard the sound of *kentongan* from the direction of their village. Mr. Sarkawi tried to peddle harder. Mrs. Sarkawi got very worried, too, but she kept silent. They knew that something bad was happening in their village.

They finally reached the gate of their village. The road was flooded. The water rose knee-high. People were running in and out of their houses. Now Mr. Sarkawi had to push the bicycle toward their house. He put the bicycle in the shade and they burst into their house. Their two children were pushing chairs to the side of the room. They were glad that their parents were home. Now, everybody was busy packing some clothes and other things. Outside, the water rose still higher. They gathered their bags and things in the front room. They waited for the truck that would take them to a safer place.

At the last the truck arrived with a team from the Indonesian Red Cross and another Search and Rescue team. They helped Mr. Sarkawi and family to load the bags onto the truck. They let Mr. Sarkawi and family sit in the front of the truck. They themselves got on the back of the truck. Those people did everything just to help other people who were in trouble.

The following text is for questions number 1-10

1. The story is mainly about.....
☒ A. The Flood
☐ B. Mr. Sarkawi's bicycle
☐ C. The Shade
☐ D. Mr. Sarkawi's children

2. The main idea of paragraph 1 is.....
☒ A. It suddenly began to rain

3. It started to rain.....
☒ A. When Mr. and Mrs. Sarkawi were still in their brother's house
☐ B. Before they reached their house
☒ C. Just after they left their brother's house
☐ D. After they went home

4. Paragraph 2 is mainly tells that ...
☒ A. Water poured down very hard
☐ B. Mr. Sarkawi only had one coat
☐ C. The clouds hung very heavily
☐ D. Mr. and Mrs. Sarkawi got worried

5. Mr. and Mrs. Sarkawi got tired and worried because....
☒ A. They were in danger
☐ B. They had only one raincoat
☐ C. They got tired
☐ D. They didn't agree with each other

6. Mr. and Mrs. Sarkawi knew that something bad was happening in their village from.....
☒ A. The sound of the water on the hut
☐ B. The sound of the rainwater
☒ C. the sound of *kentongan*
☐ D. he speeding

7. Paragraph 4 mainly tells that....
☒ A. Mr. and Mrs. Sarkawi finally reached their house
☐ B. Many people were running in and out of their houses
☒ C. The bags and things were in the side of the room.
☐ D. Mr. Sarkawi had to push the bicycle toward their house

8. We expect that ...
☒ A. They would run out of the house
☐ B. The rain would stop
☐ C. They would go to their brother's house
☐ D. A truck was coming

9. Who is the main actor on that text?
☒ A. Mr. Sarkawi
☐ B. Mr. Jamaldi
☐ C. Mr. Munwir
☐ D. Mr. Anwar

10. What is the suitable title for that text?
☒ A. Flood
☐ B. Hurricane
☐ C. Rain
☐ D. Sun

T = 6

Post Test

(70)

Name: Qusniyus Daula Kusnopo
Class: CORONA class

Read the following texts carefully and choose the correct answer by crossing A, B, C, or D!

On the night of the flood, Mr. Sarkawi and his wife were on their way home from visiting his brother in another village. They went home by bicycle, Mr. Sarkawi peddling and Mrs. Sarkawi on the back seat. They just left his brother's village when it suddenly began to rain. They stopped at the side of the road and wheeled the bicycle under a shade. It was a hut belonging to Mr. Sarkawi's neighbor.

The rain did not stop. It even got heavier and heavier. Water poured down very hard. Dark clouds hung heavily in the sky. They started to get tired and worried. "This will take a long time," Mrs. Sarkawi said. Mr. Sarkawi thought the same thing. "We must get moving," he said. "The children might be in danger." His wife agreed and she took the raincoat from her bag.

They were on the bicycle again, under one raincoat. Mr. Sarkawi peddled as fast as he could. And the rain poured even harder. Suddenly, they heard the sound of *kentongan* from the direction of their village. Mr. Sarkawi tried to peddle harder. Mrs. Sarkawi got very worried, too, but she kept silent. They knew that something bad was happening in their village.

They finally reached the gate of their village. The road was flooded. The water rose knee-high. People were running in and out of their houses. Now Mr. Sarkawi had to push the bicycle toward their house. He put the bicycle in the shade and they burst into their house. Their two children were pushing chairs to the side of the room. They were glad that their parents were home. Now, everybody was busy packing some clothes and other things. Outside, the water rose still higher. They gathered their bags and things in the front room. They waited for the truck that would take them to a safer place.

At the last the truck arrived with a team from the Indonesian Red Cross and another Search and Rescue team. They helped Mr. Sarkawi and family to load the bags onto the truck. They let Mr. Sarkawi and family sit in the front of the truck. They themselves got on the back of the truck. Those people did everything just to help other people who were in trouble.

