



**INCREASING STUDENTS' ABILITY IN READING NARRATIVE TEXT
BY USING STORY PYRAMID STRATEGY AT SMP AL-HIDAYAH
MEDAN**

THESIS

*Submitted to Tarbiyah Science Faculty of State Islamic University
North Sumatera Medan As a Partial Fulfillment of The Requirement for
SI Degree*

By

IRNA KHOLIDA
(34.14.1.026)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

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ADVISOR I

ADVISOR II

Dra. Retno Sayekti, M. LIS.
NIP.19710328 199903 1 003

Ernita Daulay, S. Pd., M. Hum.
NIP.19801201 200912 2 003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
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ABSTRACT

INCREASING STUDENTS' ABILITY IN READING NARRATIVE TEXT BY USING STORY PYRAMID STRATEGY AT SMP AL-HIDAYAH MEDAN

IRNA KHOLIDA

34.14.1.026

This research was conducted to find out the using of Story Pyramid Strategy in increasing students' ability in reading narrative text. The subject of this research was the eighth grade students' of SMP Al-Hidayah Medan which consisted of 33 students'. This research applied Classroom Action Research (CAR). The technique for data analysis used qualitative and quantitative approach, data were taken from observation sheet, interview sheet, dairy notes, documentation and test. The result of this research showed that there was increasing the students' ability in reading narrative text. The mean of the pre test was 36,06, in cycle I was 65, 75, in cycle two was 75, 45, it indicated in cycle two were better than cycle I. The percentage of students' who got point 70 or more also increased. In the pre test, there were 6 students' who got point 70 (18, 18%). In the post test of cycle I the students' who got point 70 or more were 21 students' (63, 63%). It means that there was an increasing about 45, 45%. The post test of cycle II, the students' who got point 70 or more were 29 students' 87, 87% and the increasing was the about 69, 69%. Thus it can be stated the Story Pyramid Strategy could increase students' ability in reading narrative text, and also the students' were happy to learn reading narrative text by using Story Pyramid Strategy it could be seen in the result of observation sheet, interview sheet, dairy notes, test and documentation. They showed that the classroom were alive and active.

Keywords: Story Pyramid Strategy, Reading Narrative Text.

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Alhamdulillahirabbil‘alamin, all praise and thanks be to Allah SWT, because through His grace and guidance the writer can finish this proposal entitled “Increasing Students’ Ability in Reading Narrative Text by Using Story pyramid Strategy at SMP Swasta Al-Hidayah Medan”.

Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science.

Completion of this proposal is not easy. It needs so much time, energy and money. Without the help from many people, this proposal might not be complete on time. So that I would like to express my sincere gratitude to:

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Although this proposal has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it. Therefore, suggestions and criticism from the readers is so expect to the development in the future.

The writer's hope, this thesis may be useful for the writer and the readers as well as for the development of education in the future to be better. Amiin.

Medan, 13 September 2018

Irna Kholida

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CHAPTER I

INRODUCTION

A. Background of the Study

Reading is one of the most important skills in language learning besides listening, speaking, and writing. Reading is a language process which requires the understanding of write language. A reader reads the written language to get the information, digest it is and comprehend the text. The way people digest the information to understand it is the work of themselves to interpret the text and get the meaning of the writer wants to convoy. Reading is an interactive process that goes on between the reader and the text, resulting in the comprehension.

Reading comprehension is the process of making meaning from the text.¹Reading comprehension is a mental process obtaining meaning or understanding reading text that briefly includes finding particular pieces of information, solving the problem, understanding ideas and following set of direction. Reading comprehension is most likely to occur when the students are reading what they want to read, or at least what they see some good reason to read, for example, they have a real interest in a subject, know enough about it, and know the language well enough to make sense of the text.

The reason for teaching reading to the students because it belongs to the fundamental language skills just as important as speaking, listening, and

¹G. Wolley. (2011). *Reading Comprehension: Assisting children with Learning Difficulties*. P. 15. Accessed on Saturday at 11.02 am 2018.

writing English. Beside, reading is closely related with other subject. Most of the materials given by the teacher in English or other subject are presented in written form, for example in handbook, handout, reading book, exercise book and so forth. It means that to understand the materials, the students must have a good ability to get the meaning of vocabulary and written text. Because of that, reading is very important to be taught to the students.

Based on the writer observation at the first year students of Junior High School SMP Swasta Al-Hidayah Medan, there are many problems faced by students in reading comprehension such as, the first, students are lazy to read English text. The second, the students feel bored in reading English text. The third, the students cannot read loudly by using correct information. The fourth, students always have problems to comprehend the text such as they cannot identify orientation, complication, resolution, re-orientation and evaluation. The fifth, the teacher does not use an approach strategy in English text.

The use of strategy also becomes crucial in comprehending reading text. The strategies used by the teacher become students' problems in class where teachers only ask the students to read. Find difficult words and get the meaning, they must answer the question given. These activities are difficult to do because they do not individually and in passive activity. Especially in narrative text, students face the problem when they are reading to understand and comprehend the generic structure of the story, includes orientation which the narrator tells the audience who is in the story, complication the crisis of the story and resolution is the final series of events in which the characters solve the

problem and usually provides a comment or moral value which learned from the story.

In this research, the writer would like to use story pyramid strategy toward students reading narrative text. Story pyramid is one of the strategies to help the students comprehend the text. Using story pyramid strategy makes student comprehend the story easier and makes students express their idea about the text. The writer hopes by using Story Pyramid Strategy for teaching reading, student will be motivated, relax, and interested so that they can be able to comprehend the text, more active in classroom and makes the teaching-learning process satisfying, enjoyable and effective.

Based on the explanation above, the writer would like to conduct a research with the title: **“INCREASING STUDENTS’ ABILITY IN READING NARRATIVE TEXT BY USING STORY PYRAMID STRATEGY AT SMP SWASTA AL-HIDAYAH MEDAN”**.

B. Statement of Problem

The main problem that needs investigations in this study is how to use story pyramid strategy in teaching English to increase student’s ability in reading narrative text.

C. Research Questions

The problem of this research was formulated as following:

1. Can the students’ ability in reading of narrative text increase by using story pyramid strategy?

2. How is the application of story pyramid strategy increase students' ability in reading narrative text?

D. Purposes of the Study

1. To find out the increasing of students' ability in reading narrative text by using story pyramid strategy.
2. To find out the use of story pyramid strategy in reading narrative text.

E. Significances of the Study

The result of this study is expected to be significances to:

1. For English teachers, this study will be useful to add knowledge was enabling them to be more creative and innovative in using kinds of teaching strategy so that the students become interesting in learning reading in they would get a better result in their study.
2. For other researcher, this study will be contribute for his/her research in relevant study.

F. The Limitation of Study

Based on the background of the study, the writer is limited to the strategy which focus on students' ability in reading comprehension of narrative text by using story pyramid strategy in at the eighth grade SMP Swasta Al-Hidayah Medan.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In concluding a research, theories are needed to explain some concepts or terms apply in the research concern. Some terms will use in this study and they need to be theoretically explain. In the following part, theoretical elaboration the terms used will present.

1. The Concept of Reading Comprehension

To know clearly about reading comprehension, below is an explanation of reading comprehension, there are:

a. Definition of Reading

Reading is one of four language skills: reading, writing, listening, and speaking. It is receptive skill, like listening. This means it involves responding to text, rather than producing it. Reading deals with the ability of the readers to comprehend the expression of the content and social relation given in the text by the use of their higher mental process. This devise function is to activate reader's background knowledge of the content and social relation expressed in reading text.

Grabe and Stoller said that Reading is the ability to draw the meaning from the printed page and interpret this information appropriately.² It means to

²Grabe W and Stoller. (2002). *Teaching and Researching Reading*. Harlow: Longman. P. 9.

find out the messages or the required information that the researcher put into the text as possible.

Allah said in the Qoran: (Al-Alaq: 1-5)

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning :

1. Read in the name of lord who has created (all exist)
2. He has created man from a clot (a piece of thick coagulated blood),
3. Read!, and your lord is the most generous
4. Who has thought (the writing) by pen
5. He has thought man that which he know not.³

Mean: in first of these verses, it has clearly highest assessment intelligence/ability to read and write. The explanation of these verse showed that reading is most important aspect to get knowledge. By reading, the things that we don't know bring us and guide us to know the meaning of that things and reading can enlarge our knowledge and change the condition of our thinking, life and perception to things. The ability in reading something, not's only as literal, make us become wise person in the act and can solve the problems.

³Qur'an. <https://www.al-islam.org/enlightening-commentary-light-holy-quran-vol-20/surah-alaq-chapter-96>. Accessed on 5 march 2018 at 14.02.

Parable of the man who likes to read is also mentioned in the hadith below:

عَنْ أَبِي مُوسَى رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَثَلُ الْمُؤْمِنِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الْأَتْرُجَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا طَيِّبٌ وَمَثَلُ الْمُؤْمِنِ الَّذِي لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ التَّمْرَةِ لَا رِيحَ لَهَا وَطَعْمُهَا حُلْوٌ وَمَثَلُ الْمُنَافِقِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الرَّيْحَانَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا مُرٌّ وَمَثَلُ الْمُنَافِقِ الَّذِي لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ الْحَنْظَلَةِ لَيْسَ لَهَا رِيحٌ وَطَعْمُهَا مُرٌّ. (رواه البخارى ومسلم والنسائي وابن ماجه)

Meaning; “From Abu Musa Al-Ash'ari (may Allah be pleased with him) said that the Messenger of Allah (peace and blessings of Allah be upon him) said: "The quarrels of a mu`min who diligently reads the Qur'an are like the fruit of Al-Atrujah: the aroma is fragrant and tastes good. The parable of a mu'min who does not read the Qur'an is like a tamr fruit (dates): no aroma but sweet taste. The parable of a munafiq but he is diligent in reading the Qur'an is like the fruit of Raihanah: the aroma is fragrant but it tastes bitter. As for the munafiq, who is not diligent in reciting the Qur'an, is like the fruit of Hanzalah: it has no aroma and its taste is bitter. "4

⁴Ira Fatmawati Asmara. (2018). *Improving Students' Achievement in Reading Comprehension Narrative Text By Implementation BDA Reading Strategy at the Second Year Students' of MTsN 2 Medan*. Faculty of Tarbiyah and Teachers' Training. UINSU. P. 1-2.

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire.⁵ Reading is way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching.

Reading is an active process that depends on both authors' ability to convey meaning using words and your ability to create meaning from them.⁶ Good reader is who have ability to take the meaning and understanding the goal of the author in written the passage.

b. Purpose of Reading

According to Grabe when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases.⁷ For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper.

In these circumstances, a more critical set of goals must be establish for an effective synthesis: the reader needs to remember points of comparison or

⁵Douglass Brown. (2000). *Language Assessment Principle and Classroom Practice*. United States of America: Longman. P. 306-311.

⁶Deborah B Daiek and Nancy M. Anter. (2004). *Critical Reading for College and Beyond*. New York: McGraw-Hill. P. 5.

⁷Grabe William and Stoller.FredickaL. *Op.cit*. P.11.

opposite assess the relative importance of the information, and construct a framework which the information will be organized.

a) Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in text until a general idea is formed.

b) Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection) strategies to help remember information.

c) Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources both reading to write and reading to critique text require abilities to compose, select and critique information from a text.

d) Reading for general comprehension

Reading for general for comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.

Reading is one type of receptive written language skills. Because by reading a person will be able to obtain information, knowledge and new experiences. Everything gained through reading will enable the person to expand his/her thinking, sharpen his vision, and broaden his horizons. Thus reading is an activity that is needed by anyone who wants to go forward and improve themselves.

Meanwhile, Tri Wiratno classified the purposes of reading into two kinds they are:

a. Reading for general ideas

Readers with this purpose only identify the topic of discussion. They can pay special attention to the first or the last sentence of the paragraph.

b. Reading to locate specific information

Readers with this purpose must read sentence by sentence quickly to get more details.⁸

⁸Tri Wiratno. (2003). *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Gramatika*. Yogyakarta: Pustaka Pelajar. P.163.

