

CHAPTER IV

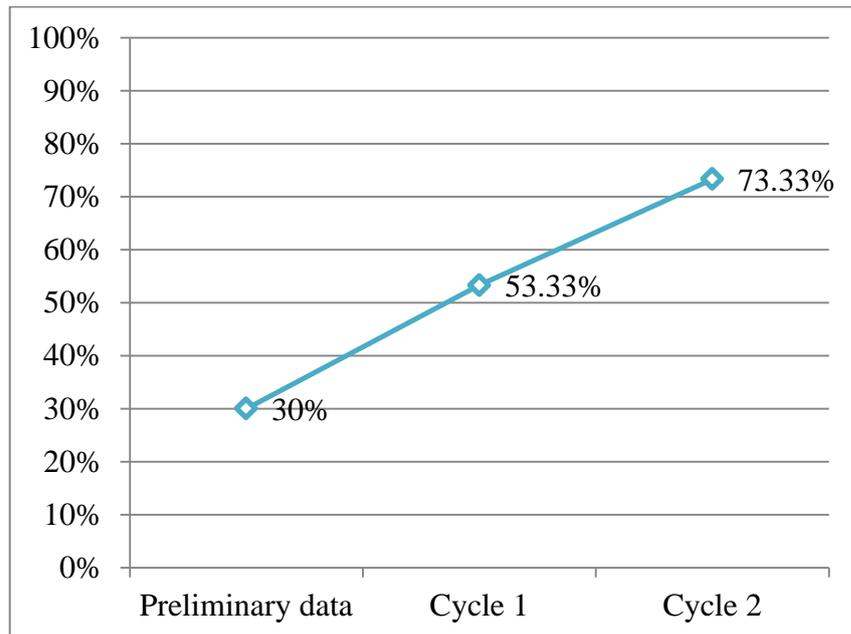
RESULT AND DISCUSSION

This chapter presents the data descriptions of each cycle, the findings, and the discussion of the data collected through the reading comprehension test, observation checklist and field notes, and interview in order to answer the following research questions: 1) To what extent can Story Grammar strategy improve students' reading comprehension on narrative texts at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah? 2) What factors influence the changes of students' reading comprehension on narrative texts at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah?

4.1 Result

The data of this research was collected on April, 2014. The data had been analyzed to get the result of this research. From the data analysis, it can be seen that the reading comprehension at VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah was improved. It is proven by the result of the test after the cycle II. This has already reached the indicator of success. If the students could get the score ≥ 70 was 60% of total the students and the factors influenced the changes of students' reading comprehension score (students' interest, participation and attention) were found during the implementation Story Grammar strategy, this showed the strategy could improve students' reading comprehension. The result of this research can be seen in the chart below. The following chart shows the percentage of students who passed the standard score in preliminary data, cycle 1, and cycle 2.

Chart 4.1: The percentage of students who passed the standard score



In the preliminary data, the chart shows that only 9 students from 30 students who passed the test. The percentage was 30%. Then, at the end of cycle 1, the researcher found that there was an increase of data until 53.33%. It means that 16 students of 30 students passed the standard score. This result was not enough to reach the criteria of success so the researcher decided to continue the research to cycle 2. Finally, in the cycle 2, the students who had already passed the test were 22 students or 73.33% of the total students. So, the researcher decided to stop the action in the cycle 2 because it has already achieved the criteria of success in this research.

In addition, the factors influenced the changes of students' reading comprehension score were found which was proven by the result of the process of analyzing the observation checklist and field notes.

4.2 The Description

4.2.1 Preliminary Data Description

This research was a classroom action research. In doing this research, the researcher was helped by a collaborator who is an English teacher at SMPN 1 Pondok Kelapa Bengkulu Tengah. Before the researcher conducted the research, the researcher got the data from regular evaluation result in the last semester as the preliminary data to see the level of their reading comprehension before the Story Grammar strategy was applied. The preliminary data was collected on February 25th, 2014. The result of the preliminary data can be seen in the appendix 10. The percentage of the students who passed the standard score can be seen below.

Table 4.1: The percentage of the students who passed the standard score in preliminary data

Category	Standard Score	Frequency	Percentage
Passed	≥ 70	9	30%
Did Not Pass	≤ 70	21	70%

In the preliminary data, the table shows that only 9 students from 30 students who passed the test. This result was not enough to reach the criteria of success and needed to be improved. There were only 9 or 30% students of the total students who passed the test and 21 or 70% of the students did not pass the test. Based on the interview with the English teacher, the researcher concluded that most of the students had difficulties to understand the context and get the information of the story, they had the

ability to translate the individual words and lack of motivation in reading English text.

In this case, a variation in teaching strategy was important to create a better teaching and learning process. Hence, Story Grammar strategy was expected to solve these problems and to improve students' reading comprehension, especially to understand the context and get the information of the story on narrative text.

4.2.2 Cycle 1 Description

There were three meetings in cycle 1. In this research, the researcher acted as the teacher who applied Story Grammar strategy in teaching reading comprehension in the classroom. This cycle consisted of four steps; plan, action, observe, and reflect. Brief explanation of this cycle can be seen as follows:

4.2.2.1 Plan

Before doing the research, the researcher and collaborator analyzed the preliminary data before the researcher did the cycle 1. It was done as the consideration in planning the lesson plan and prepared the material. Furthermore, in the planning, the researcher and collaborator prepared all the materials needed for doing the research, such as research schedule, lesson plan, teaching and learning materials, reading texts, Story Grammar framework, task for each meeting, reading comprehension test after the cycle, and observation checklist and field notes.

The lesson plan and learning materials were designed based on the syllabus and the school curriculum. Therefore, the materials learned by the students were narrative text. The reading comprehension test after cycle was designed based on their level. Reading comprehension test had already designed to know the improvement of the students' reading comprehension especially in understanding the reading texts. Reading comprehension test in the cycle 1 was designed in 30 multiple choice items of narrative text. Also, teacher's and students' observation checklist and field notes also had been designed based on indicators and learning strategy which used in this research to get the data.

4.2.2.2 Action

The researcher did the action based on lesson plan in action stage. The actions of this research consisted of three meetings. The first action of the cycle 1 was conducted on Wednesday, April 2nd, 2014 at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. The researcher applied the procedures of Story Grammar strategy in the classroom. The first, the researcher showed some pictures related to the topic by using LCD to attract and motivate the students. The second, the researcher asked some questions to the students based on the pictures. Then, the researcher gave an explanation about the generic structure and the language features of a narrative text. The researcher also explained about the Story Grammar strategy and how it worked. Next, the researcher gave the students an example of narrative text, asked the students to read and found some unfamiliar words. Moreover, the researcher gave the students a worksheet

and engaged them together to fill the Story Grammar framework based on the text given, the researcher guided the students to fulfill the Story Grammar framework by using pictures and guided questions. After the discussion and completing the Story Grammar framework, the students were divided into four group to answer the questions in form of essay and true-or-false questions related the story. Then, they compared their works, the researcher guided the discussion.

The second meeting was conducted on Tuesday, April 15th, 2014. In this meeting, the researcher recalled the students' background knowledge about a narrative. Then, the researcher re-explained about narrative text and the steps of the Story grammar strategy for the students in short. After that, the researcher gave a new narrative text for each student and asked them to read the text. While the students read the text, the researcher gave a worksheet. The researcher asked the students to get the meaning of unfamiliar words from the text. Moreover, the researcher asked them to fill the Story Grammar framework based on the text with their group of 4. After the discussion and completing the Story Grammar framework, the students underlined the past tense in the text and answered the questions in form of essay related the story in their worksheet. The researcher controlled the discussion and guided them to compare their works.

The last meeting was done on Wednesday, April 16th, 2014. In this meeting, the researcher took the reading comprehension test of cycle 1. The teacher arranged the seat to avoid students cheating each other. The reading comprehension test was taken as the result of cycle 1.

4.2.2.3 Observe

The classroom action research was not only about the improvement of the students' score, but it also considered the teaching and learning process as an important part of the strategy successfulness that the researcher chosen. Hence, the observation was done during the implementation of the cycle 1. In this stage, the researcher was helped by the collaborator who observed the teaching and learning process by using the observation checklist and field notes. The observation checklist and field notes that used consisted of students' and teacher's observation checklist and field notes (see appendix 13 and 15).

Based on the students' observation checklist and field notes, things that should be observed was classroom situation during the learning process. The first was in the early minutes of the meeting before starting to learn, all of the students focused on the researcher's explanation, but later some students did not focus to the lesson. These students were busy making some noise, laughed, chatted and made fun of each other. The researcher warned them several times to make their focused and responded to the teacher's explanation. Some of them left the class without permission. Moreover, the students of grade VIII^d also showed their enthusiasm in following the procedures of Story Grammar strategy in the classroom. Most of the students followed the whole activities of this reading class, only few students still not focus on the lesson. When the other students asked the researcher about the lesson, few students just played and chatted, and the other students just kept silent. The researcher

asked them whether they enjoyed doing the reading comprehension activity with this strategy.

This strategy was a something new for the students but they looked interested and wanted to know about it. The students listened to researcher's explanation about the procedures of Story Grammar strategy carefully. While the researcher explained the procedures of it, the students asked many questions because they still unfamiliar about the new strategy and needed more explanation.

Furthermore, when the researcher asked the students to read narrative text, which was already submitted to them, most students presented their interest and read the text, but some of them still found difficulties in reading that text. The students always asked the researcher about unfamiliar words in the text. Honestly, few students presented that they did not understand and did not want to read the text. The researcher explained more to these students, guided them step by step in understanding the text.

In completing Story Grammar framework, most students were still confused to understand the story. The students found difficulties when they tried to find some events of the story. So, the teacher guided them by using picture and guided questions. After completing it, the students were asked to answer the questions which related to the story by using their Story Grammar framework as the guidance. Some students were not doing the task as enthusiastically as completing the steps. They did not show any effort to answer the question, they just waited their friends' answers. It

indicated that there were still some students whose reading was not yet improved. The researcher needed to encourage the students by telling them the Story Grammar strategy. The students completed first, and it could help them to answer the questions in the task. While the students did their task, the researcher moved from one group to other groups to check their works. Furthermore, the students also showed respect to the researcher and did not hesitate to ask questions.

In addition, the result of the teacher's observation was shown that the researcher done well in almost of the aspects in the observation checklist but there were some notes that were written by the collaborator related to the factors from the researcher which need to be improved. The first, sometimes the researcher's voice was low. It made some of the students still not focused to follow the lesson, they were noisy and not ready to learn yet. The second, the researcher explained the material and the strategy too fast. It gave the effect on students' understanding. The researcher's explanation must be slow to make students have a better understanding about the material explained. Moreover, the researcher's less on controlled the time, too much time in completing the task. It made some students did not have time to summarize the material in the first meeting. The result of the observation presented that there were still some things that needed to be improved in the teaching and learning process.

Furthermore, the observation was also done through the result of reading comprehension test which was held at the end of cycle 1. The

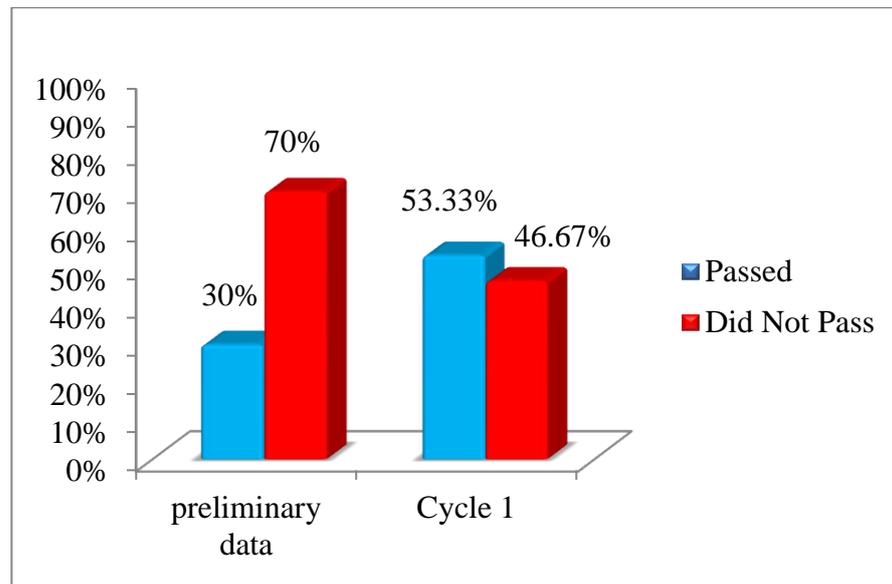
result of the cycle 1 test can be seen in the appendix 11. Percentage of the students who pass the standard score can be seen on the table below.

Table 4.2: Percentage of the students who passed the standard score in cycle 1

Category	Standard Score	Frequency	Percentage
Passed	≥ 70	16	53.33%
Did Not Pass	≤ 70	14	46.67%

The number of students who passed the test of reading comprehension in cycle 1 was 16 students of 30 total students in that class. The percentage was 53.33%. It showed that the percentage increased after applied Story Grammar strategy. Moreover, the percentage of students' who did not pass the test was 46.67%. The results of this study had not yet reached the criteria of success namely the students who reached ≥ 70 was 60% of the total of the students at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. However, there was an improvement of the students' score in the preliminary study and the result of cycle 1. At the preliminary study there were only 9 students or 30% students of the total students who passed the passing grade. The chart below illustrates the students' score improvement from the preliminary study into cycle 1.

