

SKRIPSI



**THE INFLUENCE OF USING STORY PYRAMID STRATEGY OF
SHORT STORY ON STUDENTS' READING COMPREHENSION OF
ENGLISH EDUCATION DEPARTMENT UNIVERSITAS MURIA KUDUS**

By

ANNISA RINJANI

NIM 201932106

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2023

**THE INFLUENCE OF USING STORY PYRAMID STRATEGY OF
SHORT STORY ON STUDENTS' READING COMPREHENSION OF
ENGLISH EDUCATION DEPARTMENT UNIVERSITAS MURIA KUDUS**

SKRIPSI

**Presented to the University of Muria Kudus in Partial Fulfillment of the
Requirements for Completing the Sarjana Program in the English Education
Department**

By

ANNISA RINJANI

NIM 201932106

ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

MURIA KUDUS UNIVERSITY

2023



MOTTO AND DEDICATION

“Gonna fight and never give up until you are proud”

*“There is only one thing that makes a dream impossible to achieve:
the fear of failure”*

This skripsi is dedicated with sincere gratitude to:

- I, myself (Annisa Rinjani) who have struggled with mental disorders and struggle to finish this research.
- My beloved parents (Mr. Suyoto & Mrs. Umi Widayawati), my brother (M. Hanif Luqman S.), and my sister (Septamia Dwi Wulan S.) who always love, support, and care for me, no matter what.
- My institution, Universitas Muria Kudus, who has given me space to gain knowledge
- All of my beloved lecturers who always encouraged and motivated me to complete this study.
- My beloved person (Muhammad Hadafi) who always supported and motivated me to finish this study.
- My close friends (Evi Qomaria, Elvita Yuniar, Alfiya Ilfa, Renita Damayanti, Khofifah Nur Agnisa, Dyah Ayu Putri, Intan Paramitha, Kharisma Yogi F., Oky Adinda Putri, Alvia Laily, Fadhillah Alfatihah, Arum Ditta R.V., Anggilia Siti F., Iin Mahmudah, Nurani Ayu F., etc.) who helped me along the way to complete this study.

ADVISORS' APPROVAL

This is to certify that Skripsi of Annisa Rinjani (NIM: 201932106) has been approved by the Skripsi advisors for further approval by the Examining Committee.

Kudus,

Advisor I



Dr. Muh Syafei, M.Pd.
NIDN. 0013046201

Advisor II



Dr. Fitri Budi Suryani, S.S, M.Pd
NIDN. 0615097701

Acknowledged by

Head of English Education Department

The Faculty of Teacher Training and Education



Rusiana, S.Pd., M.Pd.
NIDN. 0611118301

EXAMINERS' APPROVAL

This is to certify that the Skripsi of Annisa Rinjani (NIM: 201932106) has been reviewed by the Examining Committee as a requirement for research:

Kudus,

Examining Committee:

Dr. Mph Svafel, M.Pd
NIDN. 0013046201

,Chairperson

Dr. Fitri Budi Suryani, S.S, M.Pd.
NIDN. 0615097701

,Member

Dr. Diah Kurniati, S.Pd, M.Pd
NIDN. 0601017501

,Member

Mutohhar, S.Pd., M.Pd
NIDN. 0621018302

,Member

Acknowledge by

The Faculty of Teacher Training and Education

Dean,

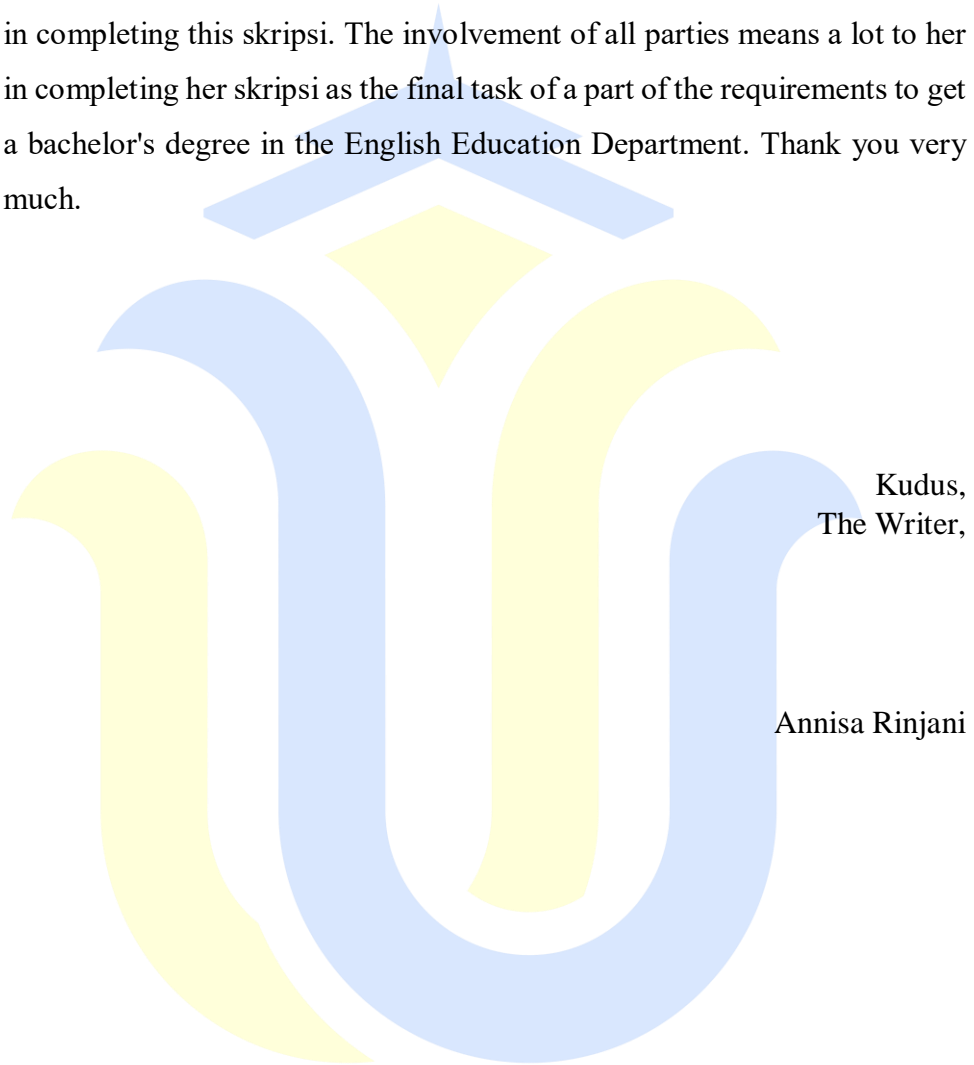
Drs. Sucipto, M.Pd.Kons.
NIDN. 0611118301

ACKNOWLEDGEMENT

First of all, the writer would like to praise my deepest gratitude and regard to Allah SWT for His mercy and grace. So that writer can complete the thesis entitled "**The Influence of Using Story Pyramid Strategy of Short Story on Students' Reading Comprehension of English Education Department Universitas Muria Kudus**". There are so many obstacles faced by researcher. This skripsi can be finished because of the help, prayers, advice, and support of many people. therefore, the writer would like to thank:

1. Drs. Sucipto, M.Pd., Kons., as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Rusiana, S.Pd., M.Pd., as the Head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
3. Dr. Muh. Syafei, M.Pd., as the first skripsi advisor who has helped, supported, and advised researcher in conducting research for the results of this skripsi.
4. Dr. Fitri Budi Suryani, S.S., M.Pd., as the second skripsi advisor who has helped, supported, and advised researchers in conducting research for the results of this skripsi.
5. All the lecturers of the English Education Department and the staff of Teacher Training and Education Faculty of Muria Kudus University who have contributed to the writer's completion of this skripsi.
6. Agung Dwi Nurcahyo, S.S., M.Pd., as a lecturer for intensive reading courses in the second semester of the English Education Department at Universitas Muria Kudus.
7. The second-semester students of English Education Department Universitas Muria Kudus who have helped researchers in completing this skripsi well.
8. The writer's beloved parents who always support, pray, and help financially and mentally.
9. The writer's close friends who supported and helped her in finishing this skripsi.