The purpose of reading is to understand the idea, the ability grasp meaning in whole reading, whether in the form narration, free text, or poetry that can be concluded in a written work.

c. Types of Reading

The variety of performance is derived more from the multiple of types than from the variety of over types of performance. According Brown, types of reading are:

a) Perceptive

Perceptive reading task involve attending to the components of larger stretches of discourse: letters, words punctuation and other grapheme symbols bottom-up processing is implied.

b) Selective

Selective reading is large part of assessment formats in which to ascertain one's reading recognition of lexical, grammatical of language within a very short stretch language. This type of reading uses certain typical tasks: pictured-cued tasks, matching, true/false, multiple-choice, etc.

c) Interactive

This type of reading forces the readers to interact with the text in which the readers should be able to bring a set of schemata to the text for understanding it. Typical reading genres that lend themselves to interactive reading are anecdotes, short narratives, directions, recipes, and other forms similar to those genres. The main focus in interactive reading task is to identify relevant features (lexical, symbolic, grammatical, and

discourse) within text of moderately short length with the objective to retain the information that is processed.

d) Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, news, essays, technical reports, short stories and books.⁹

In conclusion, there are four types of reading: 1) Perceptive reading, refers to the component of text such as symbols words, punctuation. 2) Selective reading, focuses on the features of language, lexical and grammatical of paragraph the certain type task of reading is multiple choice, matching, true/false, etc. 3) Interactive reading, is a type of text in which the reader must interact with text by using psycholinguistics sense. The typical of interactive reading are anecdotes, short narrative and description. The focus of interactive task is to identify the relevant features of text. 4) Extensive reading, is a type of that more than a text, the level is higher, this reading is refers to professional articles, essays, short stories, and books.

Meanwhile there are two kinds of reading according to Jeremy Harmer.¹⁰

1) Intensive reading

According Patel and Jain, intensive reading is related to further process in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending

⁹Brown Douglas. (2004). *Language Assessment Principle and Classroom Practice*. USA: Longman. P. 189.

¹⁰Jeremy Harmer. (2007). *How to Teach English*. Kuala Lumpur: Pearson Education. P. 99.

knowledge of vocabulary and idioms.¹¹ Intensive reading can be increasing learners' knowledge of language feature and their control of reading strategies. This activity is likely more emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader.

The classic procedure of intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze feature of language that they learnt, and to make sure the learners' comprehension.¹²

1) Extensive reading

Brown explains that extensive reading is carried out to achieve a general understanding of they are reading.¹³ According Paten and Praveen the purpose of extensive reading is to ask the students to read directly and fluently in target language for enjoyment, without aid of teacher. It means that extensive reading does not need teacher's guidance. So, the teacher can be only a facilitator to care for them whether or not they understand. Extensive reading is always done for the comprehension, not for specific details.

Extensive reading can be source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story not on

¹¹M. F. Patel and Praveen M. Jain. (2008). *English Language Teaching (Methods, Tools, Strategies)*. Jaipur: Sunrise Publishers & Distributors. P. 117.

¹²I. S. P. Nation.(2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge. P.25.

¹³H. Douglas Brown. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Wesley Longman Inc. P. 313.

items to learn. So it can be said that the aim of extensive reading is to read pleasure and get the general idea of the story or texts.

d. Definition of Reading Comprehension

Reading a text is usually as a way of developing reading comprehension by looking at the text and trying to understand the message in the text. It means that when reading a text, the readers try to understand the text by focusing on specific items and general meaning. It involves the eyes as the tool which receive message, then send them to our brain to be analyzed and processed. In this contact, reading will not happen without comprehension.

According to Kristen Lems, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purposes for reading and the text that is involved.¹⁴ It means that reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive.

Caldwell also stated that, “comprehension encompasses three components: an active process of comprehending; the skill, knowledge base, and motivation of the comprehender; and the difficulty and characteristic of the text that is read, listened to, or watched.”¹⁵ It can be said that in comprehending the text, readers need some skill, strategies, and aptitude towards constructing the meaning from the text.

¹⁴Kristin Lems, Leah D. Miller, and TenenaM. Soro. (2010). *Teaching Reading to English Language Learners*. New York: The Guildford Press. P. 170.

¹⁵JoAnne S Caldwell. (2008). *Comprehension Assessment*. New York: The Guilford Press. P. 4.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. It means that a good readers should make connections between background knowledge and the new information in the text.

The main purpose of reading is comprehension. Reading comprehension is attempt understand, evaluate, and also recognize the author's ideas of reading text. A reader need comprehension to catch the content of message or information from the text. According to Snow reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁶

Besides some definitions above, based on the way of reading, the activity of reading itself can also be defined in two points of view:

1. Reading is understanding written text to get the understanding of the content. In this case, reading is usually done for oneself.

¹⁶Ashadi Kurniawan. (2013). Improving Student's Reading Comprehension on Narrative Text Through Story Mapping Strategy. *Jurnal Pendidikan Pembelajaran*. Vol. 2. No. 5. P. 4. <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/1968>. Accessed on 5 March 2018 at 11.54.

2. Reading means pronouncing written text orally. This activity may be for text comprehension or not.¹⁷

John Langan also identified several reading skill are involved in the ten reading comprehension question that follow: (1) Understanding vocabulary in context. (2) Summarizing the selection by providing a title for it. (3) Determining the main idea. (4) Recognizing key supporting details. (5) Making inferences.¹⁸

Skilled readers may employ one type of process more than others when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge based processing is not appropriate reading activity, so that they fail to use knowledge they have.

e. Levels of reading comprehension

There are four levels of reading comprehension. The following levels can tell us about how far the students understand about reading material and which level that has been achieved.

a) Literal comprehension

Literal comprehension involves acquiring information that is directly stated. The basic of literal comprehension is recognizing stated main idea, detailed cause effect sequence. It's also prerequisites for higher level understanding.

¹⁷Tri Wiratno. *Op.cit.* P.162.

¹⁸John Langan. (2008). *English Skills with Readings*. New York: McGraw-Hill. P.627.

b) Interpretive comprehension

Interpretive comprehension includes inferring main ideas of passages which the main ideas are not directly stated, inferring cause and effect relationship when they are not directly stated, inferring referents of pronoun, inferring referents of adverb omitted words, detecting mood, detecting the author's purpose in writing, drawing conclusion.

c) Critical comprehension

Critical comprehension involves evaluating written material, comparing the material with known standards and drawing conclusions about their accurately, appropriateness and timelines. The critical reader must be an active reader, questioning, researching for fact and suspending judgment until considered all of the material.

d) Creative comprehension

Creative comprehension involves going beyond the material presented by the author. It requires the readers to think as they read, just as critical reading does, and it also requires them to use their imagination.¹⁹

f. Students' Difficulties in Reading Comprehension

Reading comprehension is an important academic skill. The students' reading comprehension problem with the paragraph involves some closely related phenomena, students lack prior knowledge such as:

¹⁹Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan. (2015). Improving Student's Reading Comprehension Achievement by Using K-W-L Strategy, *English Linguistics Research*. Vol. 4. No. 3. P. 16. <http://www.sciedupress.com/journal/index.php/elr/article/viewFile/7547/4747>. Accessed on 31 July 2018 at 07.40.

a) Word recognition

The students face difficulties when trying to recognize words of the target words of the target language. These difficulties arise because these two languages, English and Indonesia are not branches of the same way language. Word recognition is an important component in understanding a target language or native language. So recognizing familiar words in new passages discovering the meaning of unfamiliar. English words are complex, and this complexity bring difficulties is very hard to overcome, but it could be minimized.

b) New words

Words which have been learned are two aspects which night cause difficulties in the learning of vocabulary. Learning new words, words which are introduced for the first time to the students, is greatly influenced by their prior knowledge about words.

c) Vocabulary knowledge

In reading is important for one to have vocabularies. Lack of vocabulary knowledge or a mismatch between the reader's vocabulary and that of the text can also because of reading to assemble and integrate preposition fro text and make sense of what is read.

d) Fluency related to reading comprehension

Fluency related to reading in most often conceptualized in items of speed and accuracy. Students with learning disabilities often struggle to

readfluently. Slow reading is debilitating because it prevents students thinking about the text while reading.²⁰

2. Narrative Text

a. Definition of narrative text

A narrative is a kind of text types composed both in written and spoken forms, which describes a sequence of real or unreal events. Narrative is one of the component text types that the students are expected to use early on in their school life. Then narrative is defined as the act, process or skill of telling a story. Moreover, narrative text is an imaginative experience. Narrative deals with problematic events which lead to a crisis or turn point of some kind, which in turn finds a resolution.

Narrative text is one of famous type of any text. Narrative text is usually written about the past experience in life. According to Madison Smart Bell stated that, the narrative design (narrative structure), is of first and final importance to any work of fiction. In that structure, we will find element of story; characterization, point of view, theme and plot. Plot is the way of the story constructed.²¹

Narrative text is written based on life experiences. Denis stated one interesting feature of narrative text in particular is that they appear to include visualization in the reader as part of the reading process –readers report ‘seeing’ scenes in their head when they read such text. What is the interesting about this

²⁰Mardiah. (2013). *Improving the Students' Reading Comprehension Ability in Narrative Text Through Student Teams Achievement Divisions (STAD) Strategy at MTs Al-IttihadiyahPerkut*. Faculty of Tarbiyah and Teachers' Training. UINSU. P. 18.

²¹Rafikan Dewi, (Et. al).(2013). *Reading*. Medan: UNIMED PRESS. P. 54.

process is that different readers are likely to visualize different scenes, depending upon their prior experiences and expectation.²²

Labov&Waletzky said that Narrations can be understood as a stories which a beginning, a middle, and an end that contains a conclusion or some experience of the storyteller. Telling a story is normally connected with some unusual event and some complication in the course of the events depicted. The narrative genre depends on temporal principles of ordering.²³

The characteristics of narrative text are tells a story, contains well developed characters, contains a setting describing where or when the story takes places, contains a carefully fashioned plot with a problem and resolution, contains a theme that explains the meaning of the story, contains vocabulary used to enrich understanding of the story, may be written in first, second, or third person.

Based on the definition above, narrative text can be regarded as a kind of text that purposes to tell a story which contains a series of events or actions chronologically. The purpose of this text is to entertain or to amuse he readers or listeners about the story. Narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myths, epic) and its plot consists of climax of the story (complication) then followed he resolution.

²²J. Charles Alderson. (2000). *Assessing Reading*. Cambridge: Cambridge University Press. P. 64.

²³Stefan Titscher, (Et. al). (2000). *Method of Text and Discourse Analysis*. Great Britian: The Gromwell Press.P. 24.

b. Purpose of Narrative Text

According to Barbara purposes for narration are:

- 1) To entertain
- 2) To express feelings
- 3) To relate experience
- 4) To inform (to explain what happens when a person is arrested), to inform (to teach a lesson)
- 5) To persuade (to convince the reader that the community service should be required in highschool).²⁴

Besides according to Sudiarti, there are purpose of narrative text:

- 1) To amuse or entertain
- 2) To deal with actual or imaginative experiences in different ways.²⁵

c. Language Features of Narrative Text

The generic structure of narrative text is as follows:

The stage of Abstract serves as a short introductory remark to the story. Commonly the stage is indicated by the narrator in expression such as I have in interesting story, this is a special event in my life, I have an unforgettable experience in my life, this is what happened last week, etc.

²⁴Barbara Fine Clouse. (2008). *The Student Writer*. New York: McGraw-Hill Companies. P.186.

²⁵Th. M. Sudarti, Eudia Grace. (2007). *Look Ahead 2 An English Course for Senior High School Students Year XI*. Jakarta: Erlangga. P.74.

The stage of Orientation tells ‘who and where’. This is to say that the stage specifies who takes part in the story. The participants may be human or non-human beings, such as animals and things. The stage also indicates the location, namely the place where the story takes place and the time when the story happens. In other words, the stage of Orientation specifies the Participants and Circumstance of Location covering spatial and temporal locations.

At the Evaluation stage, the narrator shows his/her judgments or comments of the events of the whole story. The evaluation stage may occur once, twice, three times or reiterated in unlimited times. This is indicated by numbers, such as 1, 2, 3, 4, ...n. the stage is optional and it may occur at any time before or after one stage.

The stage Complication treats the crisis or climax in the story. This is the part of the story where something goes wrong and becomes a serious problem. The crisis is of great interest and suspense.

The stage of Coda closes the story by additional remarks.