Chart 4.2: The percentage of the students who passed the standard score in preliminary data and cycle 1



The chart shows that percentage of students who passed the standard score in preliminary data was 30% while in the cycle 1 was 53.33%. It means that the improvement of students who passed the standard score in preliminary data to cycle 1 was 23.33%.

4.2.2.4 Reflect

The result of observation showed that there were things that need to be improved in the teaching and learning process. Then, the analysis of the observation checklist and field notes, and the collaborator discussion, the researcher already prepared the material. It was well prepared accordance with the students' level, but the way of the researcher taught still need more improvement. The lesson plan was also a well designed with clear objectives and steps of teaching so that the researcher knows exactly to implement this strategy in the classroom.

When explaining the Story Grammar strategy, the researcher did it too fast, so the students found difficulties to catch the point. Fortunately, the researcher explained it more than once and not fully in English, also gave chance to students to ask if they did not understand about it. It made the researcher spend so much time in explaining. The researcher also tried to explain the procedure more carefully and not too fast so that the students do not get confused.

Furthermore, about the media, the researcher prepared some pictures related to the story to raise the students' knowledge about the text. In the each meeting of cycle 1, some students did not focus on the researcher's explanation. The researcher tried to make them focus on the lesson. They still made some noise, laugh, and disturbed their friends. The researcher took action by warning them several times. When completing the Story Grammar framework and doing the task, the students had difficulties to find some events and decide what words were suitable to answer the questions. The researcher should give more guidance in completing the framework. After that, the researcher gave variation tasks related to the strategy in essay and true/false form. The steps of strategy can remember the students about the text. So, the students were not necessary to re-read the text in fill the task.

Moreover, there were still some students who felt unmotivated in reading, completing the Story Grammar framework, and answering the questions. The researcher should pay more attention to these students and encourage them. Also, the researcher could make variation of tasks, so the

task not only in essay forms, but also could be predictive questions and summarizing the story. The way to complete the task can also be varied. The students could be divided into pairs or groups.

In addition, there was a problem with time management. The researcher gave too much time for students to complete the Story Grammar framework. It gave opportunity to the students to chat with their friends. And it made the time allocation was not like in lesson plan scheduled. The researcher should allocate time better. According to the students' reading comprehension result was not yet satisfying and there were still some lack for teaching and learning process, the researcher decided to continue the research to the next cycle with some improvement.

4.2.3 Cycle 2 Description

Cycle 2 was done based on the result of reflection from cycle 1. Moreover, in cycle 2, the researcher revised the plan of the research and did the strategy with some improvement. Cycle 2 was held on three meetings. This cycle consisted of four steps; revised plan, action, observe, and reflect. Brief explanation of this cycle can be seen as follows:

4.2.3.1 Revised Plan

Like the previous cycle, in cycle 2 the researcher and the collaborator prepared the plan that had been revised also the materials needed to the students, the worksheets, the teacher's and students' observation checklist and field notes. The materials used in doing action by considering the time and the students' level. The researcher also

prepared the new reading comprehension test for the students that was given at the end of cycle 2. The learning material and lesson plan of this research had been designed based on the curriculum, the syllabus and reflection from the previous cycle. Then the reading comprehension test had been designed to know the students' improvement understanding a text. The observation checklist and field notes designed based on the learning strategy of this research. The narrative text was still being chosen for the learning material.

Based on the discussion, the researcher should improve the action and time management. The researcher should implement more about the steps of Story Grammar clearly. The researcher made sure that the students were ready to learn, explained the material more carefully and not too fast, the voice should be heard by the students. Also, the researcher made variation in the tasks and divided students into groups or pairs. In addition, the researcher allocated the time for completing and answering the question better.

4.2.3.2 Action

In the action stage of cycle 2, the researcher applied the procedures of Story Grammar strategy in teaching reading in the classroom. Similar to the cycle 1, the action stage in cycle 2 consisted of three meetings. In this stage, the researcher did the action stage more effective than the cycle 1. The first meeting was done on Tuesday, April 22nd, 2014 at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. In this meeting, the researcher started the class by giving a game to attract students' attention and made

them ready to learn. Then, the researcher brainstorms the students' idea by showing a picture. After that, the researcher re-explains about a narrative text in short to remind them the material, but focused on moral value. In this cycle, the researcher more focused to get the information of the story. Next, the researcher re-explained briefly about the procedure of Story Grammar strategy that students had to do in filling Story Grammar strategy framework based on the story. The researcher asked the students to read a narrative story and found some unfamiliar words, they work with their pair. The researcher guided the students to apply this strategy based on the organization of Story Grammar, the researcher guided the students to fulfill the Story Grammar framework. Here, the students did not ask the students to answer the questions related to the story of narrative text, but the students were asked to critical thinking in every measures of the strategy. After fulfilled the Story Grammar strategy, the researcher asked to underline the past tense in the text and summarize the story based on the Story Grammar with their partner and then shared their work with other pairs.

The second meeting was done on Wednesday, April 23rd, 2014. In this meeting, the researcher gave the students an energizing. The first, the researcher asked students to read the text carefully. The second, the students found out the meaning of unfamiliar words from the text and filled the Story Grammar strategy framework individually. When the students finished filling the Story Grammar strategy framework, the researcher asked them to check their friend's work. The students

underlined the past tense and summarized the story based on their Story Grammar framework individually. The students' Story Grammar framework showed that the students' reading comprehension improved in this cycle. So, to summarize the story, the students did not re-read the story, but they only read their Story Grammar framework.

The last meeting was done on Tuesday, April 29th, 2014. In this meeting, the researcher gave a reading comprehension test which used as the result of cycle 2.

4.2.3.3 Observe

In this cycle, the collaborator also did the observation to see the classroom situation learning during learning process toward the implementation of the strategy. There were two observation checklist and field notes at this stage. The first was students' observation checklist and field notes and the second was teacher's observation checklist and field notes.

Based on the students' observation checklist and field notes, the result showed that the students' interest, participation, and attention during the teaching and learning process were better than the result of the cycle 1. The students already knew what they should do for the activities. Also, before the lesson was started the students have already prepared themselves. According to the collaborator, there were four students always chatted and did not pay attention with the lesson. But, most of the students in the class seemed enjoy the Story Grammar activities and the learning process. The students' motivation was also presented toward the

implementation of the strategy. When the teacher asked them to read the text earlier, some students found difficulties to understand it. They asked the teacher about unfamiliar words of the text. In completing Story Grammar framework, the students were asked to discuss the story of the text in groups. Even though, they still little bit difficult in choosing the suitable words, but the students did not ask the teacher to help them as much as the previous cycle.

Furthermore, based on teacher observation checklist and field notes, the researcher had done well at all aspects. The researcher started the lesson by a game. Before the researcher started to explain the material, the researcher gave brainstorm to the students by showing a picture. It helped students to predict about what they will learn. Caused of the researcher already explain about narrative text in the previous cycle, in this meeting the researcher just re-explain students about it in short, the main material was about the information in a story. Based on reflection of the previous cycle, in this cycle the researcher gave explanation better. It was not too fast and the voice was louder than before. It made all of the students could hear the researcher's voice clearly. Moreover, the researcher also made sure student's understanding about the material by asking questions and gave a chance for the students for clarification.

After the Story Grammar framework were completed, the researcher asked the students to summarize the text based on their Story Grammar framework. This activity was done to avoid students' boredom in answer the related questions. Then, the activity was given challenging for them

because they should make it by using their own word. This variation activity that the students forced to do the activities seriously. Although, there were four students who did not showed any effort in the beginning of the learning process still under control by the teacher. Overall, the students showed their motivation towards the strategy.

In conclusion, this observation result showed that the students' interest, participation and attention became better both toward the learning process and the applied strategy. The researcher had better improvement in all aspects of the observation checklist. Overall, there was an improvement developed both the researcher and the students.

In addition, there was also reading comprehension test in the observe stage beside the observation checklist and field notes. The reading comprehension test was held at the end of cycle 2. The result of the reading comprehension test in the cycle 2 can be seen in the appendix 12. Percentage of the students who passed the standard score can be seen on the table below.

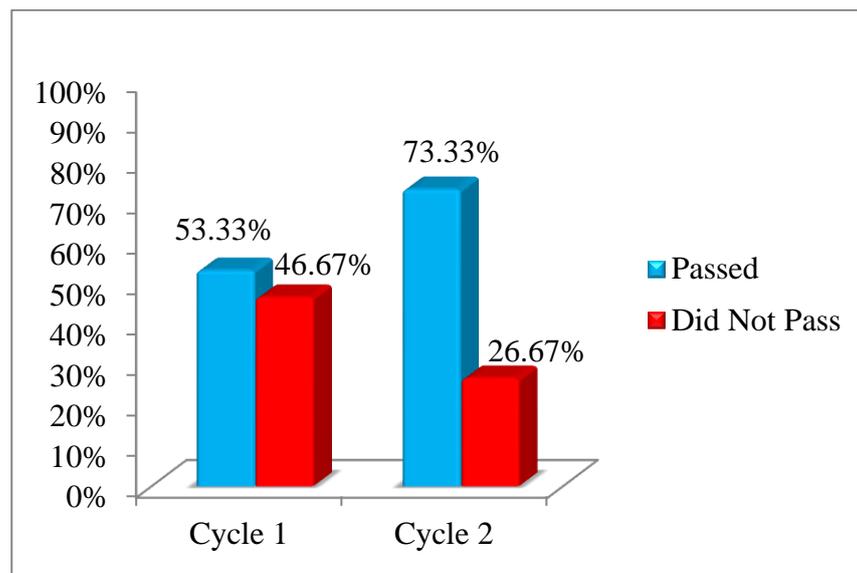
Table 4.3: Percentage of the students who passed the standard score in cycle 2

Category	Standard Score	Frequency	Percentage
Passed	≥ 70	22	73.33%
Did Not Pass	≤ 70	8	26.67%

The number of students who passed the test of reading comprehension in cycle 2 was 22 students of 30 total students in that class. The percentage was 73.33%. Moreover, the percentage of students' who did not pass the test was 26.67%. The results of this study had reached the

criteria of success namely the students who reached ≥ 70 was 60% of the total of the students at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. The chart below illustrates the students' improvement from cycle 1 to cycle 2.

Chart 4.3: The percentage of the students who passed the standard score in cycle 1 and cycle 2



The chart shows that percentage of students who passed the standard score in the cycle 1 was 53.33% while in the cycle 2 was 73.33%. After collecting and analyzing the students' reading comprehension test, the researcher and the collaborator found that the improvement of students who passed the standard score in cycle 1 to cycle 2 was 20%.

4.2.3.4 Reflect

Based on the result of the test at the end of cycle II showed that the students' reading score improved. There were only 8 of 30 students or 26.67% who did not pass the test and 22 students or 73.33% already

passed it. This result already reached the indicator of success that had been set on this research.

Therefore, based on the observation checklist and field notes and the discussion with the collaborator, there were some improvements in students' interest, participation and attention in the classroom. The teacher had successfully implemented the Story Grammar strategy in teaching and learning process. The students' interest, participation and attention were proven that showed positive response toward Story Grammar strategy. Their interest, participation and attention from the start to the end of the lesson became much better than the cycle 1.

In addition, based on result of interview, the researcher also found that the Story Grammar strategy helped the students in comprehending narrative texts. The students were also motivated and interested in reading a text by helping the Story Grammar framework and in completing the task given. The students had difficulties to choose the suitable word in doing the task.

Based on the quantitative and qualitative data, the two indicators of success set by the researcher were already achieved. Furthermore, the researcher found improvement of the students' reading comprehension and learning process after the implementation of the strategy. Finally, the researcher decided to stop the action in the cycle 2 which already achieved the indicators of success in this research.

4.2.4 Findings

Based on the data description above, the researcher found that the result of the data could answer the questions of this research as follows:

1) To what extent can Story Grammar strategy improve students' reading comprehension on narrative texts at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah?

