

# CHAPTER I

## INTRODUCTION

### A. Research Background

In general there are four skills that the students have to master in learning any languages such as English, one of them is reading. Reading plays an important role in learning a language. Feldman cited in Bilal et al (2013: 283) states that “Students who do not master reading skills are commonly unsuccessful in their school endeavors. In order to succeed in school or life, one must be able to read.” This enlighten that the students who are low in reading skill they will have difficulties in their study.

In reading activity, the students are fully expected to comprehend the text also. The aim of reading is to get the information from the text, in other word they have to understand the passage entirely. It’s impossible to reach the aim of reading if the students do not comprehend what they read. The importance of reading comprehension is like two side of coin that cannot be separated as stated by Oakhill, Cain and Elbo (2015: 1) that how important reading comprehension is; “Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment.” After all to be succeeded in their education, students are required to be able to perceive well in reading comprehension.

Nevertheless reading comprehension is not an easy thing to be mastered. Some students have difficulty in comprehension, whereas they have to comprehend what they read. By this phenomenon, the teachers are demanded

to work hard and to be creative in order to find an appropriate teaching techniques or strategies to improve students' English ability particularly in reading comprehension. Based on the researcher's pre-observation, she found some problems faced by students' at the eleventh grade in SMAN I Ketungau Tengah on reading comprehension. By the same time, the researcher gave them a reading test in multiple narrative text choice forms; they revealed difficulties to answer the test. They could not identify the main idea, the detail information, the correct reference, and also difficult to make a conclusion about what the text was about and the students also could not identify the particular word related to the text. Such problems indicated that the students encounter problem in reading comprehension, especially in narrative text. Hence, it is justifiable for the researcher to conduct this study to assist the students by means of Story Pyramid strategy and at the same time to ascertain whether or not the strategy is effective.

A study regarding the Story Pyramid strategy has been carried by Dwilkhaira (2014) entitled "*Teaching Reading by Combining Story Pyramid Strategy and Sketch to Stretch Strategy at Junior High School.*" In which she found out that the use of Story Pyramid can help students to improve their comprehension in narrative text. Wardiningsih, Apriliaswati and Arifin also implanted the same strategy in their research entitled "*Improving Students Reading Comprehension on Narrative Text through Story Pyramid Strategy*", the result of this research showed that there were an improvement after implemented the strategy. Considering these previous findings, the researcher

attempted to implement the same strategy to ascertain whether or not Story Pyramid effective to improve students' English comprehension, particularly in narrative text.

## **B. Research Problem**

The problem in this study was stated as follows; "How can the Story Pyramid strategy improve students' reading comprehension?"

## **C. Research Purpose**

The aimed of this study was to find out how the strategy can improve students' reading comprehension.

## **D. Significance of Research**

### **1. Theoretical Significant**

The result of this study hopefully can be a reference for the future study and information for the college who want to conduct research with the topic of reading comprehension, particularly by using Story Pyramid Strategy.

### **2. Practical Significant**

#### **a. For the Students**

By conducting this study hopefully can improve students' reading comprehension in narrative text. In one hand, it will become a benefit for the students to get new experience in their learning process and it can motivate students to be more active.

b. For the Teacher

The researcher positively confident that this study would in way or another, give a contribution to assist teachers to be able to give variation in teaching reading in order to improve students` reading skill.

## **E. Scope of Research**

### **1. Variable**

Variable are all of the things in the process of research which can give an effect on the study. Hatch and Lazarton (1991: 39) states that “Variable can be a characteristic of a person, the thing and anything else which can give an effect on the study.” This research focuses on single variable that is the implementation of Story Pyramid strategy to improve students’ reading comprehension.

### **2. Terminologies**

- a. Story Pyramid is kind of graphic organizer. This force the students to summarize the important part in a story, the strategy use after reading activity.
- b. Reading Comprehension is an activity of the students to understand and find out the important information from a written text. The researcher will use narrative text in this study. There are five components of reading comprehension, such as; detail information, main idea, reference, vocabulary and inference.

- c. Narrative Text is the text that used in this research. This text is common text in English, aimed to amuse the reader.

#### **F. Action Hypothesis**

The action hypothesis was formulated as follow: “The use of Story Pyramid strategy can improve students’ reading comprehension in narrative text at the eleventh grade students in SMAN I Ketungau Tengah.”