The stage of Abstract, Evaluation, and Coda are optional. The stage of Evaluation is reiterated and may occur before or after a certain stage.²⁶

Besides having purpose and generic structure, narrative text also has significant language features that support the form of a narrative text. Here are the language features of narrative text:

- 1) Using simple past tense

²⁶Anggraini Thesisia Saragih. (2014). *Course Book Writing*. Medan: Unimed Press. P.113.

- 2) Using adverb of time such as *Once upon a time, one day, etc.*
- 3) Using time conjunction such as *when, then, suddenly, etc.*
- 4) Using specific character. The character of the story is specific, not general. For example: Cinderella, Snow White, Alibaba, etc.
- 5) Using action verbs such as *killed, dug, walked, etc.*

d. Structure of Narrative Text

Narrative is concerned with time, it is arranged chronologically and in order of the importance of events. This sequence of events is called as plot. The following plot pattern a narrative text consist of:

- a) Orientation : sets the scene and introduces the participants.
- b) Evaluation : a stepping back to evaluate the plight.
- c) Complication : a crisis arise.
- d) Resolution : the crisis is resolved, for better or for worse.
- e) Reorientation : optional.

Meanwhile, according to Anderson, a narrative text consist of:

- a) An orientation in which the narrator tells the audience about ‘who’ is in the story, ‘when’ the story is taking place and ‘where’ the action is happening,
- b) A complication that sets off a chain of events that influences what will happen inthe story,
- c) A sequence of events where the characters react to the complication,

- d) A resolution is which the characters solve the problem created in the complication, and
- e) A coda that provides moral based on what has been learned from the story.²⁷

In detail, the rhetorical structure and textual element function as follows:

Textual Elements	Functions
Orientation	<ul style="list-style-type: none"> ▪ It consist of theme or topic to be informed ▪ Introducing the characters of the story, the time and the place of the story (who, what, when and where). ▪ It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	<ul style="list-style-type: none"> ▪ A series of events in which the main character attempts to solve the problem. ▪ The complication usually involves the main character(s) (often mirroring the complications in real life).
Resolution	<ul style="list-style-type: none"> ▪ The ending of the story containing the problems solution. ▪ The complication may be resolved for better or worse/happily or unhappily. ▪ Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader.²⁸

²⁷Zahra Siti Muslimah. (2018). *The Effect of Story Pyramid Strategy Toward Students' Writing Narrative Text at MTsNBekasi in the Academic Year 2017/2018*. Faculty of Educational Sciences Syarif Hidayatullah State University: Jakarta. P.15. <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/37681/2/Zahra%20Siti%20Muslimah-FITK>. Accessed on 05 march 2018 at 11.21.

²⁸I Wy Dirgeyasa. (2014). *Writing A Genre Based Perspective*. Medan: Unimed Press. P. 47.

e. Types of Narrative Texts

There are many different types of narrative texts. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, fables, myth and legends, historical narrative ballads, slice of life, personal experience.²⁹

f. Example of Narrative text

A Bad Camping

On July 1st went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark.

I quickly set up my tent for it began raining. I set off to explore the jungle and I bought some food, matches, ropes and a flashlight on my knapsack.

Next, I locked my tent and after I had walked for about 2 km, I was tired. Then I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarina tree.

I screamed for a help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, "Are you injured?" I answered, "Yes, my back is pain." "I will handle it." He bandaged my back. After that, he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put on me.

²⁹I WyDirgeyasa. *Ibid.* P. 45.

When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nursed asked me, “Are you okay?” “I am a bit unwell”, I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I let my life cheerfully. Two weeks later, I went back to Jogjakarta.

g. Analysis of Narrative Text

Narrative text has generic structure such as orientation, complication, event and resolution. Here are the analyses of narrative text based on its generic structure:

Analysis of “A Bad Camping” Text

On July 1 st went camping. I brought my own preparation such as food, tent, etc. I arrived at 07 o'clock in the evening. It was dark.	Orientation
I quickly set up my tent for it began raining. I set off to explore the jungle and I bought some food, matches, ropes and a flashlight on my knapsack.	Evaluation
Next, I locked my tent and after I had walked for about 2 km, I was tired. Then I found a steep slope. There was no other way so I climbed the slope. Suddenly, one of my ropes was broken and I was hooked at a casuarinas tree.	Resolution
I screamed for a help but no one heard me. After a few minutes, I turned on my flashlight. A ranger saw the light and he saved me. He did the first aid and he asked me, “Are you injured?” I answered, “Yes, my	resolution

<p>back is pain.” “I will handle it.” He bandaged my back. After that, he went to the base camp to search for a help. Not taking a long time, he got back with his friend and they carried a litter and put on me.</p>	
<p>When the morning came, they took me to the nearest hospital. I thanked them. It was a bad experience. I only slept and I thought of my injured back. The nursed asked me, “Are you okay?” “I am a bit unwell”, I replied. I kept on sleeping and I sometimes listened to the music. When the nurses asked, I only smiled. I knew that I was not recovered yet but I let my life cheerfully. Two weeks later, I went back to Jogjakarta.</p>	<p>Reorientation</p>

3. Story Pyramid Strategy

a. Concept of Story Pyramid

According to Jonson, A story pyramid is a structured format which students use to know the most important parts of story. This strategy forces students to review and summarize the points of story.³⁰

Moreover, according to Puthota story pyramid is a strategy to ensure the students thoroughly comprehend a variety of different aspect of a story by closely analyzing the main character, setting, problem, events and solution. Ideally, it can

³⁰K. Feeny Jonson. (2006). *60 Strategies for Improving Reading Comprehension in Grades K-8*. USA: Library of congress catalog in publication data. P. 184.

showed students' critical thinking, because the students would analyze the text from the easy one to difficult one based on highest to the lowest pyramid.³¹

Story pyramid strategy is a strategy to make the students understand about the story based on the structure. Teacher needs to challenge students to develop better thinking and understand about the text through story pyramid strategy, students expected to find the main idea from the topic or problem.

b. Procedure of Story Pyramid

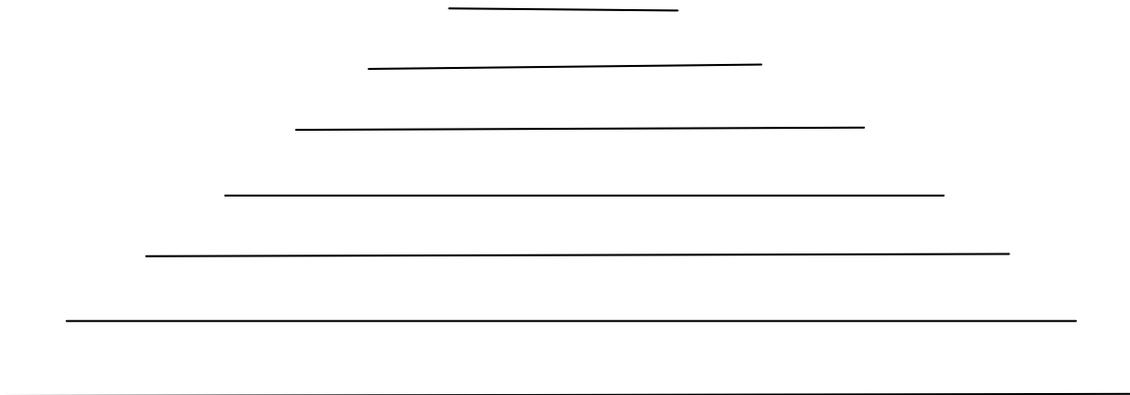
Story pyramid helps students in search for meaning and a variety of ways to organize information. This Strategy also helps students promote comprehension and writing.

Here are the procedures of story pyramid according to Jonson:

- a) Line 1 name of main character
- b) Line 2 two words describing the character
- c) Line 3 three words describing the setting
- d) Line 4 four words stating the problem
- e) Line 5 five words describing one event in the beginning of the story
- f) Line 6 six words describing one event in the middle of story
- g) Line 7 seven words describing one event in the end of the story
- h) Line 8 eight words that refer to the problem solution.³²

³¹Mentari Wilis Wijayanti and Sri Handayani. (2015). *Improving Students' Reading Comprehension by Using Story Pyramid Strategy (Classroom Action Research at The Eight Grade Students of SMP 1 Kemusu Boyolali in 2014/2015 Academic Years)*. P. 5.
<http://jurnalmahasiswa.unisri.ac.id/index.php/fkiping/search/authors/view?firstName=Mentari&middleName=Wilis&lastName=Wijayanti&affiliation=&country=>. Accessed on 29 May 2018 at 12.30.

Story pyramid



Through this strategy students will be able to capture essential information about the book or reading selection. They are also able to organize their thoughts to create comprehension in reading text.

In addition, there are some procedures before starting story pyramid strategy. Sadler states that the procedures of story pyramid strategy are explained:

- 1) Teacher asks students to read the selection of the text
- 2) Teacher shows the students the format for writing story/ narrative pyramid
- 3) Teacher asks students to fill each line according to the format and questions
- 4) Teacher asks students to create the pyramid graphic organizer, and use it as the basis for discussion involving whole class.³³

In this research, the writer plans a modified pyramid strategy as follow:

³²K. Feeny Jonson.*Ibid.*. P.185.

³³Mawadda. (2016). Teaching Reading Comprehension to the Eighth Grade Students of SMP Negeri 12 Palembang by Using Story Pyramid. *jurnal Pendidikan Pengajaran*. Vol. 2. No. 1 P. 60. <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/597>. Accessed on 5 march 2018 at 02.13.

- 1) Teacher told the students that they are going to discuss about narrative text
- 2) Teacher explained how to use story pyramid and give a model to the students
- 3) Teacher delivered a story and a story pyramid worksheet to the students
- 4) Teacher asked the students to read the story carefully
- 5) The students read carefully
- 6) The students read the information requested in the worksheet
- 7) The students began fill in the story pyramid first time, the students write the name of main character of the story
- 8) Second line, the students wrote two words describing main character
- 9) Third line, the students wrote three describing the setting
- 10) Fourth line, the students wrote four words describing one event
- 11) Fifth line, the students wrote five words describing one event
- 12) Sixth line, the students wrote six word describing a second events
- 13) Seventh line, the students wrote seven words describing third event
- 14) Eight line, the students wrote stating the solution to the problem
- 15) After finished fill in the story pyramid, they collected it
- 16) Teacher and students discussed difficult words in the story

c. The Benefit of Story Pyramid Strategy

This strategy have benefit there are:

- 1) This method of critical reading is beneficial to all students, particularly those with Learning Disabilities that create difficulties in attention, comprehension, analysis, and retention.

- 2) Students with such disabilities can benefit from the method's support and guidance, while ensuring they grasp both specific details and the "big picture".
- 3) Story pyramid force students to read an assigned story, comprehend the story enough to formulate key words for each line, and also to use critical thinking to be succinct and concise while still getting their point across.
- 4) The flexibility of this method allows it to be used at an individual level for students who prefer to work on their own, at a group level, for those who prefer to work with classmates, or with the classroom as a whole.
- 5) Furthermore, the information required for each line can vary based on assignment or subject, and can be expanded for use of with story as a whole (shown above) or condensed to be conflict, relationship, or character specific.³⁴

d. Purpose of Story Pyramid Strategy

The objective Story Pyramid Strategy there are:

- 1) Guides students in selecting appropriate information from a reading to be analyzed and helps them consider possible implications of this material.

³⁴Martha Puthota. "Story pyramid handout - slideshare". <https://www.slideshare.net/mars2084/story-pyramid-handout>. Accessed on 28 march 2018 at 10.37.

- 2) Making students more directive in their reading so that they actively search for appropriate information from a selection which ultimately helps them write better organized summaries of their text.
- 3) Help the students to guiding question and telling them to read passage to answer this question.
- 4) Students brainstorm elements or components and record each on separate sheets of paper.

e. Advantages and Disadvantages of Story Pyramid Strategy

There are some advantages of story pyramid strategy according to Macon et al. The advantages of story pyramid strategy is helps students pinpoint highlights of story and describe the important part of using a limited number of words. The requirement of brief responses stretches students' thinking and is fun. So, the students will comprehend a text clearly because they will describe the important part by using the pyramid.³⁵

On the other hand, the advantages of story pyramid strategy are:

- 1) More straightforward way to get students to read to answer guiding question.
- 2) Directs students to specific facts that will ultimately help them identify the important information in the story.