Based on analyzing the reading comprehension test, observation checklist and field notes, interview as the instruments and conducting cycles, the researcher got the students' improvement of the students' reading comprehension. The researcher found that the Story Grammar strategy can improve students' reading comprehension especially in understanding and getting the information of the story. The percentage of students who passed the standard score in preliminary data, cycle 1 and cycle 2 can be seen in the table below:

Table 4.4: The percentage of students who passed the standard score in preliminary data, cycle 1 and cycle 2

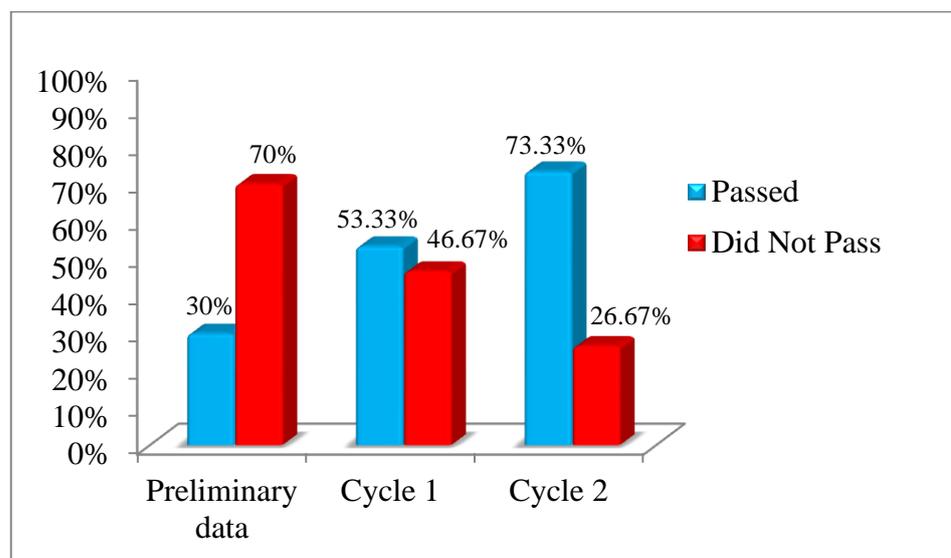
Preliminary data	Cycle 1	Cycle 2
30%	53.33%	73.33%

The first data was the preliminary data, this was taken from evaluation result before the implementation of the Story Grammar strategy. From the table, it can be seen that the students' reading comprehension at grade VIII^d of SMPN 1 Pondok kelapa Bengkulu Tengah was low with only 30% of the total students passed the test. In the test at cycle 2 of research, the percentage of the students who passed

the test was 53.33%. It means that the students' reading comprehension improvement from the preliminary data to cycle 1 was 23.33%. Then, in the test at the end of research, the percentage of the students who passed the test was 73.33%. on the otherhand, the improvement of students' reading comprehension from the preliminary data to cycle 2 was 43,33%. This was consistence with the indicator of success set by the researcher that stated the percentage of the students who reached ≥ 70 was 60 % of the total students.

Based on the table above, it can be seen that there was an improvement of the students' reading comprehension. The data on the table shows the percentage of students who passed the test from the preliminary data to at the end of the research. In detail data of students who passed and did not pass the standard score can be seen in the following chart:

Chart 4.4: The percentage of the students who passed the standard score in preliminary data, cycle 1 and cycle 2



The blue color in the chart presents passed percentage. In preliminary data, 30% of the total students in that class were passed. In final result, the data increased became 73.33%. It shows that Story Grammar strategy could achieve the indicators of success in this research. In addition, the red color of the chart shows the percentage of students who did not pass of this research. The result of the reading comprehension test that the researcher did at the end of the research shows that 22 students of 30 students who passed the test. The percentage is 73.33%.

2) What factors influence the changes of students' reading comprehension on narrative texts at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah?

Based on the result of student observation checklist and field notes, it was found there were factors that improve students' reading comprehension: interest, participation and attention for learning. The result shows that the students enthusiast to follow the teaching and learning activity by using Story Grammar strategy. The students were interested to learn by giving a brainstorming. The students were paid attention to the teacher's explanation. They were also enthusiast to fill Story Grammar framework based on the text given. All of the students were enthusiast following the procedure of Story Grammar strategy. As a result of the interview, most of the students said that Story Grammar strategy helped them to understand and get the information of the text

easily. It also made them easier to answer questions related to the text as stated by the following students.

“Nilai saya meningkat karna saya selalu memperhatikan ketika guru menjelaskan materi (My score was improved because I always paid attention when the teacher explained the material)” (Student 1)

“Saya senang belajar dengan menggunakan Story Grammar strategy karena saya dapat menjawab pertanyaan berdasarkan Story Grammar framework (I like studying by using Story Grammar strategy because I can answer the questions based on the Story Grammar framework)” (Student 2)

In addition, the other factors that improve students' reading comprehension included of teacher's classroom management, the material chosen and teacher's explanation. Based on the teacher's observation checklist and field notes, showed that the researcher controlled the time allocation and guided the students to filled the Story Grammar framework, answered the questions, and shared their work. It made the students felt confident. Besides, the material were interesting for the students. The material based on their daily life and in their level in order to make the students get the information easier. Furthermore, teacher's explanation in cycle 2 was in brief and clear. The researcher explained the material more carefully and not too fast, the voice heard by all of the students. It made all of the students was enthusiast toward the researcher's explanation. It was stated by following students.

“Nilai saya meningkat tapi tidak mencapai standard score. Saya pikir nilai saya meningkat karena guru menjelaskan secara jelas dan meyakinkan. Kadang dia menjelaskan lebih dari sekali (My score was improved but did not pass the standard score. I thought my score was improved

because the teacher explained clearly and briefly. Sometime, she explained more than one)” (Student 3)

“Nilai saya meningkat. Pemilihan materinya menyenangkan dan memotivasi saya untuk membacanya. Guru saya juga menjelaskan dengan jelas (My score was improved. The choosing of material was interesting so it motivated me to read the texts. My Teacher also explained clearly)” (Student 4)

“Guru saya membantu saya, dia membimbing saya mengisi Story Grammar framework dan menjawab pertanyaannya (My teacher helped me, She guided me to fill the Story Grammar framework and answer the question)” (Student 5)

In conclusion, there were two factors that improve students' reading comprehension: students' factors and teacher's factors. Students' factors included of interest, participation, and attention while teacher's factors included of choosing the material, teacher's classroom management and teacher's explanation. So, both of students' and teacher's factors influenced students' reading comprehension.

4.3 Discussion

The result of this research shows that Story Grammar strategy could improve students' reading comprehension on narrative texts at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. This finding is similar to the previous research that was conducted by Mulyati (2011) and Putra (2013). Mulyati (2011) also did a classroom action research, she found that Story Grammar strategy was successful in improving the students' reading comprehension of narrative texts at eighth graders MTs Miftahul Mubtadiin

Muncar while Putra (2013) used quasi-experimental method, he found that Story Grammar strategy helped the students at eighth grader of junior high school 11 Kota Jambi to improve their score in comprehending narrative and recount texts.

The result of this research was also supported by Mahmoud (2010) states that Story Grammar strategy strategy can help the students to improve students' score in reading test. This strategy can not only improve students' reading comprehension, but also can enhance students' vocabulary, writing, and imagination. The explanation above concludes that Story Grammar strategy is one of strategy to be taught in order to improve students' reading comprehension.

In addition, Mahmoud (2010) also states that Story Grammar strategy is appropriate to be used for students who work individually, pair, group, or the whole class discussion. When they worked in group, it fulfilled them with social learning theories which taught them learn how to build their social interaction among others. In other word, those explanations proved that Story Grammar is an effective strategy to build students interest and motivation in teaching and learning process.

Dealing with the factors, the researcher found that there are two factors that improved students' reading comprehension: students' factors and and teacher's factors. This finding is different from the previous research that was conducted by Mulyati (2011) and Putra (2013). Both of the researchers did not explain about the factors that improved students' reading comprehension.

One factors that improved students' reading comprehension is students' factors. The results shows that Story Grammar strategy can improve students' interest, enthusiasm, and participation in the reading of narrative text. The result of this research was supported the theory of Watkins et al (2002) in Afifah (2011) who states that effective learning activities arise when students participate in knowledge discussion to gain learning purposes. In other words, Story Grammar strategy is an effective strategy to increase students' interest, participation and attention.

In applying this strategy at grade VIII^d of SMPN 1 Pondok kelapa Bengkulu Tengah, the researcher found that students were more active in giving their contribution because they felt confident. They read the text, filled the Story Grammar framework and answered the question carefully based on the information in framework. This is in line to Schmitt (1986) states that Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important informations of the story by using an organizational framework.

The other factor is teacher's factors that included of choosing the material and teacher's classroom management. For this research, the researcher chose the material based on the students' level, that is material to students' of grade VIII. This finding was supported by Nunan (2003) which mentions an aspect influenced the successful of teaching reading is the teacher should choose appropriate material related to the students' background knowledge. In addition, the researcher explained the material clearly and briefly. The researcher also controlled the class better in cycle 2. This finding

was also supported by Sorcinelli (2005) who states that a teacher should present and explain the material clearly and concisely to more effectively process and retain the content.

Referring to a discussion above, the researcher concluded that the Story Grammar strategy improves students' reading comprehension in learning narrative texts which was influenced by students' and teacher's factors.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of this research entitled “Improving Students’ Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at Grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah” which had been done in two cycles, the researcher concluded that:

1. Story Grammar strategy improves students reading comprehension on narrative texts at Grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah from only 30% of students who passed the standard score in the preliminary data to 73.33% of students who passed the standard score in the cycle 2 result.
2. The factors that influenced the changes of students’ reading comprehension were students’ factors (attention, interest and participation) and teacher’s factors (choosing the material and classroom management). It was proven by observation checklist and fieldnotes and interview.

In short, the researcher concluded that Story Grammar strategy improves the students’ reading comprehension on narrative text at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah of 2013/2014 academic year that was influenced by student’s factors (attention, interest and participation) and teacher’s factors (choosing the material and classroom management).

5.2 Suggestion

Based on the result of this research, the researcher would like to give several suggestions that may be useful for further research in the following points:

1. English teachers may apply Story Grammar strategy as one of alternative strategies to improve students' reading comprehension and improve their academic achievement by carefully considering the allocation of time for each phase of the procedure of the strategy and the difficulty of the text.
2. For further research, the use of Story Grammar strategy could be recommended to be implemented on other English skills, such as Speaking, Listening, and Writing.

APPENDICES

Appendix 1 : Syllabus

SILABUS

Sekolah : SMP

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi waktu	Sumber belajar	Karakter
				Teknik	Bentuk instrument	Contoh instrument			
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang	<ul style="list-style-type: none"> Teks Essai berbentuk <i>narrative / recount</i> Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> Tujuan komunikatif teks esai <i>narratif / recount</i> Langkah retorika 	<ol style="list-style-type: none"> Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer Tanya jawab menggali informasi dalam cerita berdasarkan gambar Mendengarkan teks <i>narrative / recount</i> yang 	<ul style="list-style-type: none"> Membaca nyaring dan bermakna teks fungsional/ esai berbentuk <i>narrative / recount</i> Mengidentifikasi berbagai makna teks <i>narrative / recount</i> Mengidentifikasi rujukan kata dalam teks <i>narrative / recount</i> yang 	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	4 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Buku cerita bahasa Inggris Gambar - gambar terkait cerita Rekaman cerita Tape recorder 	Rasa ingin tahu Percaya diri Teliti Cermat

berterima yang berkaitan dengan lingkungan sekitar	<i>narrative / recount</i>	dibaca guru dengan rasa ingin tahu 4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar dengan percaya diri 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca dengan teliti	dibaca					6. CD 7. VCD Player	
11.2 Merrespon makna dalam teks tulis fungsional	• Teks fungsional : - undangan - pengumuman - pesan	1. Menentukan tujuan komunikatif teks <i>fungsional yang dibaca</i> 2. Menentukan	• Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca	Tes Tulisan	Pilihan ganda	<i>Choose the right answer based on</i>	2 x 40 menit		

pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar		langkah retorika dari teks <i>fungsiional yang dibaca</i> 3. Menentukan ciri kebahasaan teks <i>fungsiional</i> yang di baca 4.. Membaca teks <i>fungsiional undangan, pengumuman dan pesan dengan teliti</i>	<ul style="list-style-type: none"> • Mengidentifikasi tujuan komunikatif teks fungsiional • Mengidentifikasi ciri kebahasaan teks fungsiional 			<i>the text.</i>		
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan	<ul style="list-style-type: none"> • Tujuan komunikatif Teks narrative/ recount • Ciri kebahasaan teks narrative/ recount 	<ol style="list-style-type: none"> 1. Mencermati teks monolog terkait materi 2. Menyebutkan jenis teks monolog yang dicermati 3. Menjawab pertanyaan tentang informasi yang terdapat dalam 	<p>Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i></p> <ul style="list-style-type: none"> • Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i> 	Tes tulis	Pertanyaan tertulis	<i>Answer the following questions based on the text.</i>	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Contoh teks fungsiional 3. Gambar terkait materi dan topik 4. Benda sekitar 	

dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>		teks monolog dengan cermat 4. Menyebutkan ciri-ciri teks fungsional yang dibaca							
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APPENDIX 2 : Test Specification of Cycle 1

TEST SPECIFICATION OF CYCLE 1

NO	Standar kompetensi	Kompetensi dasar	Indikator	Kemampuan yang di uji	Jenis soal	Nomor soal
1	11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Mengidentifikasi berbagai makna teks <i>narrative / recount</i>	<ul style="list-style-type: none"> Menentukan informasi tersurat dalam teks yang dibaca. (22 soal) 	Pilihan ganda	1,2,3,4,5,6,7,8, 9,11,13,14,15, 17,18,21,22, 23,24,25,29, 30
				<ul style="list-style-type: none"> Menentukan informasi tersirat dalam teks yang dibaca (3soal) 		12,16,26
			Mengidentifikasi rujukan kata dalam teks <i>narrative/ recount</i> yang dibaca	<ul style="list-style-type: none"> Menentukan rujukan kata dalam teks. (1 soal) 		27
		11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	Mengidentifikasi tujuan komunikatif teks <i>narrative /recount</i>	<ul style="list-style-type: none"> Menentukan pikiran utama dalam teks. (2 soal) 		10, 20,
	<ul style="list-style-type: none"> Menentukan judul yang tepat (<i>suitable title</i>) untuk teks yang telah dibaca. (2soal) 		19,28			

Appendix 3 : Reading Comprehension Test of Cycle 1

Reading Comprehension Test

Direction: Read the texts carefully then choose the correct answer A, B, C or D based on the question given!