The following text is for questions number 1-10

1. The story is mainly about.....
☒ A. The Flood
☐ B. Mr. Sarkawi's bicycle
☐ C. The Shade
☐ D. Mr. Sarkawi's children

2. The main idea of paragraph 1 is.....
☒ A. It suddenly began to rain

3. It started to rain.....
☒ A. When Mr. and Mrs. Sarkawi were still in their brother's house
☐ B. Before they reached their house
☒ C. Just after they left their brother's house
☐ D. After they went home

4. Paragraph 2 is mainly tells that ...
☒ A. Water poured down very hard
☐ B. Mr. Sarkawi only had one coat
☐ C. The clouds hung very heavily
☐ D. Mr. and Mrs. Sarkawi got worried

5. Mr. and Mrs. Sarkawi got tired and worried because....
☒ A. They were in danger
☐ B. They had only one raincoat
☐ C. They got tired
☐ D. They didn't agree with each other

6. Mr. and Mrs. Sarkawi knew that something bad was happening in their village from.....
☒ A. The sound of the water on the hut
☐ B. The sound of the rainwater
☒ C. the sound of *kentongan*
☐ D. he speeding

7. Paragraph 4 mainly tells that....
☒ A. Mr. and Mrs. Sarkawi finally reached their house
☐ B. Many people were running in and out of their houses
☒ C. The bags and things were in the side of the room.
☐ D. Mr. Sarkawi had to push the bicycle toward their house

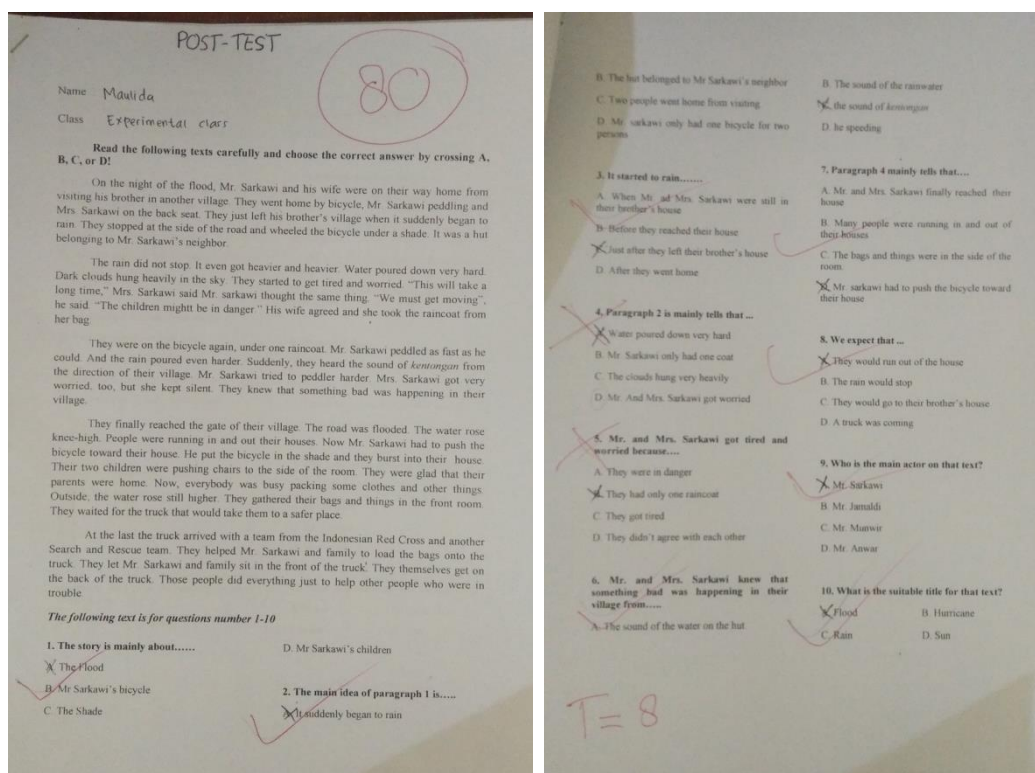
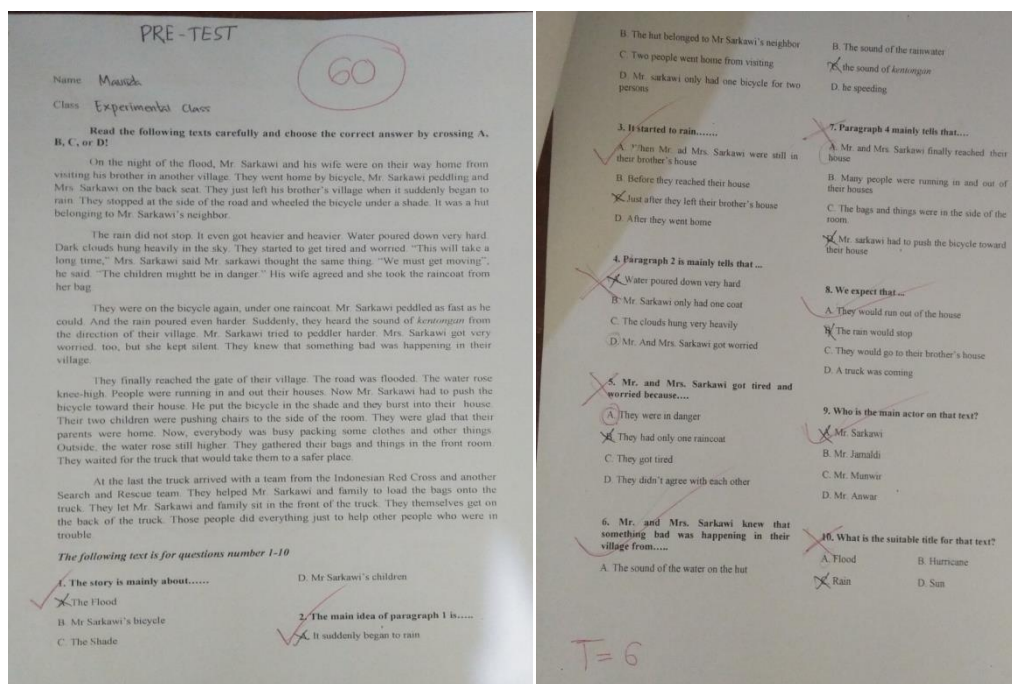
8. We expect that ...
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☐ C. They would go to their brother's house
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9. Who is the main actor on that text?
☒ A. Mr. Sarkawi
☐ B. Mr. Jamaldi
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☐ D. Mr. Anwar