³⁵Detta Dwilkhaira. Teaching Reading by Combining Story Pyramid Strategy and Sketch to Stretch Strategy at Junior High School. *Jurnal Wisuda Ke 48 Mahasiswa Pendidikan Bahasa Inggris*. Vol. 1. No. 1 P.3. <http://download.portalgaruda.org/article.php?article=264067&val=6305&title=TEACHING%20READING%20BY%20COMBINING%20STORY%20PYRAMID%20STRATEGY%20AND%20SKETCH%20TO%20STRETCH%20STRATEGY%20AT%20JUNIOR%20HIGH%20SCHOOL>. Accessed on 20 may 2018 at 11.36.

- 3) The students jointly construct the concept pyramid by negotiating on the hierarchical order in which the separate pieces of paper will be placed on the concept pyramid.
- 4) Easy for the students in reading and get information from the text.

There are some disadvantages of story pyramid strategy:

- 1) Had plenty of the time to explain the directions and make sure the students understood what they were expected to complete.
- 2) Teacher should be sure to clearly explain the instructions and the goals of the activity prior going to giving the students the assignment so as to limit confusion during the lesson.³⁶

B. Related of Studies

1. SaragihArthaTheresia, (2011), *Improving Achievement in Reading Narrative Text through Two-stray Technique*. A thesis faculty of languages and arts, state university of Medan 2011. The objective of the study is to find out whether the Two-stay-Two stray Technique Improves students' achievement in reading narrative text. The study deals with classroom action research which is done in 7 meeting. The subject of the study was the first years students of SMK SwastaTeladan Sumatera Utara. One class was taken as the subject of study. The number of the students was 35 students. The data of this study are obtained from multiple choice test, observation, sheet and diary notes and interview sheet. Based on the

³⁶Husna Malum Sinamo. (2016). *The Effect of Story Pyramid Strategy on Students' Ability in Reading of Narrative Text at the Second Year Students' of Boarding School MTs Dairi Sidikalang Academic Year 2015/2016*. Faculty of Tarbiyah and Teachers' Training. UINSU. P. 17.

reading test, the scores of the students were always improved continuously in Pre-test, in Post-test I and Post-test II. In Pre-test the mean of the students' score was (57,65), in Post-test the mean of students' score was (62,33) and in Post-test II the mean of students' score was (70,38). Based on diary notes and interview, it showed that the excitement and interest of the students were also improved.

2. YemimaAlberti (2014, UIN-SU) by the Tittle “ Improving Students’ Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII Of SMP N 1 PondokKelapa Bengkulu Tengah”. She found that in this research, the researcher used quantitative and qualitative data to see the improvement of the students’ reading comprehension and the factors influence the changes of the students’ reading comprehension. The instruments of this research were reading comprehension test, observation checklist and field notes, and interview. Based on the result of the test, the students’ who passed the standard score improved from 30% in the preliminary data 73,33% at the end of the research. It means that story grammar strategy improves students’ reading comprehension that was influenced by student’s factors (attention, interest, and participation) and teacher’s factors (choosing the material and classroom management).
3. Krista Simamora. Improving Students Achievement in Reading Comprehension through Story Pyramid Strategy.This study aimed at improving students’ achievement for reading comprehension through story pyramid strategy the research conducted by applying classroom action

research to collecting the data. The instrument were used quantitative and qualitative data (diary, notes, interview, observation and so forth). Based on the data analysis, it was found that the students' score improved. It is showed from the mean of the students' score in the book assessment I (49,09) assessment II (78,18). Moreover, based on the observation sheet, diary, notes, interview indicates that there is improvement in students' abilities and interest in learning reading comprehension.

4. Zahra SitiMuslimah, (2018), The Effect of Story Pyramid Strategy Toward Students' Writing Narrative Text, she found in this research that story pyramid strategy has significant effect toward students' writing of narrative text at eighth grade students of MTsN 1 Bekasi. It can be seen from the data with the statistical hypothesis of significance level 5% which is calculated by using SPSS 20 version showed that the mean score of experimental class after being taught by using story pyramid strategy was 70.48 and it was higher than the mean score before using story pyramid strategy; it was 62.64. The data analysis, moreover, showed that *sig. 2-tailed* (ρ) < α ; $0.013 < 0.05$. It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, story pyramid strategy shows the significant effect in improving the students' writing narrative text. It is also supported by the effect size of story pyramid on this research; it was 0.73. It shows that it has medium effect size level. This research shows that using story pyramid strategy can affect students' writing narrative text at the eighth grade students of MTsN 1 Bekasi.

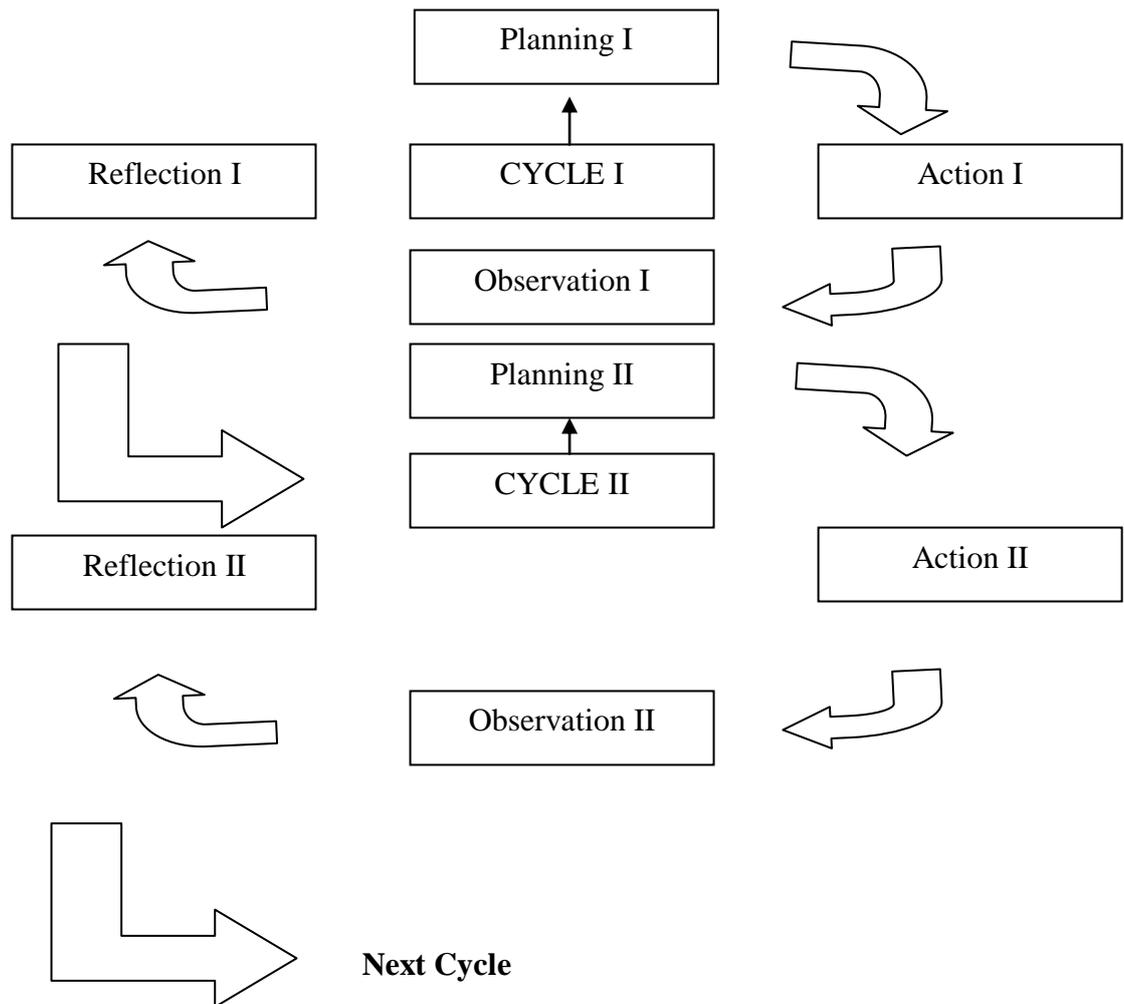
C. Conceptual Framework

Conceptual framework is needed in almost of all researcher to lead the writer in doing research. The writer makes it in order to get right result before doing result in the field. In conceptual framework, the writer will see about the improving students comprehending reading narrative text by using Story Pyramid Strategy. These strategy are suitable for teacher in learning reading narrative text.

Students reading comprehension is one comprehension were the students can be understand the sense and can be identify the difficult words on text. Actually the reading comprehension have text type to comprehend the text. One of the text type is narrative text. Narrative text is a kind of text that purposes to tell a story which contains a series of events or actions chronologically. To comprehend the text, the students must be found the information and the main idea from the text. So to comprehending the text is also needed the good strategy in increasing the students ability.

The teachers' learning strategy help students in understanding in the lesson easily. The learning strategy can influence someone who wants to do something. The teacher should use appropriate learning model in language teaching, because it can make the student have interest to join the lesson, so that they can increase their study more serious and their ability is better. On the other hand, if the teacher does not use the appropriate strategy especially in teaching reading narrative text, the students is bore and will not have interest to follow the lesson. As a result they will not be able to increase their ability.

The writer tries to use Story Pyramid Strategy is an interesting strategy in can motivated the students, help the students in comprehending and understanding the text. Students are able to focus more on reading narrative text easily. They will be more active to express their idea or opinion and they can study happy with using the strategy without feeling bored in studying English.



D. Hypothesis of Implementation

Based on the conceptual framework, the hypothesis in this research is the students' comprehending narrative text can be increase by using story pyramid strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design that was used in this study is classroom action research (CAR). According to David Hopkins Classroom Action Research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practice are carried out.

From definition above, on the educational contexts, Classroom action research is a form of self –reflective activities which done by the teacher on the educational situation to improve the rationality. Classroom action research also have the meaning a research that done by the teacher on his/her classes with doing, looking, and make reflection by some actions that aimed to improve or increase the result of education itself.

So, in the Classroom Action Research there are three elements or Concepts that should be remembered by the teacher, as follows:

1. Action is an activity that done with special aimed which doing in some cycles that aimed to improve or to increase the quality of learning process.
2. Research is an activity to observe the object by the methodology of research by collecting all the data and analyzed to solve a problem.
3. Class is a group of students on the same time receiving the lesson from the teacher.

The classroom action research including qualitative approach even though the data that had been collected may be quantitative. The aim of classroom action research is to improve and increase the result quality of learning process, developed the teacher's skill, and increase the student's motivation in the learning process.³⁷

B. Research Setting and Subject

The research was conducted in SMP Swasta Al-Hidayah Medan at Jl. Letda Sujono, Gang Perguruan, No. 4, Medan, Sumatera Utara in the academic year of 2018/2019 at the first semester of the year. The researcher interests to applying story pyramid strategy in SMP Al-Hidayah Medan because this strategy has never been taught in this school in previous research.

The subject of this research was students in grade 8th at SMP Swasta Al-Hidayah Medan. The researcher just took a class as object of this research. The

³⁷Kunandar. (2011). *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Press. P. 45-46.

selected of this research is 33 students of VIII B. In determining the class, the researcher had a discussion with the English teacher to consider the problems by the strategy to be used.

C. Data Collection

In this research, the researcher used qualitative and quantitative data to collect the data such as: interview, observation and test. The qualitative data used to describe the condition of the students in learning narrative text by using story pyramid strategy in class. While, quantitative data used to measure students' ability in reading comprehension narrative text. In this research, the researcher used the form of data collection as follows:

1. Observation

In the teaching learning process, observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it.³⁸ Observation is widely used as a means of collecting data in classroom research. So, from the explanation above, the researcher can conclude that observation was a process of watching the activities or anything that had been seen, heard to get some information.

2. Interview

Interview was used in order to get the important information related to the main objective of research. Interview was some dialogues which were done by

³⁸Jack C Richards and Thomas S. C. Farrell. (2005). *Professional Development for Language Teachers*. Cambridge University: Cambridge Language Education. P. 85-86.

interviewer to get the information from the participants by asking them some questions.

3. Test

A test in simple terms is a method of measuring a person's ability, knowledge, or a performance in a given domain. The researcher gave the students a written test to measure and to know the students' comprehension about reading narrative text. The test is contained of 10 questions in multiple choices that must be answered by the students.