Text 1

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

1. Who was the naughtiest rabbit ?
 - a. Flopsy
 - b. Mopsy
 - c. Cotton-tail
 - d. Peter
2. What did Flopsy, Mopsy and Cotton-tail eat?
 - a. Carrot
 - b. Blackberries
 - c. Lettuce
 - d. Strawberry
3. What did Peter lose while he was running?
 - a. a book
 - b. vegetable
 - c. medicine
 - d. a pair of shoes
4. Why did Peter get sick? Because
 - a. he was so tired
 - b. he did not eat
 - c. he caught a cold
 - d. he was eating too much
5. Whom did Peter meet at the garden?
 - a. his mother
 - b. Flopsy
 - c. Mr. McGregor
 - d. Mrs. McGregor

Text 2

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely

turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again.

6. What is the setting for this story?
 - a. It is a well
 - b. It is a city
 - c. It is a goat
 - d. It is a fox
7. Why did the goat jump into the well? Because...
 - a. it was hungry
 - b. it was sad
 - c. it was thirsty
 - d. it was good
8. Why did the fox get the goat into the well? because....
 - a. the fox was very hungry and thirsty
 - b. the goat was very hungry and thirsty
 - c. the fox promised that it would help to get out of the well
 - d. the fox needed the goat to get out of the well

Text 3

Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk. The curse seems to have come true.

9. Why couldn't the hen say "yes" right away?
 - a. Because she did not love the hawk.
 - b. Because it would make the roaster angry.
 - c. Because the hawk was too brave and strong.
 - d. Because she had to learn how to fly as high as the hawk.
10. What is the story about ?
 - a. A hen and a rooster
 - b. A hawk and his wife
 - c. A rooster and his fiance
 - d. A hawk, a hen, a rooster.
11. Why was the rooster angry when he saw the ring?
 - a. The hen had betrayed him
 - b. The hand didn't wear her own ring
 - c. The ring was not good for the hen
 - d. The ring was too small for the hen
12. What can we learn from the story? We have to ...
 - a. take care of our children
 - b. keep our promise
 - c. love one another
 - d. listen to other

Text 4

The Magic Box

Once upon time, there was a poor farmer who dug up a big box in his field. He took at home with him and showed it to his wife. His wife cleaned it and kept it in their house.

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

13. How was the farmer according to the writer?
 - a. Greedy
 - b. Generous
 - c. Humorous
 - d. Rich
14. The complication start in the part of the story when...
 - a. the farmer dug up a big box in his field, took at home and showed it to his wife.
 - b. his wife dropped an apple into it and immediately the box filled up with apples.
 - c. the farmer and his wife sold the apples and were able to live comfortable
 - d. the farmers dropped the coins into the box.
15. Which statement is true according to the story....
 - a. his wife cleaned and kept the box to the story.
 - b. the box was full of valuable things when it was found.
 - c. the farmer had to pull dead grandfather out and bury them.
 - d. the poor farmer finally was killed by the grandfather
16. What did we learn from the story?
 - a. Being honest is not always wise
 - b. It is good to be honest in life
 - c. Being a miser is sometimes important
 - d. Being greedy is not good.

Text 5

One upon the time there lived a little girl named snow white. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving snow white in the little castle because they both wanted to go America and they didn't have money to take snow white with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. They when inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" snow white answered: "my name is snow white."

The dwarfs said, "if you wish, you may live here with us." snow white said, "oh, could I ? thank you." Then snow white told the dwarfs the whole story about her. Snow white and the seven dwarfs lived happily ever after.

17. When did Snow white run from home?
 - a. At midday
 - b. At midnight
 - c. In the evening
 - d. In the morning
18. What does the third paragraph describe in detail?
 - a. Where snow white aunt and uncle had breakfast
 - b. Whom snow white met in the woods
 - c. What snow white did after hearing her uncle plan
 - d. How snow white went into the cottage
19. What is the title of the story?
 - a. Snow white
 - b. The dwarfs
 - c. The prince
 - d. The woman

Text 6

The Fox And The Crow

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt.

"Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked dissappointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

20. The text tells the story about ...
 - a. Crow
 - b. Crow and Fox
 - c. Fox
 - d. Bird
21. Which statement is true according to the text?
 - a. Crow buy the meat
 - b. Crow fly to house to enjoy the meat
 - c. The fox get meat from the crow and run away
 - d. Fox want to eat the meat together with the crow
22. The crow was very angry when fox said..

- a. "Oh, Sorry you can not, because you can not sing a song"
 - b. "But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry,"
 - c. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!"
 - d. "Oh.. you're so beautiful"
23. At the end of story, the fox...
- a. fall in love with the crow
 - b. got the meat and run away
 - c. hitting by the crow
 - d. run away

Text 7

THE GOLDEN EGGS

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though the very much regretted for his foolishness, it's already too late.

24. What happened to the farmer's livestock ?
- a. They were all stolen
 - b. They were killed by flood
 - c. They were all given away
 - d. They were eaten by the wild animal
25. Which of the following statement is true ?
- a. God gave the goose to the farmer
 - b. The farmer did not believe the old man
 - c. An old man with long grey beard gave a farmer a goose
 - d. The farmer died of starvation because he became lazy and spendthrift
26. What do we learn from the story ?
- a. Foolishness did not pay
 - b. Always pray to God for help
 - c. Not to be lazy or arrogant
 - d. Not to be greedy and be contented with what we had
27. "I don't have any expensive thing to give you" (paragraph 3)
The word "I" refers to
- a. A poor farmer
 - b. The reader
 - c. Hunter
 - d. An old man

Text 8

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

“That’s for me, as I am a Fox,” said Master Fox, and he walked up to the foot of the tree. “Good day, Mistress Crow,” he cried. “How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.”

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

28. A suitable title for the story above is ...

- a. The Lion and the mouse.
- b. Master of thief.
- c. A fox and a crow
- d. The dog and its shadow.

29. What did the fox see?

- a. A Lion lies in a trap.
- b. A crow flies off with a cheese in its beak.
- c. A dog walks with a bone.
- d. A mouse deer eats in the pit.

30. What did the fox do to get the cheese?

- a. He steals the cheese.
- b. He asks Miss Crow to sing.
- c. He snaps the cheese from Miss Crow.
- d. He asks politely to Miss Crow.

Appendix 4 : Answer Key of Reading Comprehension Test of Cycle 1

ANSWER KEY

1. D	11. A	21. C
2. B	12. B	22. A
3. D	13. A	23. B
4. A	14. B	24. B
5. C	15. A	25. C
6. A	16. D	26. D
7. C	17. D	27. D
8. D	18. C	28. C
9. D	19. A	29. B
10. D	20. B	30. B

Appendix 5 : Test Specification of Cycle 2

TEST SPECIFICATION OF CYCLE 2

NO	Standar kompetensi	Kompetensi dasar	Indikator	Kemampuan yang di uji	Jenis soal	Nomor soal
1	11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Mengidentifikasi berbagai makna teks <i>narrative / recount</i>	• Menentukan informasi tersurat dalam teks yang dibaca. (25 soal)	Pilihan ganda	2,3,6,7,8,9,10, 11,12,13,15, 16,17,19,20, 21,22,23,24, 25,26,27,28, 29,30
				• Menentukan minformasi tersirat dalam teks yang dibaca (1soal)		4
		Mengidentifikasi rujukan kata dalam teks narrative/ recount yang dibaca	• Menentukan rujukan kata dalam teks. (2 soal)	14,18		
		11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	Mengidentifikasi tujuan komunikatif teks <i>narrative /recount</i>	• Menentukan pikiran utama dalam teks. (1 soal)		5
	• Menentukan judul yang tepat (<i>suitable title</i>) untuk teks yang telah dibaca. (2soal)		1			

Appendix 6 : Reading Comprehension Test of Cycle 2

Reading Comprehension Test

Direction: Read the texts carefully then choose the correct answer A, B, C or D based on the question given!

Text 1

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

“That’s for me, as I am a Fox,” said Master Fox, and he walked up to the foot of the tree. “Good day, Mistress Crow,” he cried. “How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.”

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

1. A suitable title for the story above is ...
 - a. The Lion and the mouse.
 - b. Master of thief.
 - c. A fox and a crow
 - d. The dog and its shadow.
2. What did the fox see?
 - a. A Lion lies in a trap.
 - b. A crow flies off with a cheese in its break.
 - c. A dog walks with a bone.
 - d. A mouse deer eats in the pit.
3. What did the fox to get the cheese?
 - a. He steals the cheese.
 - b. He asks Miss Crow to sing.
 - c. He snaps the cheese from Miss Crow.
 - d. He asks politely to Miss Crow.
4. These are the moral values of the story, except
 - a. Don’t sing in front of stranger.
 - b. Don’t easily believe other people saying.
 - c. Don’t be arrogant.
 - d. Don’t steal from others.

Text 2

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We are so big and tall, but you're so small. You're nothing at all," said one of the big plants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You are so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger."

After hearing the word snakes, the elephants screeched and off they went thundering in fright. "Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

5. What is the text about?
 - a. Mantu and his elephant.
 - b. Mantu and his elephants.
 - c. Elephants in the jungle
 - d. A little elephant.
6. Why did the other elephants laugh at what Mantu had said?
 - a. Because Opie was clever.
 - b. Because Opie was big.
 - c. Because Opie was strong.
 - d. Because Opie was small.
7. What did Mantu say to defend Opie?
 - a. He said that Opie was big and strong.
 - b. He said that they could see slithering snakes.
 - c. He said that they could get rid of snakes.
 - d. He said that Opie could lift heavy logs.

Text 3

The story of the Coconut Tree

There was once an old man. He was angry, very old. Some people said he was a thousand years old. He was also very wise and he knew many things. Many people came to visit him in his cave near the sea. They always asked him to help them.

One day, a young man came to see this wise old man. "O, wise father," said the young man, "I want to be useful to people. I want to serve them all my life. How can I do this?"

"That's very good," said the old man. "Here is a magic box. Do not open it until you reach home. If you open it now, something will happen to you."

"Thank you, wise father," said the young man. He took the box and left. When he was out of the cave, he stopped. "I wonder what is in the box?" He said to himself. "I'm going to look."

He opened the box and at once he turned into a tall tree – a coconut tree. That was his punishment for disobeying the old man advice, but he still had wish because the coconut tree is very useful to people.

8. What did young the young man want?
 - a. He wanted to be rich.
 - b. He wanted to be useful.
 - c. He wanted to be an army.
 - d. He wanted to work for the old man.
9. Where did the young man meet the old man?
 - a. In a cave in the side of a hill.
 - b. In a cave near the sea.
 - c. In the young man's home.
 - d. In a forest.
10. Which statement is CORRECT about the young man?
 - a. The old man gave him a box containing jewels.
 - b. The old man asked him to open the box after three days.
 - c. The old man didn't want to help him.
 - d. He opened the box when he was out of the cave.

Text 4

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

11. How did the old grandfather's son and his son's wife treat him?
 - a. They treated him nicely.
 - b. They treated him very badly.
 - c. They treated him like a child.
 - d. They treated him very carefully.

12. How did the old grandfather feel about his son's and his wife's behavior toward him?
- a. He felt very sad about it.
 - b. He felt satisfied about it.
 - c. He was really angry with them.
 - d. He was always complaining about it.
13. What did the old grandfather's son and his son's wife do after they realized their mistake?
- a. They scolded their son.
 - b. They let their son eat at the table
 - c. They let their father eat at the table.
 - d. They did not say anything.
14. What does the word "he" in paragraph 2 sentence 4 refer to?
- a. The old grandfather.
 - b. The old grandfather's son.
 - c. The wife of the old grandfather's son.
 - d. The four year old grandson.

Text 5

The Peacock and the Tortoise

On a cloudy day, a peacock was dancing on a lawn by the side of a lake. A tortoise, in the lake, addressed the peacock thus said, "Sir Peacock, how I should like to be with you dancing there?"

"Sir Tortoise," said the peacock, "I do not think you would be safe if you were to leave the water, and to come to dance with me. Further, your short legs and heavy appearance would not enable you to cut a good figure at dancing."

"I see," said the tortoise, "You are very proud of your fine feathers and gait; but you must remember, that my shell is also as beautifully colored; and that was my gait; though, not so quick and graceful, is yet slow and steady."

The peacock replied, "I am very sorry to have displeased you, Sir Tortoise; but, if you wish to come and dance with me, unmindful of the danger of leaving the water, you are welcome."

The tortoise came out of the lake, and stood by the side of the peacock, in his own awkward manner; and the two were preparing to dance together. Just then hunter, who was passing by the pond, observing the scene, approached the animals. The peacock flew up a tree, and safely perched on its top; but the tortoise, before he could reach the pond, was laid on his back and killed by the hunter.

The peacock cried mournfully, "Sir Tortoise, you now see how dangerous it is to get into difficulties from which we cannot easily escape."