10. What is the suitable title for that text?
☒ A. Flood
☐ B. Hurricane
☐ C. Rain
☐ D. Sun

T = 7

Picture 1. Students' Answer Sheet in the control class



Picture 2. Students' Answer Sheet in the experimental class

APPENDIX 6

The Student's scores of Pre-test and Post-test Experimental Class

No.	Initial	Pre-Test	Post-Test
1.	AF	60	80
2.	DAP	60	90
3.	AZ	50	80
4.	AAR	50	70
5.	AA	50	70
6.	AR	40	80
7.	DNA	50	70
8.	FS	50	80
9.	H	50	70
10..	IF	60	90
11.	LT	60	80
12.	M	60	80
13.	MTK	60	80
14.	MRM	50	50
15.	NP	50	80
16.	NAD	50	70
17.	N	60	70
18.	NN	60	80
19.	NA	60	90
20.	NU	60	90
21.	RF	60	90
22.	SHA	50	80
23.	SA	60	90
24.	SN	50	80
25.	TH	70	100
26.	TAL	50	80
27.	WZ	60	90

28.	AS	50	70
29.	DA	40	70
30.	DP	60	90
31.	FH	60	80
32.	FT	50	90
33.	F	60	70
34.	PN	50	60
35.	PR	60	70
36.	RR	80	90
37.	ZA	70	90
	TOTAL	2070	2940
	MEAN SCORE	55,94	79,46
	MEDIAN	60	80
	MODE	60	80
	VARIANCE	63,66366	105,25526
	STANDARD DEVIATION	7,97895	10,2594
	MAX SCORE	80	100
	MIN SCORE	40	50

APPENDIX 7


The Students' Score of Pre-Test and Post-Test of Control Class

No.	Initial	Pre-Test	Post-Test
1.	AH	60	50
2.	CP	50	60
3.	FAR	60	80
4.	LNR	40	60
5.	NZ	50	60
6.	NHF	60	60
7.	NA	40	50
8.	NAA	50	60
9.	NI	60	80
10..	PA	60	60
11.	PN	60	70
12.	SA	50	60
13.	NM	50	60
14.	NN	50	60
15.	BA	60	70
16.	IS	50	60
17.	KP	50	50
18.	KF	40	50
19.	MRH	50	60
20.	MF	40	60
21.	SW	50	60
22.	AZ	50	60
23.	AM	50	60
24.	AG	50	60
25.	CA	40	50
26.	D	50	70
27.	GF	50	70

28.	HR	50	60
29.	IS	60	70
30.	MA	40	70
31.	MD	50	70
32.	MDP	50	60
33.	MR	50	60
34.	S	50	70
35.	YN	60	60
	TOTAL	1780	2170
	MEAN SCORE	50,85	62
	MEDIAN	50	60
	MODE	50	60
	VARIANCE	43,36134	57,64
	STANDARD DEVIATION	6,58493	7,59
	MAXIMUM SCORE	60	80
	MINUMUM SCORE	40	50