4. Documentation

Documentation was one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document was to get the information about the students' improvement. It was includes of students' attendance list, students' score, and the students' evaluation. Technique of documentation was one of the some efforts to get the data and variable such as, notes, transcript, agenda, books, photo, and video.

5. Dairy Notes

The dairy notes were conducted to get information or the data about the condition and the situation of the object areas of the research. It was described of the students' activity, students' improvement, students' progress, and also described everything that happen in the classroom during learning process.

Besides that, the dairy notes given the descriptions about students' attitude, behavior, and students' personality.

D. Data Analysis

This research used qualitative and quantitative data. The quantitative data used for asses the test include of pretest and post test. These tests were analyzed by comparing the result of the test in each cycle.

The kind of the test is multiple choices to assess the students' comprehension in narrative text by using the formula of the assessment are following:

$$S = \frac{R}{N} \times 10$$

Where:

S = Score of the test

R = The number of correct answer

N= The number of the question

To know the mean score of students' comprehension evaluation in each cycle, the formula is following:

$$X = \frac{\sum x N}{N}$$

Where:

X= The mean of students' score

$\sum x$ = The total score

N = The number of the students

Next, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gets score 70, which is adapted from the school agreement at SMP Swasta Al-Hidayah Medan, the researcher will apply the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = the class percentage

F = total percentage score

N = number of students

The qualitative data is analyzed by using qualitative data analysis interactive model from Miles and Huberman. There are data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose³⁹. In this phase, the researcher need separate the accurate data from the inaccurate ones. Through the data reduction the

³⁹Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, cv. P. 247.

researcher focuses on the data that will be analyzed. It can be easy for the researcher to continues the collecting the data.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something—either analyze further or take action—based on that understanding⁴⁰. In this phase, the researcher will be present the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing or Verification

The third stream of analysis activity is conclusion drawing and verification. Conclusion drawing, in our view is only half of a Gemini configuration. Conclusion are also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing. With a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus,” or with extensive efforts to replicate a finding in another data set.⁴¹

In this phase, the researcher will be made a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

⁴⁰Sugiyono. *Ibid.* P.249.

⁴¹Sugiyono. *Ibid.* P. 252.

E. Research Procedures

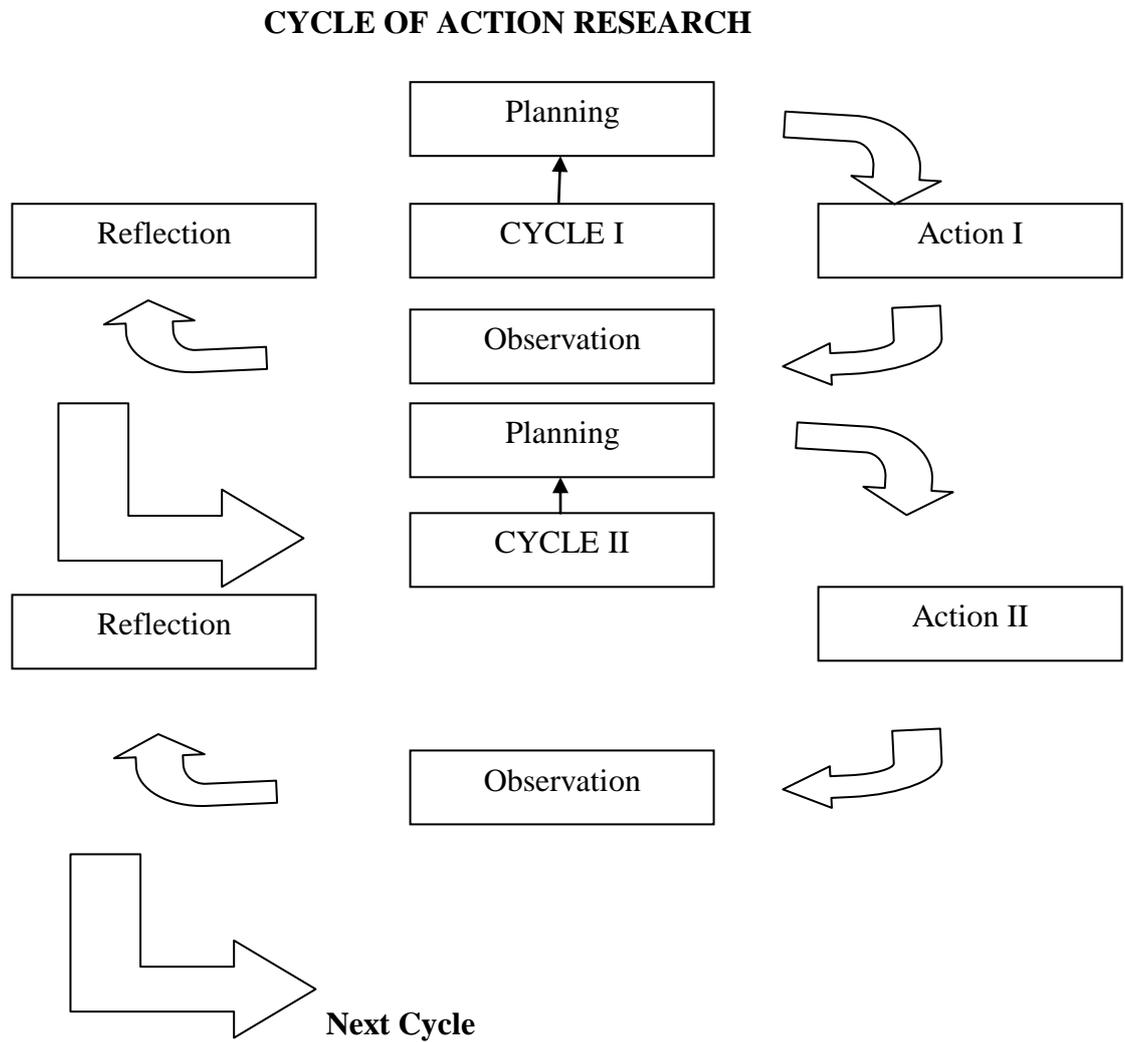


Figure 3.1

Figure Action Research Model By: (Kemmis and Mc Taggard, 1989).

1. Cycle I:

According to Suharsimi Arikunto, there is four steps in doing action that should be done by the teacher if they wants to conduct a research about Action

Classroom Research approach, the steps are: planning, action, observation, and reflection.⁴²

a) Planning

Planning is the first step in a classroom action research. Activities undertaken in the planning steps as follows:

1. Prepare lesson plans;
2. Conducting the test before done cycle as the instrument to know students basic skill at reading narrative text.
3. Learning material.
4. The instrument for collecting data such as observation sheet.

b) Action

After planning and setting the action, the researcher will apply a set of action that has planned in the process of learning. The researcher will be using story pyramid strategy in learning narrative text. The activities in this step are followed:

Table 3.1

Action for Showing the Story Pyramid Strategy

No	Teachers' Activities	Students' Activities
1	Teacher opens the class by greeting	Students response teacher's great
2	Explain the material and the competence which will be reached	Students will know the material competence so that it will encourage them focus.
3	Giving the instruction how to apply story pyramid strategy	Students' know the procedure /step of story pyramid strategy.

⁴²Suharsimi Arikunto. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta. P. 138-139.

	<ol style="list-style-type: none">1) Teacher told the students that they are going to discuss about narrative text2) Teacher explained how to use story pyramid and give a model to the students3) Teacher delivered a story and a story pyramid worksheet to the students4) Teacher asked the students to read the story carefully5) The students read carefully6) The students read the information requested in the worksheet7) The students began fill in the story pyramid first time, the students write the name of main character of the story8) Second line, the students	
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	<p>wrote two words describing main character</p> <p>9) Third line, the students wrote three describing the setting</p> <p>10) Fourth line, the students wrote four words describing one event</p> <p>11) Fifth line, the students wrote five words describing one event</p> <p>12) Sixth line, the students wrote six word describing a second events</p> <p>13) Seventh line, the students wrote seven words describing third event</p> <p>14) Eight line, the students wrote stating the solution to the problem</p> <p>15) After finished fill in the story pyramid, they collected it</p> <p>16) Teacher and students</p>	
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	discussed difficult words in the story	
4	Conducting post test	The students work individually b using story pyramid strategy to comprehend narrative text

c) Observation

Observation will be done to find out some of the documents that influenced to actions, and also to describe using story pyramid strategy in learning process. At this stage, the researcher will conduct the data by collaborator observe the activities of students and teacher in learning process by using observation sheet. The observation will be done before and during the research. The first observation has done to students' activities and difficulties in English learning especially in reading comprehension. While, for the next observation will be done during the research. The purpose of this observation is to know students' ability in reading narrative text by using story pyramid strategy in learning process.

d) Reflection

The last step is reflection. Reflection is used to know and gain feedback from previous activities that has been done before. In this case, the researcher will evaluate the planning, actions, and the data obtained from observation. The result of this evaluation can give the reflection for researcher to considering and helps the researcher to make decision.

The researcher will take the feedback and evaluate on everything that has been done. If the result did not reach the goal determined, there will be continued to the second cycle. In reflecting process, researcher and collaborator discussed further some problems occur in the class. Thus, the reflection is able to be determined after apply the actions and observation outcomes. If the problems have not been resolved, continue the next cycle.

2. Cycle 2

a) Planning

The researcher planned the implementation of lesson plan that related to the cycle 1 that had evaluated and developed for the action of cycle 2.

b) Action

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

c) Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action. Besides that, the researcher took the dairy notes, wrote and analyzed activities during the learning process.

d) Reflection

In this section, the researcher reflected the evaluation of learning process and evaluated what had been done in the cycle 2 to attain whether the students get progress in scores whether the students still low.

F. Trustworthiness

To establish the trustworthiness of data required the techniques. The implementation of examination techniques is based on a number of specific criteria. There are four criteria used are⁴³:

Credibility, it basically replaces the concept of internal validity of noncommittative. This criterion functions: first, to execute inquiry in such a way that the degree of confidence of the invention can be achieved; secondly, demonstrating the degree of confidence in the findings by the researchers' evidentiary evidence of the double reality under investigation.

Transferability, as an empirical problem it depends on the similarity between the sender and the receiver context. In order to make the diversion a researcher should seek and collect empirical events about the same context.

Dependability, the concept of dependence is broader than reliability. It is due to a review that in terms that the concept is taken into account everything that is on the reliability itself plus other factors that are involved.

⁴³Lexy J. Moleong. (2009). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya. P. 324.

Confirmability, subjectivities depend on one person, according to Scriven. In addition there are still elements of quality inherent in the concept of objectivity. It is unearthed from the notion that if something is an object, it means to be trustworthy, factual, and verifiable. Subjective means to be unreliable, or to be cheated. It is this latter understanding which is used as the foundation of the transfer of understanding of subjectivities into a certainty.⁴⁴

In this study researchers used the criteria of credibility with triangulation examination techniques. It assesses the sufficiency of data according to the convergence of multiple data collection procedure.⁴⁵ Triangulation is a technique of checking the data that uses something else outside the data for checking purposes or as a comparison against the data. The triangle in testing this credibility is interpreted as data from various sources in various ways, and at various times. Thus there are triangulation sources, techniques, and time.

Researcher limits the technique on source triangulation. Triangulation by source mean comparing and checking the degree of confidence of information obtained through different times and tools in qualitative methods, it can be achieved through: 1) Compare the observed data with interview data. 2) Compare what people say in public with what they say personally. 3) Compare what people say about the research situation with what it says all time. 4) Compare the person's situation and perspective with the various opinions people. 5) Compare the results of interviews with the contents of related document.

⁴⁴Lexy J. Moleong. *Ibid.* P. 324-326.

⁴⁵Sugiono. *Op. cit.* P. 273

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students in reading test. The qualitative data were obtained from diary note, observation sheets, and interview teacher. The data were taken from a class which consist of 33 students. The class named VIII B of SMP Swasta Al-Hidayah Medan. It was accomplished in two cycles. Every cycle consisted of four of action research (planning, action, observation, and reflection). Each cycle was conducted for two meetings. So, there were four meetings for this research.