15. How was the day?

- a. It was cloudy.
- b. It was sunny.
- c. It was very cold.
- d. It was very hot.

16. What did the peacock do on the lawn?

- a. He sang a song.
- b. He took a nap.
- c. He danced.
- d. He played a game.

17. Which of the following statements is NOT TRUE according to the text?

- a. The tortoise wanted to dance with the peacock.
- b. The peacock had nice feathers.
- c. The tortoise was killed by a hunter.
- d. The peacock didn't care for the tortoise's safety.

18. "... how I should like to be with you dancing *there!*" (Paragraph 1)

What does the word "there" refer to?

- a. In a lake.
- b. On a lawn.
- c. On a tree.
- d. In a field.

Text 6

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them,

but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

19. How many cows did the stupid man buy?

- a. One.
- b. Five.
- c. Six.
- d. Seven.

20. On his way home, how many cows did he see?

- a. One.
- b. Five.
- c. Six.
- d. Seven.

21. Which of the following statements is true according to the text?

- a. The stupid man spent much money on cows.
- b. The stupid man was scolded by his wife.
- c. The stupid man thought that he had lost one of his cows.
- d. The stupid man lost one cow on his way home.

Text 7

Cinderella lived with a very mean family. She had to do all the chores. She made the bed. She did the dishes. She cooked the meals. She even took out the garbage.

One day, the family went to a party at the prince's palace. Cinderella was sad. She said, "I want to go the party, too!"

Suddenly, fairy princess came and said, "I can help you." She gave Cinderella a party dress and some glass slippers. Then she said, "Come home early. My magic ends at midnight, I'm just learning this job."

Cinderella went to the party and danced with the prince. She forgot about time. Then she saw a clock. It was almost midnight! Cinderella ran home, but she lost one of her glass slippers on the way.

The prince wanted to marry Cinderella, but all he had was a glass slipper. Some women tried on the slipper, but it did not fit. The prince thought, "Everyone has such big feet!" Then one day, Cinderella tried it on and it fit!

The prince and Cinderella got married, and they lived happily ever after.

22. The main character of the story was ...
 - a. A fairy princess
 - b. A prince
 - c. Cinderella
 - d. Cinderella's mother
23. What did Cinderella do in the family?
 - a. She went all the chores
 - b. She did all the chores
 - c. She ordered her sister to do the chores
 - d. She did nothing
24. What happened when Cinderella was sad?
 - a. Her mother mocked her
 - b. Her sisters laughed at her
 - c. A fairy princess helped her
 - d. A prince came to her
25. What did the prince do to look for Cinderella?
 - a. He went to the villages
 - b. He asked the women tried on slipper
 - c. He ordered his servant to find Cinderella
 - d. He did nothing

Text 8

Little Brother, Little Sister

Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said, "I'm so thirsty. Let's find a spring and have a drink."

However, as the young boy bent down to drink, his sister heard a voice which said, "Who drinks from me will turn into a fawn." It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of her belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his hunters chased the fawn all the way back home. There, the king followed it into the cottage, where he found a young girl stroking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once. He

asked her to be his wife, and his words caused the maiden to cry for joy. When one of her tears fell on the fawn, it changed back to her brother once more. Their goodness and love had overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

26. Why did the brother and sister flee into the woods?

- a. Because they felt very happy.
- b. Because they had been maltreated by their stepmother.
- c. Because they had been treated well their stepmother
- d. Because they wanted to leak home

27. The young boy changed at once into a ...

- a. dog
- b. cat
- c. Fawn
- d. cow

28. What caused the young boy to changed into a fawn?

- a. He was drinking something.
- b. He was eating something.
- c. He was saying something bad.
- d. He was having cursed by someone.

29. How did he change back to be her brother?

- a. When he met the King.
- b. When he walked like an animal.
- c. When he met a frightened animal.
- d. When one of her tears fell on the fawn.

30. Who asked her to be his wife?

- a. The Queen
- b. The King
- c. The Fawn
- d. The Evil

Appendix 7 : Answer Key of Reading Comprehension Test of Cycle 2

ANSWER KEY

- | | | |
|-------|-------|-------|
| 1. C | 11. B | 21. C |
| 2. B | 12. A | 22. C |
| 3. B | 13. C | 23. B |
| 4. A | 14. B | 24. C |
| 5. A | 15. A | 25. B |
| 6. D | 16. C | 26. B |
| 7. B | 17. D | 27. C |
| 8. B | 18. B | 28. A |
| 9. B | 19. C | 29. D |
| 10. D | 20. B | 30. B |

Appendix 8 : Lesson Plan of Cycle 1

LESSON PLAN

School : SMPN 1 PONDOK KELAPA, BENGKULU TENGAH

Subject : English (Reading)

Class/semester : VIII/2

Cycle/meeting : 1/1-2

Material : Narrative Text

Time Allocation : 4 x 40 minutes

A. Competency Standard

Understanding the meaning in short simple text in the form of recount and narrative to interact in daily life.

B. Basic Competence

Responding the meaning and generic structure of short simple text accurately, fluently, and acceptably in daily life context in the form of recount and narrative.

C. Teaching and Learning Objectives

1) *Cognitive*

a. Process

Students are able to identify the meaning of the information accurately and identify the communicative goal and language features of narrative text.

b. Product

Students are able to find the meaning of the information accurately and explain the communicative goal and language features of narrative text.

2) Affective

1. Students are actively involved in teaching and learning activities showing the character (honest, creative, critical and logical, and responsible).
2. Students can work cooperatively and actively in teaching and learning activities by asking questions, giving idea and opinion, and communicating in a good manner.

3) Psychomotor

Students are able to command, prohibition, request, and suggestion in a good maner, style, and gesture.

D. Indicators

1) Cognitive

a. Process

Students are able to:

1. Find specific and general information in a narrative text.
2. Identify the generic structure and the characteristics of language features of narrative text.
3. Answer the questions based on the text.

b. Product

Students are able to:

1. Find specific and general information in a narrative text.
2. Identify the generic structure and the characteristics of language features of narrative text.
3. Answer the questions based on the text.

2) Affective

Character

1. Honest
2. Creative
3. Critical and logical
4. Responsible

Social Skill

1. Asking questions
2. Giving Idea and opinion
3. Communicating in a good manner

3) Psychomotor

Students are able to command, prohibition, request, and suggestion in a good manner, style, and gesture.

E. Core Material

1. Narrative text

F. Teaching Method/ Technique : Story Grammar strategy

G. Material/Media : - Relevant pictures

- Narrative Text

H. Activities Plan

Meeting 1

Preparation activities (4 minutes)		
NO	Teacher activities	Students Activities
1	Greeting and Preparing the students to learn. "Good	The students respond the greeting. "Good morning

	<p>morning class.” “How are you today?”</p> <p>I’m fine too. Thank you.</p>	<p>miss” “We are fine, thank you. And you miss?”</p>
2	<p>The teacher checks the students’ attendance list.</p> <p>“Who is absent today?”</p>	<p>The students respond teacher question.</p>
3	<p>The teacher can also check the condition of students’ and classroom. “Are you ready to study today class?”</p>	<p>The students said “Of course, miss.”</p>
Opening Activities (3 minutes)		
4	<p>The teacher shows some pictures related to the text that will be given and ask some questions, like: “What the pictures tell us about?”</p>	<p>The students answer the teacher’s questions</p>
5	<p>The Teacher give students motivation about the material is about to be delivered</p>	<p>The students listen to teacher’s explanation</p>
Main Activities (70 Minutes)		
6	<p>The teacher tells the students about the generic structure of narrative text</p>	<p>The students focus on teacher’s explanation.</p>
7	<p>The teacher shows the format of Story Grammar on a whiteboard, explain the using of Story Grammar strategy to the students, explains how this strategy can help them in their reading comprehension</p>	<p>The students pay attention</p>
8	<p>The teacher models how to use Story Grammar strategy.</p>	<p>The students should be focused</p>

9	The teacher delivers a narrative text and asks students to read and find unfamiliar words	The students read the story
10	The teacher and students discuss and complete the Story Grammar together	
11	The teacher divides the students into 4 groups, guides the students to answer the questions using story grammar	The students work in group
12	The teacher asks the students to compare their work with other group	The students compare their work
13	The teacher and students discuss the answer together	The students discuss with the teacher.
Closing Activities (3 minutes)		
15	The teacher guides the students to summarize the lesson.	The students summarize the lesson that learned today.
16	The teacher asks the students to comment about lesson today.	The students give comments and ask questions.

Meeting 2

Preparation activities (5 minutes)		
NO	Teacher activities	Students Activities
1	Greeting and Preparing the students to learn. "Good morning class." "How are you	The students respond the greeting. "Good morning miss" "We are fine, thank you.

	today?" I'm fine too. Thank you.	And you miss?"
2	The teacher checks the students' attendance list. "Who is absent today?"	The students respond teacher question.
3	The teacher can also check the condition of students' and classroom. "Are you ready to study today class?"	The students said "Of course, miss."
Opening Activities (5 minutes)		
4	The teacher asks some questions about material in last meeting	The students answers the questions
5	The teacher shows some pictures related to the text that will be given and ask some questions, like: "What the pictures tell us about?"	The students answer the teacher's questions
6	The Teacher give students motivation about the material is about to be delivered	The students listen to teacher's explanation
Main Activities (65 Minutes)		
7	The teacher shows relevant pictures and re-explained about narrative	The students pay attention
8	The teacher delivers a narrative text and asks students to read, finds unfamiliar words, and underline the past tense	The students pay attention and do it.
9	The teacher asks the students	The students work in group

	to work in group of 4, guides the students to fill the story grammar	
10	The teacher asks the students to answer the questions using information in story grammar with their group	The students answer the questions
11	The teacher guides the students to assess their work	The students assess their work
Closing Activities (5 minutes)		
12	The teacher guides the students to summarize the lesson.	The students summarize the lesson that learned today.
13	The teacher asks the students to comment about lesson today.	The students give comments and ask questions.

I. Sources

- English textbook
- internet

J. Grading

1. Technique : Written test
2. Form : multiple choices, WH Questions and True/False Questions
3. Instrument : Narrative Text

K. Assessing

$$S = \frac{x}{y} \times 100$$

S = score

x = total of the correct item

y = total of item

Pondok Kelapa,

The Researcher/Teacher

APPENDIX

NARRATIVE TEXT

Narrative text is text that always deals with some problems which lead to the climax and then turn into a solution to the problem. The purpose of narrative text is to amuse or entertain the readers with actual and imaginary experiences in different ways. Fairy tales, fables, tall tales belong to narratives.

Text organization of narrative text:

- Orientation (who were involved in the story, when, and where)
- Complication (a problem arises followed by other problems)
- Resolution (Solution to the problem)

Language features of narrative text:

- The use of noun phrases (a huge building, a beautiful girl)
- The use of connectives (first, before that, then, finally)
- The use of adverbial phrases of time and place (in the temple, four months ago)
- The use of simple past tense (I went, she bought, he cried)

Meeting 1

Read the text!

WHY A BEAR DOESN'T HAVE A LONG TAIL



One afternoon, a mouse deer was sitting in a pit, eating nuts. He heard a tiger was coming closer and he thought the tiger was going to eat him.

The mouse deer was very scared and his heart beat so hard.

Then, an idea came to his mind and he made a loud noise of chewing nuts, saying, “Wow, how delicious is this tiger’s eye!”

He repeated it for five times. Tiger, the king of jungle, was so scared to hear that and he moved back.

Tiger met a bear on the way and he said, “Hey, Bear. Do you hear what did animal on the pit over there, eating tiger’s eyes?” Bear said, “I don’t know, Your Majesty,” Tiger said, “Then let’s see.” Bear replied “But I’m scared, Your Majesty” Tiger said, “Don’t worry. Let’s make a deal with me. We are going to stay together, uniting our tails. If anything happens, both of us will face it.

Tiger and Bear tied their tails and moved into the pit with full cautions because they were expecting to see a big enemy. The mouse deer was surprised again. He thought quickly and yelled, “Oh, that’s the glutton tiger! His father owes us a white bear, now he will pay us with a black bear. Come on black, over here.”

Bear was so surprised. “Hey, it’s a Tiger’s trick! He wanted to use me to pay his father’s debt!” Bear went into a panic, which also made Tiger panic because they were tied each other.

Accidentally, Tiger stepped on the Bear’s tail, and then jumped. Bear was beaten on the ground hard, and his tail was cut off. That’s why Bear doesn’t have long tail.

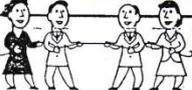
Story Grammar

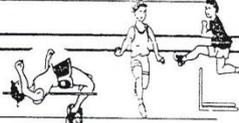
Literary Elements: Complete the chart with information in the reading: *Title, Author, Characters, Setting, Main Conflict, Events, & Resolutions.* (What do the little characters show?)

TITLE/TOPIC/TEXT _____
AUTHOR _____

CHARACTERS
 _____

SETTING: TIME _____
 PLACE _____

 MAIN CONFLICT _____

EVENT #1  _____ 
EVENT #2 _____
EVENT #3 _____
EVENT #4 _____
EVENT #5 _____

RESOLUTION _____ 

Answer the following questions based on the text above!