With this research, the hopes that the results of this skripsi can be useful for all. Even though this skripsi has been made optimally and has progressed, the writer realizes that this skripsi is far from perfect, so the writer apologizes for any shortcomings in this skripsi. Therefore, the writer expects all constructive criticism and suggestions for this skripsi. The writer would like to thank profusely all those who have helped and supported her in completing this skripsi. The involvement of all parties means a lot to her in completing her skripsi as the final task of a part of the requirements to get a bachelor's degree in the English Education Department. Thank you very much.



Kudus,
The Writer,

Annisa Rinjani

ABSTRACT

Rinjani, Annisa. 2023. *“The Influence of Using Story Pyramid Strategy of Short Story on Students’ Reading Comprehension of English Education Department Universitas Muria Kudus”*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University, Advisors: (1) Dr. Muh Syafei, M.Pd. (2) Dr. Fitri Budi Suryani, S.S., M.Pd.

Keywords: Story Pyramid Strategy, Reading Comprehension, Short Story

Reading is one of the important skills in learning English. In the process of reading, students not only read a text but also comprehend the text. However, there are still many students who have low reading comprehension skills. This research aims to find out whether there is a significant difference of the reading comprehension mastery of second semester students of English Education Department at Universitas Muria Kudus in academic year 2023/2024 before and after being taught using the story pyramid strategy of short story.

Story pyramid strategy is one of the strategies used for teaching and learning reading comprehension to help students in identifying a story's highlights and describing its key elements briefly.

In this research, the writer used quasi-experimental research design without control group. The population of this research is 91 students, with a sample of 31 students of second semester B class English Education Department Universitas Muria Kudus. The writer used tests which consist of 30 multiple-choice questions as a research instrument to get the data.

Based on the results of the research, the average score of students before using the Story Pyramid Strategy was 64.19. Then, the average score of students after using the Story Pyramid Strategy is 87.55. The result showed that t (obtained) = -14.658 and t (critical) = ± 2.042 with $\alpha = 0.05$ (two-tailed) and $df = 30$. Then H_0 is rejected and H_a is accepted.

It means that there is a significant difference between reading comprehension mastery of the second semester students of English Education Department Universitas Muria Kudus academic year 2023/2024 before and after being taught by using Story Pyramid Strategy.

ABSTRAK

Rinjani, Annisa. 2023. *“The Influence of Using Story Pyramid Strategy of Short Story on Students’ Reading Comprehension of English Education Department Universitas Muria Kudus”*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus, Dosen Pembimbing: (1) Dr. Muh Syafei, M.Pd. (2) Dr. Fitri Budi Suryani, S.S., M.Pd.

Keywords: Story Pyramid Strategy, Reading Comprehension, Short Story

Membaca adalah salah satu keterampilan penting dalam belajar bahasa Inggris. Dalam proses membaca, siswa tidak hanya membaca teks tetapi juga memahami teks tersebut. Namun, masih banyak siswa yang memiliki keterampilan membaca pemahaman yang rendah. Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan penguasaan pemahaman membaca mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris di Universitas Muria Kudus tahun akademik 2023/2024 sebelum dan sesudah diajar menggunakan strategi piramida cerita pendek.

Strategi piramida cerita adalah salah satu strategi yang digunakan untuk pengajaran dan pembelajaran pemahaman membaca membantu siswa dalam mengidentifikasi sorotan cerita dan menjelaskan elemen kuncinya secara singkat.

Pada penelitian ini, penulis menggunakan desain penelitian eksperimen semu tanpa kelompok kontrol. Populasi penelitian ini adalah 91 siswa, dengan sampel 31 siswa semester 2 kelas B Jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus. Penulis menggunakan tes yang terdiri dari 30 soal pilihan ganda sebagai instrumen penelitian untuk memperoleh data.