1. The Quantitative Data

The quantitative data were taken from the test result of reading evaluation which is carried out into two cycles. It was given to the students in every cycle. The following table was the result of the students score:

Table 4.1 the students' score from the first until the last meeting

NO	Initial Name	Pre-Test	Post-test I	Post-test II
1.	MZD	70	70	70
2.	AHP	40	70	90
3.	ER	20	60	80
4.	SA	40	70	70

5.	MR	30	50	80
6.	DL	30	70	70
7.	FP	30	80	80
8.	HZ	50	70	80
9.	NP	10	50	80
10.	CSH	70	70	90
11.	RTH	10	40	70
12.	MIR	40	80	90
13.	CP	40	70	70
14.	R	30	50	90
15.	SMR	30	90	60
16.	PLH	30	50	70
17.	RAS	20	60	70
18.	S	50	80	90
19.	AN	30	70	70
20.	NAP	70	80	90
21.	AF	40	70	80
22.	FPD	20	40	80
23.	SML	30	70	70
24.	PT	20	70	60
25.	EK	30	40	60
26.	AS	30	70	60
27.	IA	70	80	80

28.	NSL	10	60	70
29.	NMF	20	60	70
30.	MR	20	70	70
31.	BP	70	80	80
32.	IFN	20	60	70
33.	SAZ	70	70	80
TOTAL		$\Sigma X = 1190$	$\Sigma X = 2170$	$\Sigma X = 2490$
MEAN		$X = 36,06$	$X = 65,75$	$X = 75,45$

2. The Qualitative Data

The qualitative data were taken from diary notes, interview sheet, and observation sheet.

a. Diary Notes

Diary notes were used to write down situation when teaching learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties, and students' interested during teaching and learning process.

b. Interview Sheet

Based on the interview which was done between researcher with the teacher and the teacher with the students, it was found out that teacher and students gave good opinion about Neurological Impress Method.

c. Observation Sheet

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in reading hortatory exposition text. But after thought by Neurological Impress Method, most of them realize that reading aloud is enjoyable activity. In the second cycle they were more active and serious in reading hortatory exposition text and students had good interest in learning reading hortatory exposition text.

d. Documentation

From some documentation, it was found that students were active and enthusiastic during teaching learning process after using Story Pyramid Strategy.

B. Data Analysis

1. The Quantitative Data

The improvement of students' mean kept growing from pre-test until post-test of the cycle two. In the pre-test, total score of the students was 1190 and the number of students who took the test was 33 students, so the mean of students' score was:

$$X = \frac{\Sigma x}{N} = 1190 = \frac{1190}{33} = 36,06$$

In the post-test of the first cycle, the students' score was 2170 and the number of students who took the test was 33 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 2170 = \frac{2170}{33} = 65,75$$

In the post-test of the cycle two, the students' score was 2490 and the number of students who took the test was 33 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 2490 = \frac{2490}{33} = 75,45$$

The number of the students who pass the exam was calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{6}{33} \times 100\% = 18,18\%$$

$$P2 = \frac{21}{33} \times 100\% = 63,63\%$$

$$P3 = \frac{29}{33} \times 100\% = 87,87\%$$

Where:

P = the percentage of students who get point up to 70

R = the number of students who get point up 70

T = the total number of students who took the test

P1 = the percentage of students who point up to 70 in pre-test

P2 = the percentage of students who point up to 70 in post test I

P3 = the percentage of students who point up to 70 in post test II

Table 4.2
The Percentage of The Students Who Got Point Up To 70

Test	Students got point up to 70	Percentage
Pre test	6 students	18, 18 %
Post test I	21 students	63, 63 %
Post test II	29 students	87, 87 %

From the table above, it can be seen the improvement of the students' score. In the pre test, there was 18, 18 % (6 Students) who got point up to 70. In post test I, there was 63, 63 % (21 Students). In the post test II, there was 87, 87 % (29 Students). The improvement from pre-test until the post test II was 69, 69 %.

2. The Qualitative Data

The researcher was conducted in two cycles and each cycle consisted of two meetings.

1) First Cycle

Planning

Planning is essential element in the development of any activities. In a situation teaching learning process, planning is needed. There was some planning in learning process:

1. Preparing the activities in learning process by using Story Pyramid Strategy.
2. Created and provided question that related to their subject matter be taught, the question such as reading comprehension.
3. Introduced or explained reading through the question which could not be answer or less understanding by the students.
4. Provide the test for the students.

Action

Researcher explained the students about the intention of doing the research, gave the students a brief explanation of what narrative text is. 30 minutes before the end of the lesson, researcher ask the students to do the pre test individually.

Observation

In this observation, the observer recorded every action, comment, and certain behavior of students who helped by my friend as a collaborator. It means, in this phase the students' behavior and their responses during teaching learning process was recorded by using documentations, namely photos and diary notes. There were many things which had been observed is follows:

1. Observer observed the students' activities and participation during the teaching learning process.
2. Observer took notes on students' participation in the activity and on language using during the learning activity.

3. Many students were still confused of what the best way to comprehend narrative text.
4. Many students were not active in doing the task and some students were serious in the class but there were some students still a little noise.

Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. Researcher as the teacher asked the students about their difficulties and problem in understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the important score of the students. The evaluation could be from students' result test and observation of the students' attitude and also from diary notes. From the data, the researcher decided to continue cycle two in order to get the better result.

2) Second Cycle

The first cycle was started at the first meeting until second meeting. In the second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher has already got the reflection from the first cycle to be used as the information on the students' problem. Similar to the first cycle conducted to the second cycle with the same steps as follows:

Planning

Based on the reflection in the first cycle, the researcher rearranged the plan tend to the students' needs. Many activities that were done in this phase, they are:

1. Preparing and design the lesson plan
2. Preparing the text that were used during the cycle and evaluation
3. Preparing the observation sheet and diary notes in order to find out the improvement that were exist during the application of story pyramid strategy and also find out the students reaction and condition the teaching learning.
4. Preparing the media that was needed when doing the teaching learning process.
5. Giving the motivation to the students.
6. Making evaluation and improvement toward the students' problem.
7. Giving more explanation about the subject and story pyramid strategy and made all students understand.

Action

After this cycle was conducted, it was expected that the result was better than the first cycle. The researcher had tried the best in teaching the students and motivated them to increase their ability in reading narrative text by using story pyramid strategy. The actions were:

1. The researcher as the teacher reviewed the students' achievement in the first cycle and gave motivation in order to do better action in the second cycle.

2. The researcher as the teacher explained the definition of Narrative Text.
3. The researcher as the teacher gave chance for students to ask about reading Narrative Text if they did not understand yet.

Observation

In this phase, the observation was done in order to find out the students' activities during the teaching learning process, they are:

1. In what part the students were not confused of using story pyramid strategy in reading Narrative Text.
2. Many students were active in doing the task even though some of them still made noise when teaching learning process.
3. Many students tried to write their opinion confidently.

Reflection

In this phase, the feedback of teaching and learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

1. The researcher as the teacher could be increased on the students' ability in reading Narrative Text by using story pyramid strategy. It was based on the observation sheet that showed the improvement in every meeting. Every students read enthusiastic, many students were active in doing task, every student had braveness in asking what they don't understand yet and gave their opinion.

Students' score had increased too. It was based on the percentage of the students score. At the pre test there was 18, 18 %, 63, 63 % at the post I, and there was 87, 87 % at post test II. The total improvement from pre-test until the post test II was 69, 69 %.

C. Research finding

The result was indicated that there was an improvement on the students ability in reading hortatory exposition by using neurological impress method. It could be seen by the fact of the mean that the students' score in each cycle increased. The mean of the pre test was 36, 06. The mean of post test I (cycle I) was 65, 75 and in the post test II (cycle II) was 75, 45.

The percentage of students who got point up to 70 grew up too. In pre test, students who got point up to 70 were only 6 of 33 students (18, 18 %), in the post test I, there were 21 Students of 33 students (63, 63 %), and in the post test II, there were 29 Students of 33 students (87, 87 %).

The writer organized all quantitative and qualitative data from all meetings. In every cycle, the researcher conducted reading evaluation. From the first evaluation, it was found that the students' achievement in reading narrative text was still low. They were confused how to comprehend reading narrative text and what parts of narrative text are. Next, the first cycle of classroom action research was conducted and students were given treatment of neurological impress method. Although they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support the quantitative data (reading evaluation score), namely the qualitative data which were taken from diary notes, observation sheet, and interview sheet. Observation result showed that the students gave good responses and good attitude during the teaching learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They become more active and interested in reading. The diary notes and the interview sheet showed that the application of story pyramid strategy had helped them in reading narrative text. These all qualitative data support the research finding which is based on the quantitative data. Based on the result of quantitative data, it found that the application of story pyramid strategy had successfully increased students' ability in reading narrative text.

D. Discussion

Using Story Pyramid Strategy can influence the result of learning. When a teacher is teaching in front of class, the teacher should choose the suitable strategy and creative media that can make their students understand the lesson and enjoy their study. Story Pyramid Strategy is suitable strategy in teaching reading narrative text.⁴⁶ The strategy is simple and easy to be applied. It can be used to generate more ideas, improve the memory, explain the topic clearly and

⁴⁶Dwi Kartini Ningsih. *The Effectiveness of Using Story Pyramid Strategy in Teaching Narrative Text Toward the Students' Reading Comprehension at the Eighth Grade of SMPN 1 Sumbergempol Tulungagung in Academic Year 2014/2015*. Faculty of Tarbiyah and Teachers' Training IAIN Tulungagung.P.13.<http://repo.iain-tulungagung.ac.id/2059/>. Accessed on 13 September 2018 at 07.20.

understood quickly by the students.⁴⁷ By the strategy, the students were more active, easy in getting specific information of the text and understanding language features on narrative text.⁴⁸

The fact said that the students more interested in learning reading Narrative Text by using Story Pyramid Strategy. They were fun and still serious in learning Narrative Text.⁴⁹ Based on the research in eight grade of SMP Swasta Al-Hidayah Medan, the researcher found that Story Pyramid Strategy is suitable in teaching reading narrative text. By this strategy made the students enjoy, fun and easy to comprehend the text as material in the class. Based on the result, there was an improvement on students' ability in reading narrative text by using Story Pyramid Strategy.

⁴⁷Angella Novitaningrum. (2015). The Implementation of Story Pyramid in Teaching Writing Narrative Text for Eighth Graders at SMPN 2 Sidoarjo. *jurnal Mahasiswa*. Vol. 3. No. 2. P. 3. jurnalmahasiswa.unesa.ac.id/index.php/retain/article/viewFile/11791/11030. Accessed on 13 September 2018 at 06.26.

⁴⁸Elly Wardianingsih, Rahayu Apriliawati, Zainal Arifin. (2013). Improving Students' Reading Comprehension on Narrative Text Through Story Pyramid Strategy. *Jurnal Pendidikan dan Pembelajaran Untan*. Vol. 2 No. 6. P. 5. <http://download.portalgaruda.org/article.php?article=111955&val=2338>. Accessed on 13 september 2018 at 08.37.

⁴⁹Elly Wardianingsih, Rahayu Apriliawati, Zainal Arifin. *Ibid*. P. 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it could be concluded that:

1. The students' ability in reading narrative text can increase after using story pyramid strategy. There was an increase in every cycle. Story pyramid strategy could increase the students' ability in reading narrative text at SMP Swasta Al-Hidayah Medan.
2. Story Pyramid Strategy was effective and could be used in teaching reading narrative text. It could be seen from the quantitative and qualitative data. Besides on the result of quantitative showed, it could be concluded that the students' responses more active, enthusiastic in learning reading narrative text by using story pyramid strategy.

B. Suggestion

The research showed that by using story pyramid strategy could be increased students' reading narrative text especially at SMP Swasta Al-Hidayah Medan. There was following suggestion offered:

2. For the English teacher, it is useful to apply story pyramid strategy as one of alternative teaching strategy.
3. For the other researchers, who are interested in doing research on related topic.

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APPENDIX I

LESSON PLAN

School : SMP Swasta Al-Hidayah Medan

Subject : English

Material : Narrative text

Class/Semester : VIII/II

Allocation Time: 2 X 40 menit

Competency Standards : reading

To express meaning in short functional text and essay form narrative text.

Basic Competence : Respond the meaning of the text reading in the form narrative text and step of rhetoric in the essay.