1. How many characters were there in the story? Mention them/it.

2. Why did Tiger and Bear tie their tails together?

3. What did the mouse deer eat?

4. Why did mouse deer lie?

5. Who did has a debt to the mouse deer?

Decide whether these statements are true (T) or false (F)!

1. (____) The mouse scared with the tiger.
2. (____) The tiger scared with the mouse.
3. (____) The bear was eating tiger eyes.
4. (____) Tiger and Bear were holding their hand together.
5. (____) The tiger made bear's tail cut off.

Answer Key

W/H Questions:

1. There were three characters in the story: Mouse deer, Tiger, Bear.
2. They scared with the mouse deer.
3. The mouse deer was eating nuts.
4. Because, the mouse deer scared with the Tiger he thought the tiger wanted to eat him.
5. Tiger Father has.

True/False Questions:

1. T
2. T
3. F
4. F
5. T

Meeting 2

Too Tiny for Tea

(Tara Benwell)

Marty Mckay was already five years old, but he was still the baby of the family. "Can I have some tea too?" Marty asked his mother. She drank her tea from a beautiful cup and stirred it with a silver spoon.

"No, Marty. You're too young to drink tea."

"But, why?" Marty asked.

"Because your fingers are too tiny to hold the cup. And tea is too hot for you, baby."

"I'm not a baby," Marty said. "I'm five and a half." Marty went out to the yard. His brother Ralph was playing basketball.

"Can I play too?" Marty asked. Ralph bounced the ball up and down under Marty's nose and then threw it into the basket.

"No Marty, you're too young to play basketball."

"But, why?" Marty asked.

"Because the basket is too high for you to reach. And the ball is too big for your tiny baby hands," Ralph said.

"I'm not a baby," Marty said. "I'm five and three quarters."

Marty went into the kitchen. His sister Jane was getting ready to ride her bicycle to the candy store.

"Can I go to the store to buy candy?" Marty asked Jane. He could feel the wind in his hair and the candy on his tongue.

"No, you're too young to go to the store," Jane said.

"But why?" Marty asked.

"Because the store is too far for you to ride to. And your baby bike is too slow."

"I'm not a baby," Marty said. "I'm nearly six."

"Six?" Jane laughed. "You just turned five!"

Marty sat on the grass and watched his sister ride away on her bike. He started to cry. Marty's father was washing the car. He heard a tiny cry and went to find out what was wrong.

"Why are you crying?" Marty's father asked.

"Because I'm too tiny to do anything. I wish I weren't the youngest one."

"Be careful what you wish for," his father said.

Just then, Marty's mother came out to bring Marty's dad his tea. She patted her belly and smiled.

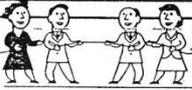
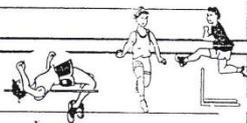
"We're going to have another baby," his mother said.

"And that means you're going to be a big brother," his father said.

"But, I'm too tiny to be a big brother," Marty said. "I'm just a baby!"

Story Grammar

Literary Elements: Complete the chart with information in the reading: *Title, Author, Characters, Setting, Main Conflict, Events, & Resolutions.* (What do the little characters show?)

TITLE/TOPIC/TEXT _____	
AUTHOR _____	
CHARACTERS  _____ _____	
SETTING: TIME _____	_____
 PLACE _____	_____
 MAIN CONFLICT _____	_____
EVENT #1 	
EVENT #2 _____	_____
EVENT #3 _____	_____
EVENT #4 _____	_____
EVENT #5 _____	_____
RESOLUTION _____	

A. Exercise : answer the following questions. Put a cross (X) on the best answer of a, b, c, or d!

1. Marty's mother _____ her tea with a silver spoon.
 - a. drank
 - b. ate
 - c. stirred
 - d. cooked
2. Marty's brother is throwing his ball into a _____ .
 - a. baby
 - b. cup
 - c. bike
 - d. basket
3. When Marty thinks about candy he can taste it on his_____.
 - a. shoes
 - b. teeth
 - c. tongue
 - d. wind
4. Marty's mother_____ her belly after she told her son about the baby.
 - a. careful
 - b. patted
 - c. smiled
 - d. found
5. Jane thinks Marty's bike is too_____.
 - a. slow
 - b. tiny
 - c. old
 - d. young

B. Answer the comprehension questions based on the story!

6. How old is Marty?
7. What is Marty's brother doing in the story?
8. What does Marty wish?
9. What does Marty's mother bring to Marty's father?
10. What does Marty's mother tell Marty?

Answer key

1. C
2. D
3. C
4. B
5. A
6. 5 years old
7. Playing basketball
8. That he wasn't the youngest
9. a cup of tea
10. He is going to be a big brother.

Appendix 9 : Lesson Plan of Cycle 2

LESSON PLAN

School : SMPN 1 PONDOK KELAPA, BENGKULU TENGAH

Subject : English (Reading)

Class/semester : VIII/2

Cycle/meeting : 2/1-2

Material : Narrative Text

Time Allocation : 4 x 40 minutes

L. Competency Standard

Understanding the meaning in short simple text in the form of recount and narrative to interact in daily life.

M. Basic Competence

Responding the meaning and generic structure of short simple text accurately, fluently, and acceptably in daily life context in the form of recount and narrative.

N. Teaching and Learning Objectives

1) *Cognitive*

a. Process

Students are able to identify the meaning of the information accurately and identify the communicative goal and language features of narrative text.

b. Product

Students are able to find the meaning of the information accurately and explain the communicative goal and language features of narrative text.

2) Affective

3. Students are actively involved in teaching and learning activities showing the character (honest, creative, critical and logical, and responsible).
4. Students can work cooperatively and actively in teaching and learning activities by asking questions, giving idea and opinion, and communicating in a good manner.

3) Psychomotor

Students are able to command, prohibition, request, and suggestion in a good maner, style, and gesture.

O. Indicators

1) Cognitive

a. Process

Students are able to:

4. Find specific and general information in a narrative text.
5. Identify the generic structure and the characteristics of language features of narrative text.
6. Answer the questions based on the text.

b. Product

Students are able to:

4. Find specific and general information in a narrative text.
5. Identify the generic structure and the characteristics of language features of narrative text.
6. Answer the questions based on the text.

2) Affective

Character

5. Honest
6. Creative
7. Critical and logical
8. Responsible

Social Skill

4. Asking questions
5. Giving Idea and opinion
6. Communicating in a good manner

3) Psychomotor

Students are able to command, prohibition, request, and suggestion in a good manner, style, and gesture.

P. Core Material

1. Narrative text

Q. Teaching Method/ Technique : Story Grammar strategy

R. Material/Media : - Relevant pictures

- Narrative Text

S. Activities Plan

Meeting 1

Preparation activities (4 minutes)		
NO	Teacher activities	Students Activities
1	Greeting and Preparing the students to learn. "Good	The students respond the greeting. "Good morning

	<p>morning class.” “How are you today?”</p> <p>I’m fine too. Thank you.</p>	<p>miss” “We are fine, thank you. And you miss?”</p>
2	<p>The teacher checks the students’ attendance list.</p> <p>“Who is absent today?”</p>	<p>The students respond teacher question.</p>
3	<p>The teacher can also check the condition of students’ and classroom. “Are you ready to study today class?”</p>	<p>The students said “Of course, miss.”</p>
Opening Activities (3 minutes)		
4	<p>The teacher gives a game.</p> <p>Then, the teacher shows some pictures related to the text that will be given and ask some questions, like: “What the pictures tell us about?”</p>	<p>The students answer the teacher’s questions</p>
5	<p>The Teacher give students motivation about the material</p>	<p>The students listen to teacher’s explanation</p>
Main Activities (70 Minutes)		
6	<p>The teacher re-tells the students narrative text</p>	<p>The students focus on teacher’s explanation.</p>
7	<p>the teacher shows the format of Story Grammar on a whiteboard, re-explain the using of Story Grammar strategy to the students, re-explains how this strategy can help them in their reading comprehension</p>	<p>The students pay attention</p>

8	The teacher delivers a narrative text and asks students to read the story, find unfamiliar words and underline the past tense	The students do the teacher's direction.
9	The teacher asks the students to work in pair.	The students work in pair
10	The teacher asks the students to fill the Story Grammar and make a summary	The students work with their partner
11	The teacher asks the students to compare their work with other pairs	The students compare their work
12	The teacher and students discuss the answer together	The students discuss with the teacher.
Closing Activities (3 minutes)		
13	The teacher guides the students to summarize the lesson.	The students summarize the lesson that learned today.
14	The teacher asks the students to comment about lesson today.	The students give comments and ask questions.

Meeting 2

Preparation activities (5 minutes)		
NO	Teacher activities	Students Activities
1	Greeting and Preparing the students to learn. "Good morning class." "How are you today?" I'm fine too. Thank you.	The students respond the greeting. "Good morning miss" "We are fine, thank you. And you miss?"

2	The teacher checks the students' attendance list. "Who is absent today?"	The students respond teacher question.
3	The teacher can also check the condition of students' and classroom. "Are you ready to study today class?"	The students said "Of course, miss."
Opening Activities (5 minutes)		
4	The teacher gives an energizing	The students pay attention
5	The teacher asks some questions about material in last meeting	The students answers the questions
6	The teacher shows some pictures related to the text that will be given and ask some questions, like: "What the pictures tell us about?"	The students answer the teacher's questions
7	The Teacher give students motivation about the material is about to be delivered	The students listen to teacher's explanation
Main Activities (65 Minutes)		
8	The teacher shows relevant pictures.	The students pay attention
9	The teacher delivers a narrative text and asks students to read the story, find unfamiliar words and underline the past tense	The students pay attention and do it
10	The teacher asks the students to work individually, guides the students to find important	The students work individually

	information of the text using story grammar	
11	The teacher asks the students summarize the story using information in story grammar individually	The students summarize the story
12	The teacher guides the students to assess their work	The students assess their work
Closing Activities (5 minutes)		
13	The teacher guides the students to summarize the lesson.	The students summarize the lesson that learned today.
14	The teacher asks the students to comment about lesson today.	The students give comments and ask questions.

T. Sources

- English textbook
- internet

U. Grading

1. Technique : Written test
2. Form : Summary
3. Instrument : Narrative Text

V. Assessing

No	Aspect of Scoring	Scoring		
		Low (1)	Average (2)	Good (3)
1	content			
2	Structure			
3	Organization			
4	diction			
	Total			
	Total Score			

Pondok Kelapa,

The Researcher/Teacher

NARRATIVE TEXT

Narrative text is text that always deals with some problems which lead to the climax and then turn into a solution to the problem. The purpose of narrative text is to amuse or entertain the readers with actual and imaginary experiences in different ways. Fairy tales, fables, tall tales belong to narratives.

Text organization of narrative text:

- Orientation (who were involved in the story, when, and where)
- Complication (a problem arises followed by other problems)
- Resolution (Solution to the problem)
- Moral value

Language features of narrative text:

- The use of noun phrases (a huge building, a beautiful girl)
- The use of connectives (first, before that, then, finally)
- The use of adverbial phrases of time and place (in the temple, four months ago)
- The use of simple past tense (I went, she bought, he cried)

Meeting 1

Read the text!

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

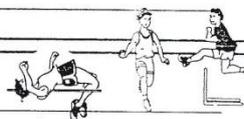
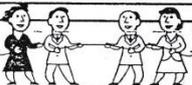
Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Story Grammar

Literary Elements: Complete the chart with information in the reading: *Title, Author, Characters, Setting, Main Conflict, Events, & Resolutions.* (What do the little characters show?)

TITLE/TOPIC/TEXT _____	
AUTHOR _____	
CHARACTERS _____ _____	
SETTING: TIME _____	
PLACE _____	
MAIN CONFLICT _____ _____	
EVENT #1	_____
EVENT #2	_____
EVENT #3	_____
EVENT #4	_____
EVENT #5	_____
RESOLUTION _____ _____ _____	



Meeting 2

The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The Ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

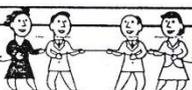
Story Grammar

Literary Elements: Complete the chart with information in the reading: *Title, Author, Characters, Setting, Main Conflict, Events, & Resolutions.* (What do the little characters show?)