APPENDIX 8 Research Permission

29/8/2020 <https://siselma.uinsu.ac.id/pengajuan/cetakaktif/OTQ3NQ==>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Willem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-9992/ITK/ITK.V.3/PP.00.9/08/2020 29 Agustus 2020
 Lampiran : -
 Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS Darul Ihsan

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama	: Mora Ganda
NIM	: 0304161027
Tempat/Tanggal Lahir	: Medan, 24 Desember 1997
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jl. Bunga Cempaka psr.III Pd.Bulan Medan Selayang Kelurahan Padang Bulan Selayang II Kecamatan Medan Selayang

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Darul Ihsan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Story Pyramid Strategy on Student's Reading Comprehension of Recount Text at The Tenth Grade Students

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 29 Agustus 2020
 a.n. DEKAN
 Ketua Program Studi Pendidikan Bahasa Inggris




Digitally Signed
Dr. Sholihatul Hamidah Daulay, S.Ag,
M.Hum
 NIP. 197506222003122002

Tembusan:
 - Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/OTQ3NQ==> 1/1

APPENDIX 9 Research Response Letter



**MADRASAH ALIYAH
PESANTREN MODERN DARUL IHSAN
HAMPARAN PERAK**

NSM : 131212070042 NPSN : 69983388 Email : madarulihsan2016@gmail.com
Sekretariat : J.L. H. Mustafa Kamil, Desa Selemak, Kecamatan Hamparan Perak, Deli Serdang, Sumatera Utara.

SURAT KETERANGAN


Nomor : 053 /Ka.Mas/PMDI /IX/2020

Menindaklanjuti surat saudara nomor :B-9992/ITK/ITK.V.3/PP.00.9/08/2020 tentang izin melaksanakan Riset di Madrasah Aliyah Pesantren Modern Darul Ihsan Hamparan Perak, maka kami menerangkan bahwa :

Nama	: Mora Ganda
Jenis Kelamin	: Laki - Laki
NPM	: 0304161027
Program Studi	: Pendidikan Bahasa Inggris


Benar telah melaksanakan Riset di Madrasah Aliyah Pesantren Modern Darul Ihsan. Demikianlah Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Hamparan Perak, 10 September 2020
Kepala Madrasah Aliyah
Pesantren Modern Darul Ihsan





TAUFIK HILMI, S.Ag


APPENDIX 10





CONTACT ME AT

 Jl. Bunga Cempaka No. 40 LK-III
PB Selayang II Medan
Selayang 20131
Sumatera Utara

 mora.ganda@uinsu.ac.id

 082360696032


 Mora Ganda


 moraganda

SKILLS

- English
- Teaching
- Public Speaking
- Microsoft Word, Excel, and Power Point

AWARDS

 Awarded of English Access Microscholarship Program conducted by U.S. Embassy

 Third Runner Up of English Debate Competition of PBI Expo 2017 conducted by Student Association of English Education Department

MORA GANDA

STUDENT OF ENGLISH EDUCATION DEPARTMENT

PERSONAL PROFILE

I was born in Medan on December 24th 1997. I am a student in Islamic State University of North Sumatra and I join in Student Association of English Education Department and being a Head of Education Commission. I am passionate in teaching and like the children. I am patient, enthusiastic, and adaptable.

EDUCATIONAL HISTORY

Islamic State University of North Sumatra

Department of English Education | Aug 2016 - Present

- Study about how to teach especially in English lesson
- Study about being an entrepreneur

SMA Negeri 2 Medan

Ilmu Pengetahuan Alam | July 2013 - June 2016 | Nilai Akhir 89

EXPERIENCE

Private Tutor

English and Math | 2020

- Guiding the students in learning English and Math at home
- Assisting the students to do their homework

Interpreter

U.S. Higher Education Fair 2020 conducted by U.S Embassy, Feb 2020

- Interpreting between the representative of university and the guests

Liaison Officer of Bus

Incredible India Education Fair 2020 | Jan 2020

- Being a tour guide for the guest (students) to accompany them during this fair

Master of Ceremony

PBI Expo 2018 | March 2020

ORGANIZATION

Student Association of English Education Department

Head of Education Commission | 2019 | Conceptualizing the event such as international seminar, competition, etc.

Head of Committee of PBI Talkshow 2019 "Being a International Student"

Volunteer of U.S. Higher Education Fair 2020

Volunteer of Incredible India Education Fair 2020

Volunteer of PBI Expo 2018

Committee of English Freshman Orientation of Student PBI 2018