CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significance of the study, scope limitation, hypothesis, and definition of key terms.

A. The Background of the Research

Indonesian students must excel in reading due to its significant importance in the National Examination. The National Examination is administered to elementary, junior high, and senior high school students. Reading is an essential ability that influences students' academic achievement. It is essential for pupils in attaining written communication skills. Moreover, reading offers several benefits to readers. It is regarded as the most effective method for enhancing vocabulary. Cunningham and Stanovich assert that reading influences cognitive development, including vocabulary expansion. Research indicated that books include a much greater number of rare words compared to television and spoken language (Cunningham & Stanovich, 1998). When students' encounter unfamiliar terms in a book, they will acquire new vocabulary. Furthermore, reading has a crucial function in enhancing several other talents. During reading, pupils have encountered extensive vocabulary that may be used to listening, speaking, and writing abilities (Sadiku, 2015).

Reading may improve the capacity for efficient communication, articulate ideas and thoughts, and assist the reader in expressing emotions. Readers need the capacity to comprehend a text. Comprehension is inseparable from reading, since readers must grasp the overall meaning of a book throughout the reading process. Readers should get comprehensive information from the text rather than deriving meaning from isolated terms. Reading devoid of understanding is only an examination of the text on a page.

The recount text is a subject taught in Junior High School that narrates previous events. Regrettably, the Indonesian populace seems to lack an affinity for reading. They regard books as uninteresting media. It is justified by the research from Programme for International Student Assessment (PISA) in 2015, which placed Indonesian ranks 62 out of 65 countries in terms of reading interest with the reading score is 397 points (Crato, 2021). The National Library Research in 2017 also points out that the average person in Indonesia reads about 5 to 9 books per year (Susilowati, 2019). That result means that Indonesian reading interest is still low and should be improved. Therefore, the efforts to enhance the reading interest of Indonesian people are needed. Meanwhile, based on the writer"s observation at MTs Al-Hidayah, some students complained about reading comprehension.

The students had constraints and difficulties in the process of reading comprehension. First, students could not find both general and specific information in a passage. The students were asked to read a passage and discuss it with the teacher, but they refused to answer questions and responded

by asking a question. Second, the students could not mention the characteristics or features of a text. The teacher began the class with a brief story about an experience to connect the material and students' prior knowledge. Then, the students were asked to preview the story by identifying the title and the structure to make predictions of the story. The result was that only a few students participate by trying answers. Another difficulty was the implementation of teacher-centered learning, which make students became dependent on the teacher. When students asked some questions to the teacher, the teacher directly answer that question without engaging the students. So, the students automatically ask the teacher for the correct answer instead of trying themselves. Based on those problems, there are some possible causes influence those problems. First, students have no topic knowledge, so they cannot predict what they will learn.

Text with an unfamiliar topic is not easy to understand rather than the simple text. It is because the unfamiliarity text used difficult vocabulary. Reading a book that has much difficult vocabulary can be very frustrating for students. If the students cannot figure out the meaning of unfamiliar words, they may give up and determine to stop reading (Caldwell, 2008). Second, students do not recognize different genres. Each of the texts has different genres and students need to understand the text genre to help them learn from the text. When the students learn how to recognize genres, they are building the backdrop, and they need to deal with unfamiliar texts. If students have good reading comprehension, they will have a higher awareness of reading

texts (Suryanto, 2017). Students who recognize the different kinds of text can learn information in a book fastly. Third, both teacher and students are lack of educational media. Media as an instrument in the teaching and learning process has become essential. It is not only to carry and convey information but also shape students' thinking. Besides, media literacy encourage students to access information, analyze and evaluate the media like books and magazines, create messages for delivering ideas, and reflect on their experience and knowledge with media (Omar, 2018). Media literacy help students to think critically and become a smart user of information by determining whether the information is credible. The last possible cause is teaching strategy.

A teacher applies the learning strategy, which matches students' characteristics to reach the teaching and learning objective. In the teaching process, the teacher is suggested to use more than one strategy in the classroom because every student learns differently. The various strategy used to help students understand the meaning of words, the structure of texts, and other aspects (Thamarana & Narayana, 2015). Some researchers have researched to solve those problems. The first study was conducted by Eva Nurchurifiani, entitled The Influence of Story Pyramid Strategy towards Students' Reading Ability of Narrative Text. The design was a quasi-experimental method and the sample was two classes. The result showed that a story pyramid strategy could improve students' reading ability(Nurchurifiani, 2018). The second study was done by Zahra Siti Muslimah from Syarif