TITLE/TOPIC/TEXT _____
AUTHOR _____

CHARACTERS _____
 _____

SETTING: TIME _____
 PLACE _____

 MAIN CONFLICT _____

EVENT #1  _____
EVENT #2 _____
EVENT #3 _____
EVENT #4 _____
EVENT #5 _____

RESOLUTION _____

_____ 

Appendix 10 : Students' Reading Comprehension Score in Preliminary Data

Students' Reading Comprehension Score in Preliminary Data

No	Score	Criteria
1	66,67	did not pass
2	70	passed
3	63,33	did not pass
4	80	passed
5	83,33	passed
6	56,67	did not pass
7	63,33	did not pass
8	60	did not pass
9	76,67	passed
10	60	did not pass
11	60	did not pass
12	56,67	did not pass
13	73,33	passed
14	63,33	did not pass
15	63,33	did not pass
16	66,67	did not pass
17	60	did not pass
18	80	passed
19	46,67	did not pass
20	86,67	passed
21	60	did not pass
22	60	did not pass
23	56,67	did not pass
24	60	did not pass
25	53,37	did not pass
26	83,33	passed
27	83,33	passed
28	60	did not pass
29	56,67	did not pass
30	60	did not pass
Total		9
Percentage		$P = \frac{9}{30} \times 100\%$ $P = 30\%$

Appendix 11 : Students' Reading Comprehension Score in Cycle 1

Students' Reading Comprehension Score in Cycle 1

No	Score	Criteria
1	73,33	passed
2	73,33	passed
3	66,67	did not pass
4	86,66	passed
5	83,33	passed
6	60	did not pass
7	70	passed
8	60	did not pass
9	83,33	passed
10	73,33	passed
11	66,67	did not pass
12	63,33	did not pass
13	80	passed
14	66,67	did not pass
15	76,67	passed
16	70	passed
17	66,67	did not pass
18	80	passed
19	50	did not pass
20	86,67	passed
21	73,33	passed
22	66,67	did not pass
23	66,67	did not pass
24	63,33	did not pass
25	63,33	did not pass
26	83,33	passed
27	86,67	passed
28	63,33	did not pass
29	70	passed
30	66,67	did not pass
Total		16
Percentage		$P = \frac{16}{30} \times 100\%$ $P = 53.33\%$

Appendix 12 : Students' Reading Comprehension Score in Cycle 2

Students' Reading Comprehension Score in Cycle 2

No	Score	Criteria
1	76,67	passed
2	73,33	passed
3	66,67	did not pass
4	90	passed
5	86,67	passed
6	66,67	did not pass
7	80	passed
8	66,67	did not pass
9	83,33	passed
10	80	passed
11	66,67	did not pass
12	73,33	passed
13	86,67	passed
14	73,33	passed
15	83,33	passed
16	83,33	passed
17	63,33	did not pass
18	86,67	passed
19	60	did not pass
20	93,33	passed
21	80	passed
22	73,33	passed
23	76,67	passed
24	73,33	passed
25	63,33	did not pass
26	90	passed
27	90	passed
28	60	did not pass
29	76,67	passed
30	70	passed
Total		22
Percentage		$P = \frac{22}{30} \times 100\%$ $P = 73.33\%$

Appendix 13 : Teacher's Observation Checklist and Fieldnotes of Cycle 1

TEACHER'S OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 1/1
 Date : April 2nd, 2014
 Time Allocation : 2x 40 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	The teacher does brainstorming activities by asking questions that are related to the narrative text	√		The teacher showed pictures related the story.
While – Teaching				
2	The teacher explains a narrative text. <ul style="list-style-type: none"> • What a narrative text is • Generic structures of a narrative text • Language features that are used in a narrative text 	√		The teacher explained too fast. The teacher warned some students to focus on the explanation.
3	The teacher explains about Story Grammar	√		acher explained too fast.
4	The teacher gives examples of a narrative text	√		The example is about “why a bear doesn’t have a long tail”

5	The teacher models how to apply Story Grammar strategy	√		Sometimes, the teacher's voice was too low.
6	The teacher asks the students to fill the Story Grammar framework	√		The students worked together. The teacher helped them
7	The teacher guides the students to fill Story Grammar framework	√		The teacher used pictures to guide the students and answered the students' questions.
8	The teacher asks the students to share their work	√		The teacher controlled and guided the discussion.
9	The teacher asks the students to answer the exercises	√		The teacher gave too much time to answer the questions.
10	The teacher assesses their work	√		The teacher and the students discussed the answers together.
Post – Teaching				
11	Teacher asks the students to summarize about what they have learned		√	The teacher does not ask them to summarize the text.

Bengkulu, April 2nd, 2014

Observer

TEACHER'S OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 1/2
 Date : April 15th, 2014
 Time Allocation : 2x 40 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	The teacher does brainstorming activities by asking questions that are related to the narrative text	√		The teacher showed some pictures related the story by using LCD
While – Teaching				
2	The teacher explains a narrative text. <ul style="list-style-type: none"> • What a narrative text is • Generic structures of a narrative text • Language features that are used in a narrative text 	√		The teacher explained more about past tense.
3	The teacher explains about Story Grammar	√		the teacher re-explained clearly.
4	The teacher gives examples of a narrative text	√		the example was different from meeting 1
5	The teacher models how to apply Story Grammar strategy	√		Teacher modeled briefly

6	The teachers asks the students to fill the Story Grammar framework	√		The students worked in group of four
7	The teacher guides the students to fill Story Grammar framework	√		the teacher used some pictures related to the story
8	The teacher asks the students to share their work	√		The teacher guided the disscusion.
9	The teacher asks the students to answer the exercises	√		the teacher controlled the class
10	The teacher assesses their work	√		the teacher guided the students to assess their work together
Post – Teaching				
11	Teacher asks the students to summarize about what they have learned	√		the teacher asked 3 students to conclude the material

Bengkulu, April 15th, 2014

Observer

Appendix 14 : Teacher's Observation Checklist and Fieldnotes of Cycle 2

TEACHER'S OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 2/1
 Date : April 22nd, 2014
 Time Allocation : 2x 40 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	The teacher does brainstorming activities by asking questions that are related to the narrative text	√		The teacher showed a picture related the story. Before started the lesson, the teacher gave a game
While – Teaching				
2	The teacher explains a narrative text. <ul style="list-style-type: none"> • What a narrative text is • Generic structures of a narrative text • Language features that are used in a narrative text 	√		The teacher explained more about moral value. The teacher warned the students who distrubed their friends.
3	The teacher explains about Story Grammar	√		the teacher re-explained in short.
4	The teacher gives examples of a narrative text	√		the teacher gave a different story

5	The teacher models how to apply Story Grammar strategy	√		The teacher showed slower than in cycle 1.
6	The teacher asks the students to fill the Story Grammar framework	√		The teacher asked the students to work in pair.
7	The teacher guides the students to fill Story Grammar framework	√		The teacher helped the students when they found the difficulties
8	The teacher asks the students to share their work	√		The teacher controlled the discussion.
9	The teacher asks the students to answer the exercises	√		the teacher asked the students to make a summary about the story. The teacher gave clear time.
10	The teacher assesses their work	√		The teacher assessed their works when they shared the works
Post – Teaching				
11	Teacher asks the students to summarize about what they have learned	√		The teacher asked to review the lesson

Bengkulu, April 22nd, 2014

Observer

TEACHER'S OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 2/2
 Date : April 23rd, 2014
 Time Allocation : 2x 40 minutes

No	Teacher	Yes	No	Notes
	Pre- teaching			
1	The teacher does brainstorming activities by asking questions that are related to the narrative text	√		The teacher showed a picture related the story by using LCD. Before started the lesson, the teacher gave a game
While – Teaching				
2	The teacher explains a narrative text. <ul style="list-style-type: none"> • What a narrative text is • Generic structures of a narrative text • Language features that are used in a narrative text 	√		The teacher re-explained in short, focused on moral value.
3	The teacher explains about Story Grammar		√	The teacher did not explain about story grammar again
4	The teacher gives examples of a narrative text	√		The teacher asked the students to find unfamiliar words and underline the past tense in the text.
5	The teacher models how to apply Story Grammar strategy	√		The teacher explained in short

6	The teachers asks the students to fill the Story Grammar framework	√		The teacher asked the students to work individually.
7	The teacher guides the students to fill Story Grammar framework	√		The teacher answered clearly when the students asked the teacher
8	The teacher asks the students to share their work	√		The teacher assessed the students' work.
9	The teacher asks the students to answer the exercises	√		the teacher asked the students to make a summary about the story based on the information in Story Grammar framework. The teacher gave clear time.
10	The teacher assesses their work	√		The teacher assessed their works when they shared the works
Post – Teaching				
11	Teacher asks the students to summarize about what they have learned	√		The teacher asked to review the lesson

Bengkulu, April 23rd, 2014

Observer

Appendix 15 : Students' Observation Checklist and Fieldnotes of Cycle 1

STUDENTS' OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 1/1
 Date : April 2nd, 2014
 Time Allocation : 2x 40 minutes

No	Students	Yes	No	Notes
1	The students give attention to the teacher's explanation.	√		4 students did not pay attention, made noise, laughed, chatted, and made fun each other.
2	The students are enthusiastic in answering the teacher's question.	√		Some students were silent and did not focus
3	The students discuss about the materials actively.	√		Some students asked when they did not understand. Few students left the class without permission.
4	The students take a note during the lesson.	√		They took a note about narrative text
5	The students read the story	√		They found some difficult words. Few students did not read the text.
6	The students are enthusiastic in filled Story Grammar framework	√		They worked together. Few students just played and chatted
7	The students share their findings	√		6 students shared actively. The others just silent.

8	The students answer the questions	√		Students worked in group. Some students waited and copied their friends' work
9	The students ask the material that they do not understand yet.	√		They asked about narrative text and Story Grammar strategy
10	The students reflect their activities that have been done.	√		They reflected the lesson actively
11	The students make summary about the materials		√	The students did not summarize the material.

Bengkulu, April 2nd 2014

Observer

STUDENTS' OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 1/2
 Date : April 15th, 2014
 Time Allocation : 2x 40 minutes

No	Students	Yes	No	Notes
1	The students give attention to the teacher's explanation.	√		4 students still did not pay attention
2	The students are enthusiastic in answering the teacher's question.	√		The students answered more actively
3	The students discuss about the materials actively.	√		Around seven to eight students do not critical toward the material discussed. They say that they still confused about the lesson.
4	The students take a note during the lesson.	√		They took notes about past tense
5	The students read the story	√		They still found some difficult words
6	The students are enthusiastic in filled Story Grammar framework	√		They worked in group of 4. Some students still confused to fint some events of the story.
7	The students share their findings	√		They compare with other groups
8	The students answer the questions	√		Some students copy their friends' work, they were not confident.

9	The students ask the material that they do not understand yet.	√		Some students asked about past tense and the events of the story.
10	The students reflect their activities that have been done.	√		At the end of the lesson, the students give their comments about the activities in the classroom
11	The students make summary about the materials	√		Some students were enthusiastic to summarize the lesson

Bengkulu, April 15th, 2014

Observer

Appendix 16 : Students' Observation Checklist and Fieldnotes of Cycle 2

STUDENTS' OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 2/1
 Date : April 22nd, 2014
 Time Allocation : 2x 40 minutes

No	Students	Yes	No	Notes
1	The students give attention to the teacher's explanation.	√		Most of the students more focus than in cycle 1. 4 students always chatted
2	The students are enthusiastic in answering the teacher's question.	√		The students answered more actively
3	The students discuss about the materials actively.	√		They discussed in group. Sometimes, they made noise, it still under control.
4	The students take a note during the lesson.	√		They took notes some new words
5	The students read the story	√		They still found some difficult words but more interested
6	The students are enthusiastic in filled Story Grammar framework	√		They worked in pair. They had difficulties in choosing suitable words.
7	The students share their findings	√		They shared with other pairs

8	The students answer the questions	√		All students worked with their pair
9	The students ask the material that they do not understand yet.	√		Some students asked about moral value
10	The students reflect their activities that have been done.	√		Most students give their opinion about lesson today seriously
11	The students make summary about the materials	√		Some students more active than before

Bengkulu, April 22nd, 2014

Observer

STUDENTS' OBSERVATION CHECKLIST AND FIELDNOTES SHEET

School : SMPN 1 PONDOK KELAPA BENGKULU TENGAH
 Class : VIII^d
 Subject : English
 Cycle/Meeting : 2/2
 Date : April 23rd, 2014
 Time Allocation : 2x 40 minutes

No	Students	Yes	No	Notes
1	The students give attention to the teacher's explanation.	√		All of the students more focus and pay attention than in cycle 1
2	The students are enthusiastic in answering the teacher's question.	√		The students more active to answer
3	The students discuss about the materials actively.	√		Most students were critical toward the material discussed.
4	The students take a note during the lesson.	√		They took notes about a moral value
5	The students read the story	√		They focus on finding a moral value
6	The students are enthusiastic in filled Story Grammar framework	√		They worked individually
7	The students share their findings	√		They checked their friend's work
8	The students answer the questions	√		The students were more confident. All students worked individually

9	The students ask the material that they do not understand yet.	√		Some students asked about moral value
10	The students reflect their activities that have been done.	√		At the end of the meeting, the students said that this activity was enjoyable and helpful for them.
11	The students make summary about the materials	√		Some students sommarized clearly

Bengkulu, April 23rd, 2014

Observer

Appendix 17 : Interview Script

SCRIPT OF INTERVIEW

Interviewer : Hy Nadiah, apakah kamu senang belajar menggunakan Story Grammar strategy? (Hy Nadiah, do you like studying by using a Story Grammar strategy?)

Interviewee : Senang dong miss. (I like it, miss)

Interviewer : Apakah Story Grammar strategy dapat membantu kamu memahami teks naratif? (Does a Story Grammar strategy help you in comprehending a narrative text?)

Interviewee : Ya pasti membantu lah miss. Kan saya jadi lebih cepat paham isi ceritanya, jadi jawab pertanyaannya juga lebih mudah. (Of course miss. I understood the content of the story faster, so I answered the questions easier)

Interviewer : Apakah nilai kamu meningkat? Menurut kamu faktor apa saja yang mempengaruhi peningkatan nilai kamu? (Does your reading score improve? In your opinion, what factors are influence the improvement of your reading score?)