Berdasarkan hasil penelitian, skor rata-rata siswa sebelum menggunakan Strategi Piramida Cerita adalah 64,19. Kemudian nilai rata-rata siswa setelah menggunakan Strategi Piramida Cerita adalah 87,55. Hasil perhitungan statistik menunjukkan bahwa $t(\text{obtained}) = -14,658$ dan $t(\text{critical}) = \pm 2,042$ dengan $\alpha = 0,05$ (two-tailed) dan $df = 30$, maka H_0 ditolak dan H_a diterima.

Artinya, ada perbedaan yang signifikan antara penguasaan membaca pemahaman mahasiswa semester kedua Jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus tahun akademik 2023/2024 sebelum dan sesudah diajar dengan menggunakan Strategi Piramida Cerita.

TABLE OF CONTENTS

COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Statement of the Problems	2
1.3 Objective of the Research	3
1.4 Significance of the Research.....	3
1.5 Scope of the Research	3
1.6 Operational Definition.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
2.1 Reading.....	5
2.2 Student's Reading Comprehension	5
2.3 Short Story	6
2.4 Story Pyramid Strategy	6
2.5 Procedure of Story Pyramid Strategy	7
2.6 Review of Previous Research	8
2.7 Theoretical Framework	10
2.8 Hypothesis.....	11

CHAPTER III RESEARCH METHODOLOGY	12
3.1 Design of the Research.....	12
3.2 Population and Sample.....	12
3.3 Instrument of the Research	13
3.3.1 Validity of Test.....	13
3.3.2 Reliability.....	13
3.4 Data Collection	15
3.5 Data analysis	15
CHAPTER IV FINDING OF THE RESEARCH.....	12
4.1 The Students' Reading Comprehension mastery before being taught by using Story Pyramid Strategy.....	12
4.2 The Students' Reading Comprehension mastery after being taught by using Story Pyramid Strategy.....	21
4.3 The Signifficant Difference of the Students' Reading Comprehension before and after being taught by using Story Pyramid Strategy	24
CHAPTER V DISCUSSION	26
5.1 The Students' Reading Comprehension mastery before being taught by using Story Pyramid Strategy.....	26
5.2 The Students' Reading Comprehension mastery after being taught by using Story Pyramid Strategy.....	27
5.3 The Signifficant Difference of the Students' Reading Comprehension before and after being taught by using Story Pyramid Strategy	27
CHAPTER VI CONCLUSION AND SUGESTION	28
6.1 Conclusion	28
6.2 Sugestion.....	29
REFERENCE.....	30

LIST OF TABLES

Table 3 1 Table of Specification	13
Table 3 2 Test Reliability Criteria	14
Table 3 3 Pre-Test and Post-Test Scores	15
Table 3 4 Criteria of Students Achievement Score	16
Table 3 5 ttest and ttable	17
Table 4 1 The Students' Reading Comprehension Score on Pre-Test	19
Table 4 2 Frequency Distribution of Students' Reading Comprehension (Pre-Test) 20	
Table 4 3 The Students' Reading Comprehension Score on Post-Test	21
Table 4 4 Frequency Distribution of Students' Reading Comprehension (Post-Test)	22
Table 4 5 Table of Standart Deviation and T-Test	22



LIST OF FIGURES

Figure 2.1 Story Pyramid	8
Figure 2.2 Theoretical Framework	10
Figure 4.1 The Sampling Distribution of T-test.....	23



LIST OF APPENDICES

Appendix 1 Lesson Plan	32
Appendix 2 Tryout/Pre-post Test	48
Appendix 3 Answer Key for Pre-post Test	58
Appendix 4 Worksheet 1	59
Appendix 5 Worksheet 2	60
Appendix 6 Worksheet 3	61
Appendix 7 Worksheet 4	62
Appendix 8 The Score of Tryout Test	66
Appendix 9 Test of Normality, Homogeneity, and Linierity	67
Appendix 10 The Reliability Calculation of Tryout Test	68
Appendix 11 The Pre-Post Scores	69