Hidayatullah State Islamic University. She used a story pyramid strategy to improve students' writing skill. The design of her study was a quasi-experimental design and the sampling technique was purposive sampling. The result also showed that the story pyramid increase student‟s writing narrative text with the mean score from 62.64 to 70.48 (Muslimah, 2018). In line with Zahra Siti Muslimah, Angella Novitaningrum from the State University of Surabaya has proved that story pyramid increase students' writing skill. She used descriptive qualitative design with thirty five students at SMPN 2 Sidoarjo as the subjects. To collect the data, she used observation checklist, closed-structured questionnaire, and students' writing task result. A closedstructured questionnaire is used to know students respond to the implementation of a story pyramid. The result displayed that students were interested in the implementation of story pyramid strategy (Novitaningrum, 2015). Likewise, Alifia Seftiana from Sultan Maulana Hasanuddin State Islamic University conducted a research Enhancing Students' Writing Skill by Using Story Pyramid Strategy. She conducted a quantitative method with quasi-experimental design. In collecting the data, Alifia used pre-test and post-test. The result was story pyramid strategy has significant effect and effective to apply in learning writing (Seftiana, 2017).

Based on those reading problems and previous studies, it is essential to solve the issues and help students getting improvement in reading comprehension. The teacher's teaching strategy is one of the vital elements to achieve the purpose of learning. Story Pyramid strategy is one of the strategies

that can be used to develop students' understanding of reading. The story pyramid is a type of graphic organizer that facilitates students to collect information from a passage. According to Macon, Bewell, and Vogt, story pyramid is a strategy which is used to identify elements in a paragraph and describe those elements by using the limited numbers of words. Students use a story pyramid strategy to comprehend the elements in a text by analyzing the main character, the setting, the events, also the solution to the problem. The writer believes that the story pyramid strategy is useful for enhancing the students' reading comprehension of recount text. The story pyramid strategy facilitates students to understand books or passages easier. Hence, the writer takes the title of this Skripsi "Implementing Story Pyramid Strategy to Improve Student Reading Skills".

A. Research Questions

Based on the background of this study, the problem of this research is formulated into the following questions:

Is Story Pyramid effective to increase reading comprehension of recount text for students in the 8th-grade students of MTs Al-Hidayah?

B. The Objective of the Research

From the result problem, the researcher sets up the objectives of the study as the following:

To Implementing Story Pyramid Strategy to Improve Student Reading Skills

C. Hypothesis of the Study

The hypothesis for this study is established by the researcher. There are two different types of hypotheses: Ha (alternative hypothesis) and Ho (null hypothesis). The descriptions of the hypothesis are given below:

1) Ho: There is a significant improvement in students' score after implementing Story Pyramid Strategy

2) Ha: There is no significant improvement in students' score after implementing Story Pyramid Strategy

D. Significans of the study

This research is expected to give contribution to foreign language learners, especially in reading skill. In addition, this research is expected to be useful for the following parties:

1. For the learners

This study is expected to raise students' comprehension in learning English, especially in reading. And the last for other researchers, the result of this study hopefully can give valuable contribution and information on using the story pyramid in English teaching and learning process.

2. For the teacher

This study also hopefully can give contribution for teachers to find appropriate learning strategy to teach reading and gain the outcomes in reading.

This study's findings are beneficial to other researchers. In theory, it should be utilized to draw comparisons with other educational research studies. More practically, they can utilize this data to explore other areas that could be related to reading comprehension.

E. Scope and Limitation

This research focusses on the improvement in students' score after implementing Story Pyramid strategy in learning recount text.

In order to limit the problem of the study, The writer limits the problem based on the statements in the identification of the problems. The study focused on the Story Pyramid strategy used in learning recount text of the 8th-grade students at MTs Al-Hidayah.

F. Definition of Key Terms

To provide a more in-depth understanding of the terms used in the context of this research, here are the definitions of key terms:

1. Story Pyramid strategy

The story pyramid is a type of graphic organizer for helping students in understanding a text by organizing information. The graphic organizer encourages students to remember the text they already read. Graphic organizer encourages students to remember the text they already read.

2. **Recount Text**

Recount text is a type of text which tells the reader about past events or experiences either in an informative or entertaining way. It means the recount text retells the incident that occurred in the past. It includes what the incident happened, who was involved, where the event took place, the reason for the event occurred, and when the incident occurred

3. **Reading Comprehension**

Knowing what you read and how to apply it to your prior knowledge is the process of reading comprehension. Acquiring the deeper meaning, such as the primary concepts and themes, is more important than only word recognition. Making a conscious effort to connect the text's content to your personal experiences helps you do this.

The ability to comprehend what you read by forming connections with prior knowledge, speculating, and actively engaging with the text is more important than simply knowing words. It is imperative that you develop this talent in order to succeed academically and never stop learning new things.