Indicator:

1. Identify difficult word in the text.
2. Find the meaning of difficult word.
3. Find mind idea and topic in the text.
4. Identify instrument of narrative text.

Learning Objective:

1. The students are able to identify difficult word.
2. The students are able to find the meaning of difficult word.
3. The students are able to find the main idea and topic of narrative text.
4. The students are able to identify instrument of narrative text.

Learning Material:

1. Definition of narrative text.

Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers.

Narrative is a text which retells the story or previous experiences.

2. Purpose of narrative.

The purpose of the text is to entertain or amuse readers or listeners about the story.

3. Kinds of narrative text.

There are many kinds of Narrative Text:

a. Legend

Ex: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.

b. Fable

Ex: The smartest Parrot and The story of Monkey and Crocodile.

c. Fairy Tale

Ex: Cinderella, Snow White, The story of Rapunzel and etc.

4. Generic structure:

A Narrative text will consists of the following structure:

a. Orientation: introducing the participants and informing the time and places. (who, when, what, and where).

b. Complication: the series of chronological events and tells the problems of the story.

c. Resolution: showing the way of participant to solve the crises, better or worse (solution to the problems).

5. Language features:

Using Past Tense

Positive : S+V2

Negative : S+did+not+V1

Interrogative : did+S+V1

6. Using Time Connectives and Conjunctions (one day, once upon a time, long time ago, then, before, after, so on)

7. story pyramid

Lion Arrogant evil In the forest Election for forest king Every animal choose the mousedeer Lion challenged the mousedeer to fight The mousedeer use his cleverness against lion Lion died because he crashed into the case
--

The Forest King

In the deep forest, there lived a lion which is known as the strongest animal. One day, there was an election day for the forest king. He felt so confidence that everyone would chose him as the king. But he was wrong, everyone chose the mousedeer. “Are you kidding me? I am the strongest here, why do you choose him?” the lion asked. “We know you are the strongest, but we all want the smartest one and he is the mousedeer”, one of them answered. The lion was so angry to hear that, he looked for the mousedeer. “Hey mousedeer, I will let you to be a king if you can win this fight”. The mousedeer accepted his challenge. The mousedeer knew that he was not strong as the lion, he figured out how to lose him. The lion wanted to hit him, but lucky mousedeer could avoid the lion. He moved and poor lion crashed into the cave. This accident made the lion died and the mousedeer was chosen to be a forest king.

Learning Method/ Strategy: Three-phase technique, Story pyramid strategy

Kegiatan Awal

Apersepsi

- ✓ siswa merespon salam guru
- ✓ siswa merespon guru mengecek kehadiran siswa
- ✓ guru memberikan review pelajaran yang lalu

Motivasi

- ✓ menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai oleh siswa

Kegiatan Inti

Eksplorasi

- ✓ Teacher told the students that they are going to discuss about narrative text
- ✓ Teacher explained how to use story pyramid and give a model to the students
- ✓ Teacher delivered a story and a story pyramid worksheet to the students
- ✓ Teacher asked the students to read the story carefully
- ✓ The students read carefully
- ✓ The students read the information requested in the worksheet
- ✓ The students began fill in the story pyramid first time, the students write the name of main character of the story
- ✓ Second line, the students wrote two words describing main character
- ✓ Third line, the students wrote three describing the setting
- ✓ Fourth line, the students wrote four words describing one event
- ✓ Fifth line, the students wrote five words describing one event
- ✓ Sixth line, the students wrote six word describing a second events
- ✓ Seventh line, the students wrote seven words describing third event
- ✓ Eight line, the students wrote stating the solution to the problem
- ✓ After finished fill in the story pyramid, they collected it
- ✓ Teacher and students discussed difficult words in the story

Elaborasi

- ✓ membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna memfasilitasi peserta didik melalui pemberian tugas, diskusidan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis

- ✓ memberikan kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut

Konfirmasi

- ✓ memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik
- ✓ memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik dari berbagai sumber
- ✓ membantu menyelesaikan masalah

Kegiatan Penutup

- ✓ melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten
- ✓ menyampaikan rencana pembelajaran pada pertemuan berikutnya
- ✓ memotivasi siswa agar tetap bersungguh-sungguh dalam belajar
- ✓ mengucapkan salam

Sumber Belajar: Zahra Siti Muslimah (1113014000045), *The Effect of Story*

Pyramid Strategy Toward Students' Writing Narrative Text at MTsN Bekasi in the Academic Year 2017/2018, (Faculty of Educational Sciences Syarif Hidayatullah State University: Jakarta, 2018).

Penilaian/ Assessment

Pedoman Penilaian:

1. untuk tiap nomor, tiap jawaban benar skor 10
2. jumlah skor maksimal $10 \times 10 = 100$
3. nilai maksimal = 100
4. $nilaisiswa = \frac{skorperolehan}{skormaksimal} \times 10$

Instrumen

Here are the procedures of story pyramid:

- 1) Line 1 name of main character
- 2) Line 2 two words describing the character

- 3) Line 3 three words describing the setting
- 4) Line 4 four words stating the problem
- 5) Line 5 five words describing one event in the beginning of the story
- 6) Line 6 six words describing one event in the middle of story
- 7) Line 7 seven words describing one event in the end of the story
- 8) Line 8 eight words that refer to the problem solution

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Mengetahui ,

Kepala SMP Swasta Al-Hidayah Medan

Guru Mata Pelajaran



A handwritten signature in black ink, appearing to read "Rahma Hartati".

Rahma Hartati, S. S., S. Pd.

Peneliti

Irna Kholida

APPENDIX II

LESSON PLAN

School : SMP Swasta Al-Hidayah Medan

Subject : English

Material : Narrative text

Class/Semester : VIII/II

Allocation Time: 2 X 40 menit

Competency Standards : reading

To express meaning in short functional text and essay form narrative text.

Basic Competence : Respond the meaning of the text reading in the form narrative text and step of rhetoric in the essay.

Indicator:

5. Identify difficult word in the text.
6. Find the meaning of difficult word.
7. Find mind idea and topic in the text.
8. Identify instrument of narrative text.

Learning Objective:

5. The students are able to identify difficult word.
6. The students are able to find the meaning of difficult word.
7. The students are able to find the main idea and topic of narrative text.
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e. Fable

Ex: The smartest Parrot and The story of Monkey and Crocodile.

f. Fairy Tale

Ex: Cinderella, Snow White, The story of Rapunzel and etc.

4. Generic structure:

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d. Orientation: introducing the participants and informing the time and places. (who, when, what, and where).

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f. Resolution: showing the way of participant to solve the crises, better or worse (solution to the problems).

5. Language features:

Using Past Tense

Positive : S+V2

Negative : S+did+not+V1

Interrogative : did+S+V1

6. Using Time Connectives and Conjunctions (one day, once upon a time, long time ago, then, before, after, so on)

7. Story pyramid

Cinderella Patient beautiful In the village Her father married widow Could not go to party Fairy godmother helped her to go She lost her glass shoes at party The shoes only fit on Cinderella's feet
--

Cinderella

Once upon a time, there lived a beautiful girl named Cinderella. Her father married a widow with two daughters. Then he was passed away in her business tour. Cinderella could not live happily because her mother always had her to work in her house. One day, there was an invitation from the prince. The prince invited all the girls in the village. But, Cinderella could not go there because her mother did not permit her to go. She was so sad, and then the fairy godmother came to help her. She turned poor Cinderella into a beautiful princess. But, Cinderella had to go back before twelve because this magical creature would lose. In the party, she met the prince and danced. At twelve, she had to go and her glass shoe fell and she left it. The prince looked for the owner of this shoe in the village. This shoe only fit on Cinderella's feet, so the prince found her. After that they lived happily ever after.

Learning Method/ Strategy: Three-phase technique, Story pyramid strategy

Kegiatan Awal

Apersepsi

- ✓ siswa merespon salam guru
- ✓ siswa merespon guru mengecek kehadiran siswa
- ✓ guru memberikan review pelajaran yang lalu

Motivasi

- ✓ menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai oleh siswa

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- ✓ Fourth line, the students wrote four words describing one event
- ✓ Fifth line, the students wrote five words describing one event
- ✓ Sixth line, the students wrote six word describing a second events
- ✓ Seventh line, the students wrote seven words describing third event
- ✓ Eight line, the students wrote stating the solution to the problem
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- ✓ Teacher and students discussed difficult words in the story

Elaborasi

- ✓ membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna memfasilitasi peserta didik melalui pemberian tugas, diskusidan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis
- ✓ memberikan kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut

Konfirmasi

- ✓ memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik
- ✓ memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik dari berbagai sumber
- ✓ membantu menyelesaikan masalah

Kegiatan Penutup

- ✓ melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten
- ✓ menyampaikan rencana pembelajaran pada pertemuan berikutnya
- ✓ memotivasi siswa agar tetap bersungguh-sungguh dalam belajar
- ✓ mengucapkan salam

Sumber Belajar: Zahra Siti Muslimah (1113014000045), *The Effect of Story*

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6. jumlah skor maksimal $10 \times 10 = 100$
7. nilai maksimal = 100
8. $nilaisiswa = \frac{skorperolehan}{skormaksimal} \times 10$

Instrumen

Here are the procedures of story pyramid:

- 9) Line 1 name of main character
- 10) Line 2 two words describing the character
- 11) Line 3 three words describing the setting

- 12) Line 4 four words stating the problem
- 13) Line 5 five words describing one event in the beginning of the story
- 14) Line 6 six words describing one event in the middle of story
- 15) Line 7 seven words describing one event in the end of the story
- 16) Line 8 eight words that refer to the problem solution

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Learning Method/ Strategy: Three-phase technique, Story pyramid strategy

Mengetahui ,

Kepala SMP Swasta Al-Hidayah Medan

Guru Mata Pelajaran



A handwritten signature in black ink, appearing to read 'Rahma Hartati'.

Rahma Hartati, S. S., S. Pd

Peneliti

Irna Kholida

APPENDIX III

Intrument of test

PRE-TEST

Choosing the best answer by crossing (X) a, b, c, d

The Story of SitiMasyitoh

On Prophet Muhammad's journey in al-Isra' and Mi'raj, the Prophet smelled a very nice odor. He asked Jibril informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh's daughter's hair. This woman was good, pious believer. One day, as she was combining Pharaoh's daughter's hair, the comb fell from her hand. At this she said, "Bismillah." "Pharaoh's daughter asked her," "Do you have a god other than my father?" The woman said, "Yes. My Lord and the Lord of your father is *Allah*."

Pharaoh's daughters told her father what had happened. Pharaoh demanded this woman blaspheme and leave *Islam*, but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought the children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to *Islam*, even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, *Allah* enabled this child to speak. He said to his mother, "O Mother, be patient. The torture of the Hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right."

At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into boiling water. She died as a martyr (shaheedah). The good odor the prophet smelled coming from her grave is an indication of her high status. May Allah accept our good deeds. May Allah make us among the pious on the Day of Judgment. And may Allah strengthen our Iman and make us stronger in defending the religion of Islam. Allah knows best.

1. What is the communicative purpose of the story?
 - a. To entertain the readers
 - b. To describe the way things
 - c. To retell an event with humorous twist
 - d. To describe particular person, place or things
2. Who is SitiMasyitoh?
 - a. Comber of pharaoh's daughter
 - b. Princess
 - c. Pharaoh daughter
 - d. Pharaoh's wife
3. What she said when the comb fell from her hand?
 - a. Alhamdulillah
 - b. Subhanallah
 - c. Bismillah
 - d. Masyaallah
4. What is the generic structure of the story?
 - a. Orientation-complication-resolution
 - b. Orientation-event-twist
 - c. Identification-description
 - d. Identification-events-reorientation
5. What did the pharaoh's daughter do?
 - a. Silent
 - b. Cry
 - c. Smile
 - d. Told with her father
6. What kind of the text is it?
 - a. Descriptive
 - b. Narrative
 - c. Recount
 - d. Story tale
7. Why Allah enable SitiMasyitoh's child to speak?
 - a. Because she afraid

- b. Because she don't want into the boiling water
 - c. Because she feel pity for her child
 - d. Because pharaoh angry
8. What did pharaoh felt?
- a. Happy
 - b. Shy
 - c. Angry
 - d. Sad
9. What SitiMasytohask with pharaoh?
- a. Save their bone
 - b. Bury their bone in the same grave
 - c. Throw their bone
 - d. Bury their bone into palace
10. What kind of tense that use in the story?
- a. Past simple
 - b. Present continuous
 - c. Present perfect
 - d. Past continuous

APPENDIX IV

Intrument of test

Name :

Class :

POST TEST I

Choosing the best answer by crossing (X) a, b, c, d

The Story of Siti Masyitoh

On Prophet Muhammad's journey in al-Isra' and Mi'raj, the Prophet smelled a very nice odor. He asked Jibril informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh's daughter's hair. This woman was good, pious believer. One day, as she was combining Pharaoh's daughter's hair, the comb fell from her hand. At this she said, "Bismillah." "Pharaoh's daughter asked her," "Do you have a god other than my father?" The woman said, "Yes. My Lord and the Lord of your father is *Allah*."

Pharaoh's daughters told her father what had happened. Pharaoh demanded this woman blaspheme and leave *Islam*, but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought the children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to *Islam*, even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, *Allah* enabled this child to speak. He said to his mother, "O Mother, be patient. The torture of the Hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right."

At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into boiling water. She died as a martyr (shaheedah). The good odor the prophet smelled coming from her grave is an indication of her high status.

May Allah accept our good deeds. May Allah make us among the pious on the Day of Judgment. And may Allah strengthen our Iman and make us stronger in defending the religion of Islam. Allah knows best.

1. What kind of the text is it?
 - a. Descriptive
 - b. Narrative
 - c. Recount
 - d. Story tale

2. What is the generic structure of the story?
 - a. Orientation – complication – resolution
 - b. Orientation – event – twist
 - c. Identification – description
 - d. Identification – events – reorientation

3. Who is SitiMasyitoh?
 - a. Comber of pharaoh's daughter
 - b. Princess
 - c. Pharaoh daughter
 - d. Pharaoh's wife

4. What she said when the comb fell from her hand?
 - a. Alhamdulillah
 - b. Subhanallah
 - c. Bismillah
 - d. Masyaallah

5. What did the pharaoh's daughter do?
 - a. Silent
 - b. Cry
 - c. Smile
 - d. Told with her father

6. What kind of tense is used in the story?
 - a. Past simple

- b. Present continuous
 - c. Present perfect
 - d. Past continuous
7. What SitiMasytohask with pharaoh?
- a. Save their bone
 - b. Bury their bone in the same grave
 - c. Throw their bone
 - d. Bury their bone into palace
8. What did pharaoh felt?
- a. Happy
 - b. Shy
 - c. Angry
 - d. Sad
9. Why Allah enable SitiMasyitoh's child to speak?
- a. Because she afraid
 - b. Because she don't want into the boiling water
 - c. Because she feel pity for her child
 - d. Because pharaoh angry
10. What is the communicative purpose of the story?
- a. To entertain the readers
 - b. To describe the way things
 - c. To retell an event with humorous twist
 - d. To describe particular person, place or thing

APPENDIX V

Instrument of test

Name :

Class :

POST TEST 2

Read the following text to answer questions number 1- 3.

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that...
 - a. Only one rooster can rule the roost
 - b. The roosters are fighting to flap their wings
 - c. The eagle had watched them all day
 - d. The farm needs a new king
2. What is the main idea of paragraph 3?
 - a. An eagle watching the rooster from a distance
 - b. The loosing rooster came out from its hiding place
 - c. The eagle took the winning rooster as its prey
 - d. The winning rooster celebrates its winning proudly
3. What can we learn from the story?
 - a. There's always a bigger enemy in this life
 - b. Your friend can be your enemy
 - c. Always grab an opportunity before you

d. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 4 - 7.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm..it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
 - a. Because he was very hungry
 - b. Because he wanted to cheat Mr. Crocodile
 - c. He wanted to eat some dying trees
 - d. He was afraid of the current of the river
5. How many crocodiles were there in the story above?
 - a. Three crocodiles
 - b. Ten crocodiles
 - c. Thirteen crocodiles
 - d. Not mentioned
6. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with....
 - a. Accurately
 - b. Objectively
 - c. Definitely
 - d. Obviously
7. After reading the text, we may conclude that the mouse deer was....
 - a. Very greedy animal
 - b. Cunning animal
 - c. Dumb animal
 - d. Frightened animal

Read the following text to answer questions number 8 - 10.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

8. What can we get from the story?
 - a. We have to save ourselves
 - b. We have to learn how to climb
 - c. Bear will not harm a dead man
 - d. True friend always stand by us in ups and downs
9. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....
 - a. The bear
 - b. The dead man
 - c. The friend who cannot climb
 - d. The friend who climb the tree
10. Where do you think the story happened?
 - a. In the river
 - b. In the park
 - c. In the forest
 - d. In the zoo

APPENDIX VI

KEY ANSWER

<u>Pre-test</u>	<u>Post Test I</u>	<u>Post Test II</u>
1. A	1. B	1. C
2. C	2. A	2. C
3. A	3. C	3. D
4. A	4. A	4. A
5. B	5. C	5. B
6. B	6. A	6. A
7. C	7. C	7. B
8. C	8. C	8. D
9. C	9. C	9. A
10. A	10. A	10. C

APPENDIXVII

Diary Notes

First Cycle

First Meeting (Wednesday, August 15st 2018)

Introducing and giving pre test

The researcher entered the class and prepared many tools for pre test. Then, the researcher opened the class. Firstly, the researcher introduced herself to the students and the researcher's purpose being front of them. There were dialogue between the researcher and the students. The students received the pre test sheet. The researcher explained the instruction in the pre test sheet. It was done in order to know the basic skill of the students in reading narrative text. They did pre test but during the test some time they asked what they understand yet.

Second Meeting (Saturday, August18th 2018)

In this meeting, they were taught about definition of narrative text. The students seemed enthusiast to learn it. They were active and some of them gave opinion about the narrative text. Having gotten the definition and parts of narrative text, the researcher and the students do reading narrative text by using story pyramid strategy. But researcher explained firstly about what is story pyramid strategy.

Third Meeting (Wednesday, August 22th 2018)

In this meeting, the researcher entered the class and greeted the students. All the member in the class prayed together. The researcher gave the post test I. before doing the post test I, the researcher explained the instruction in the paper. Some of students have known about the instruction. The students were directly took paper and did the post test I. most of the students did the test by their own self, but there were still many students cheated from their friends and made noisy.

Forth Meeting (Saturday, August 25th 2018)

In this meeting, the researcher taught the students based on the problems which were found in the previous meeting and the students' answer sheet. Researcher found that most of the students still difficult to comprehend the text. The researcher also found that the students had difficulties in organize the text because they didn't understand about generic structure of the text. So the researcher explained again about the generic structure and language feature of the text, and gave another example about narrative text. The teacher explain again how to apply story pyramid strategy to answer test of reading narrative. The students were asked to answer the post test II. The students were serious to do the test. After checking the answer of the test, the researcher found out that their score increased from the first meeting until last meeting. It means their ability in reading narrative text had increase by using story pyramid strategy.

APPENDIX VIII

Interview Sheet

Interview With the Teacher in the First Session

R: What do you think about this class mom?

T: I think this class is very interesting. The students are active and have good behavior, although there are some students who like to make trouble. But they are little noisy

R: Do you think they like English?

T: I think... actually, they like English but sometimes they are confused and can be bored when they do not know the meaning of the English words and the strategy or method that used in teaching learning process in not interesting.

R: How are about the skill of the students in reading narrative text?

T: Their ability in reading narrative text is still low and they need more practice. When I asked them to read the text, many of them do not know how to pronounce the words.

R: How do you teach your students in reading skill especially in reading narrative text?

T: Actually in reading skill they are seldom to practice, because we just continue the lesson and are rarely to practice reading text.

Interview with the Teacher in the Last Session

R: What do you think about the application of story pyramid strategy in improving students ability in comprehend reading text especially narrative text?

T: I think this strategy is very good. They are more active and enjoyable. They are also more confidence. Their reading skill especially in reading and comprehend narrative text. It is very good to applied in teaching reading especially narrative text.

In which:

R: Researcher

T: Teacher

Interview with the Students in the First Session

R: Do you like reading?

S1: Saya kurang suka miss, karna susah dalam mengucapkannya

S2: Yes, I like miss

S3: No miss, karena saya tidak tau artinya dan susah untuk di lafalkan, tapi saya suka mendengarkan orang yang membaca text bahasa inggris.

R: What kind of reading text do you like to read?

S: I like Reading Narrative Text Miss

S2: I like Reading Story miss

S3: I like Reading Comic miss, webtoon

R: Do you like Reading narrative Text?

S1: Saya tidak suka miss

S2: Sometime miss

S3: I think yes miss

R: Do you want to tried reading skill especially reading hortatory exposition text?

S1: Yes, miss

S2: Iya miss, saya mau belajar dan mencobanya

S3: Yes, I want

Interview with the students in Last Session

R: What do you think about story pyramid strategy?

S1: I think it is good

S2: Bagus miss, saya jadi cepet tau ide-ide penting dalam teks miss

S3: Story pyramid strategy is good miss

R: If story pyramid strategy applied in Teaching reading, do you like and practice to answer the question of reading narrative text?

S1: Yes miss

S2: Yes..

S3: May be miss..

In Which:

R: Researcher

S: Student

APPENDIX IX

The Observation Sheet of Students' Activity in Cycle I

No	Activities	Meeting of Cycle I			
		1	2	3	4
1.	All of the students' come on time				
2.	The students' pay attention to the teachers' pay attention to the teachers' explanation				
3.	The students' are active in joining the learning process				
4.	The students' ask question to the teacher if there is something unclear				
5.	The students' can answer the question from the teacher				
6.	The students' can described the picture correctly				
7.	The students' enthusiast in teaching process				
8.	The students' collect their papers on time				

Notes:

1: Bad

2: Enough

3: Good

4:Very Good

Guru Bahasa Inggris



Rahma Hartati, S. S., S. Pd.

Peneliti

Irna Kholida

APPENDIX X

The Observation Sheet of Students' Activity in CycleII

No	Activities	Meeting of Cycle II			
		1	2	3	4
1.	All of the students' come on time				
2.	The students' pay attention to the teachers' pay attention to the teachers' explanation				
3.	The students' are active in joining the learning process				
4.	The students' ask question to the teacher if there is something unclear				
5.	The students' can answer the question from the teacher				
6.	The students' can described the picture correctly				
7.	The students' enthusiast in teaching process				
8.	The students' collect their papers on time				

Notes:

1: Bad

2: Enough

3: Good

4:Very Good

Guru BahasaInggris



RahmaHartati, S. S., S. Pd.

Peneliti

IrnaKholida

APPENDIX XI

The Observation Sheet of Teachers' Activity in Cycle I

No	Activities	Meeting I			
		1	2	3	4
1	The teacher comes on time.				
2	The teacher greets the students.				
3	The teacher checks the students' attendance list				
4	The teacher delivers the learning objectives				
5	The teacher explains the narrative text				
6	The teacher gives the text to the students.				
7	The teacher gives the opportunities for the students to ask a question if they do not understand the learning material				
8	The teacher manages the learning sources				
9	The teacher manages the time effectively				
10	The teacher concludes the lesson				

Notes:

1: Bad

2: Enough

3: Good

4: Very Good

Guru Bahasa Inggris



Rahma Hartati, S. S., S. Pd.

Peneliti

Irna Kholida

APPENDIX XII

The Observation Sheet of Teachers' Activity in CycleII

No	Activities	Meeting I			
		1	2	3	4
1	The teacher comes on time.				
2	The teacher greets the students.				
3	The teacher checks the students' attendance list				
4	The teacher delivers the learning objectives				
5	The teacher explains the narrative text				
6	The teacher gives the text to the students.				
7	The teacher gives the opportunities for the students to ask a question if they do not understand the learning material				
8	The teacher manages the learning sources				
9	The teacher manages the time effectively				
10	The teacher concludes the lesson				

Notes:

1: Bad

2: Enough

3: Good

4: Very Good

Guru Bahasa Inggris



Rahma Hartati, S. S., S. Pd.

Peneliti

Irna Kholida

APPENDIX XIII

DOCUMENTATION

Researcher Explained The Material



Students Do the Test



Students And Researcher Do Neurological Impress Method In Reading Text