Interviewee : Nilai saya meningkat miss, hmmm. Saya pikir karna saya selalu memperhatikan waktu miss menjelaskan materi. (My score was improved, miss. Hmmm. I thought it was because I always paid attention when you explained the material.)

Interviewer : Apakah kamu mendapat kesulitan dalam menggunakan Story Grammar startegy? Apa saja kesulitan menggunakan Story Grammar startegy? (Do you have difficulties in using a Story Grammar strategy? What are they?)

Interviewee : Sulitnya waktu mencari konfliknya miss. (it was difficult to find the conflict of the story, miss.)

Interviewer : Apakah guru kamu membantu memahami teks dengan menggunakan Story Grammar strategy? (Does your teacher help in comprehending a text by using a Story Grammar strategy?)

Interviewee : Iya miss, miss selalu membantu kalau saya kesulitan mencari konflik ceritanya. Kalau saya kurang paham, miss mau menjelaskan lagi. (Yes miss, you always helped me if I had a difficulty to find the conflict of the story. If I did not understand, you explained again.)

Appendix 18 : Research Pictures of Cycle 1

Research Pictures in Cycle 1



Picture 1: The researcher used the whiteboard to explain the material



Picture 2 : The students wrote the difficult words



Picture 3 : The students took a note about the lesson



Picture 4 : The students worked in groups

Appendix 19 : Research Pictures of Cycle 2

Research Pictures in Cycle 2



Picture 1: The researcher guided the students



Picture 2 : The students did the exercise



Picture 3 : The students worked in pairs



Picture 4 : The student presented their work

Appendix 20 : Students' Answersheet of Cycle 1

STUDENTS' ANSWERSHEET

Name : ALFI MUFIDAH

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

No	a	b	c	d
✓ 1				X
✓ 2		X		
✓ 3				X
✓ 4	X			
✓ 5			X	
✓ 6	X			
✓ 7			X	
X 8		X		
✓ 9				X
✓ 10				X
✓ 11	X			
X 12	X	X		
✓ 13	X			
X 14	X			
✓ 15	X			

No	a	b	c	d
✓ 16				X
✓ 17				X
X 18	X			
✓ 19	X			
✓ 20		X		
✓ 21			X	
✓ 22	X			
✓ 23		X		
✓ 24		X		
✓ 25			X	
X 26			X	
✓ 27				X
✓ 28			X	
✓ 29		X		
✓ 30		X		

B = 25

Score :

83,33

STUDENTS' ANSWERSHEET

Name : Dea monica Saetris

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

	No	a	b	c	d
✓	1				X
✓	2		X		
✓	3				X
✓	4	X			
✓	5			X	
✓	6	X			
✓	7			X	
X	8		X		
✓	9				X
✓	10				X
✓	11	X			
X	12	X			
✓	13	X			
✓	14		X		
X	15		X		

	No	a	b	c	d
X	16	X			
✓	17				X
X	18				X
✓	19	X			
✓	20		X		
✓	21			X	
X	22	X			
✓	23	X			
✓	24	X			
X	25			X	
X	26			X	
✓	27				X
✓	28			X	
✓	29		X		
✓	30		X		

B = 22

Score :

73,33

STUDENTS' ANSWERSHEET

Name: Nadiyah adisa . . .

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

No	a	b	c	d
✓ 1				X
✓ 2		X		
✓ 3				X
✓ 4	X			
✓ 5			X	
✓ 6	X			
✓ 7			X	
X 8		X		
✓ 9				X
✓ 10				X
✓ 11	X			
X 12			X	
✓ 13	X			
✓ 14		X		
✓ 15	X			

No	a	b	c	d
✓ 16				X
✓ 17				X
✓ 18			X	
✓ 19	X			
✓ 20		X		
✓ 21			X	
✓ 22	X			
X 23				X
✓ 24		X		
✓ 25			X	
✓ 26				X
✓ 27				X
✓ 28			X	
✓ 29		X		
X 30	X			

B = 26

Score :

86,67

STUDENTS' ANSWERSHEET

Name : Pinda Ayu Lestari

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

No	a	b	c	d
✓ 1				✗
✓ 2		✗		
✓ 3				✗
✓ 4	✗			
✓ 5			✗	
✓ 6	✗			
✓ 7			✗	
✗ 8		✗		
✓ 9			✗	✗
✓ 10				✗
✓ 11	✗			
✓ 12		✗		
✓ 13	✗			
✓ 14		✗		
✗ 15			✗	

No	a	b	c	d
✗ 16		✗		
✓ 17				✗
✓ 18			✗	
✓ 19	✗			
✓ 20		✗		
✓ 21			✗	
✗ 22		✗		
✓ 23		✗		
✓ 24			✗	
✗ 25				✗
✓ 26				✗
✓ 27				✗
✓ 28			✗	
✓ 29		✗		
✓ 30		✗		

B = 25

Score :

83,33

STUDENTS' ANSWERSHEET

Name : Winda Avianti

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

No	a	b	c	d
✓ 1				X
✓ 2		X		
✓ 3				X
✓ 4	X			
✓ 5			X	
✓ 6	X			
✓ 7			X	
✓ 8				X
✓ 9				X
✓ 10				X
✓ 11	X			
✓ 12		X		
✓ 13	X			
✓ 14		X		
X 15			X	

No	a	b	c	d
✓ 16				X
✓ 17				X
X 18				X
✓ 19	X			
✓ 20		X		
✓ 21			X	
✓ 22	X			
✓ 23		X		
✓ 24			X	
X 25				X
X 26			X	X
✓ 27			X	
✓ 28			X	
✓ 29		X		
✓ 30		X		

B = 26

Score :

86.67

Appendix 21 : Students' Answersheet of Cycle 2

STUDENTS' ANSWERSHEET

Name : ALFI MUFIDAH

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

No	a	b	c	d
✓ 1			x	
✓ 2		x		
✓ 3		x		
✓ 4	x			
✓ 5	x			
✓ 6			≠	x
✗ 7				x
✓ 8		x		
✓ 9		x		
✓ 10				x
✓ 11		x		
✓ 12	x			
✗ 13				x
✓ 14		x		
✓ 15	x			

No	a	b	c	d
✓ 16			x	
✗ 17		x		
✓ 18		x		
✓ 19			x	
✓ 20		x		
✗ 21	x			
✓ 22			x	
✓ 23		x		
✓ 24			x	
✓ 25		x		
✓ 26		x		
✓ 27			x	
✓ 28	x			
✓ 29				x
✓ 30		x	≠	

B = 26

Score :

86,67

STUDENTS' ANSWERSHEET

Name : Dea monica Safitri

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

	No	a	b	c	d
✓	1			x	
✓	2		x		
✗	3			x	
✓	4	x			
✓	5	x			
✓	6				x
✗	7			x	
✓	8		x		
✓	9		x		
✗	10	x			
✓	11		x	x	
✓	12	x			x
✗	13		x		
✗	14	x			
✓	15	x			

	No	a	b	c	d
✓	16			x	
✗	17		x		
✓	18		x		
✓	19			x	
✓	20		x		
✓	21			x	
✓	22			x	
✓	23		x		
✓	24			x	
✓	25		x		
✓	26		x		
✓	27			x	
✓	28	x			
✓	29				x
✓	30		x		

B = 24

Score :

80

STUDENTS' ANSWERSHEET

Name : Nadiyah Adisa ...

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

No	a	b	c	d
✓ 1			X	
✓ 2		X		
✓ 3		X		
✓ 4	X			
✓ 5	X			
✓ 6				X
✓ 7		X		
✓ 8		X		
✓ 9		X		
✓ 10				X
✓ 11		X		
✓ 12	X			
✓ 13			X	
X 14	X	X		
✓ 15	X			

No	a	b	c	d
✓ 16			X	
✓ 17		X		X
✓ 18		X	X	
✓ 19		X	X	
✓ 20		X		
X 21	X			
✓ 22			X	
✓ 23		X		
✓ 24			X	
✓ 25		X		
✓ 26		X		
✓ 27			X	
✓ 28	X			
✓ 29				X
✓ 30		X		

B = 28

Score :

93,33

STUDENTS' ANSWERSHEET

Name : Pinda Ayu Lectari

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

	No	a	b	c	d
✓	1			X	
✓	2		X		
X	3			X	
✓	4	X			
✓	5	X			
✓	6				X
✓	7		X		
✓	8		X		
✓	9		X		
✓	10				X
✓	11		X		
X	12		X		
✓	13			X	
✓	14		X		
✓	15	X			

	No	a	b	c	d
✓	16			X	
✓	17				X
✓	18		X		
✓	19			X	
✓	20		X		
X	21				X
✓	22	X		X	
✓	23		X		
✓	24			X	
✓	25		X		
✓	26		X		
✓	27			X	
✓	28	X	X		
✓	29				X
✓	30		X		

B = 27

Score :

90

STUDENTS' ANSWERSHEET

Name : Winda AVIANTI

Answer the following questions. Put a cross (x) on the best answer of a, b, c or d!

	No	a	b	c	d
✓	1			X	
✓	2		X		
✓	3		X		
✓	4	X		X	
✓	5	X			
✓	6				X
✓	7		X		
✓	8		X		
✓	9		X		
X	10	X			
✓	11		X		
✓	12	X			
X	13				X
✓	14		X		
✓	15	X			

	No	a	b	c	d
✓	16			X	
✓	17				X
✓	18		X		
✓	19		X		
✓	20		X		
✓	21			X	
✓	22			X	
✓	23		X		
✓	24		X		
✓	25		X		
✓	26		X		
✓	27			X	
✓	28	X			
X	29		X		
✓	30		X		

B=27

Score :

90

Appendix 22 : Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan WR.Supratman Kandang Limun Bengkulu 38371A
Telepon (0736) 21170.Psw.203-232, 21186 Faksimile : (0736) 21186
Laman: www.fkip.unib.ac.id e-mail: dekanat.fkip@unib.ac.id

Nomor : 1468 /UN30.3/PL/2014
Lamp : 1 (satu) Expl Proposal
Perihal : Izin Penelitian

21 Maret 2014

Yth. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Bengkulu Tengah
Di Bengkulu Bengkulu Tengah

Untuk kelancaran dalam penulisan Skripsi mahasiswa, bersama ini kami mohon bantuan Saudara untuk dapat memberikan izin melakukan penelitian / pengambilan data kepada:

Nama : **Yemima Alberti**
NPM : **A1B010033**
Program Studi : **Pendidikan Bahasa Inggris**
Tempat penelitian : **SMPN 1 Pondok Kelapa Bengkulu Tengah**
Waktu Penelitian : **1 s.d 30 April 2014**

dengan judul : **"Improving Students' Reading Comprehension of Narrative Text of SMPN 1 Pondok Kelapa Bengkulu Tengah."** Proposal terlampir.

Atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

as. Dekan
Wakil Dekan Bidang Akademik

Prof. Bambang Sahono, M.Pd
NIP.195010151985031016

Tembusan :
Yth. Dekan FKIP sebagai laporan



**PEMERINTAH KABUPATEN BENGKULU TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Alamat. Jalan Raya Bengkulu-Curup Km. 11 Taba Pasmah

SURAT IZIN PENELITIAN

Nomor : 800/ 152 / DIKBUD/ 2014

Yang bertanda tangan dibawah ini Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Bengkulu Tengah memperhatikan :

1. Surat : UNIVERSITAS BENGKULU
2. Surat Izin Penelitian : 1468/UN30.3/PL/2014
3. Judul : "Improving Students Reading Comprehension Of Narrative Text Of SMPN 1 Pondok Kelapa Bengkulu Tengah"

Dengan ini menyatakan dapat memberikan izin mengadakan penelitian kepada:

1. Nama : Yemima Alberti
2. NPM : A1B010033
3. Program Studi : Pendidikan Bahasa Inggris

Dengan ketentuan sebagai berikut :

1. a. Tempat : SMPN 1 Pondok Kelapa Kabupaten Bengkulu Tengah.
b. Tanggal : 01 s.d 30 April 2014
2. Penelitian tersebut khususnya terbatas untuk kepentingan Studi Ilmiah tidak diperbolehkan dipublikasikan sebelum mendapat izin tertulis dari Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Bengkulu Tengah.
3. Menyampaikan laporan hasil penelitian tersebut kepada Kepala Dinas Pendidikan Kebudayaan Kabupaten Bengkulu Tengah.
4. Sebelum melakukan penelitian harus melapor dahulu dengan Kepala Sekolah.

Rena Semanek, 27 Maret 2014

a.n. Kepala Dinas



Pembina **AKHRAWI S. Pd**
NIP. 196609241988031004

Tembusan disampaikan kepada :

1. Bupati Bengkulu Tengah
2. Dekan Bidang Akademik Universitas Bengkulu
3. Ka. SMPN 1 Pondok Kelapa Kabupaten Bengkulu Tengah.

Appendix 23 : Surat Selesai Penelitian



PEMERINTAH KABUPATEN BENGKULU TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 01 PONDOK KELAPA
Jalan Raya Pasar Pedati Km. 10,5 ☎ (0736) 28964



SURAT KETERANGAN

Nomor : *110* / 070 / SMPN 01 / PK / V / 2014

Kepala Sekolah Menengah Pertama (SMP) Negeri 01 Pondok Kelapa Kabupaten Bengkulu Tengah dengan ini menerangkan bahwa :

Nama : **Yemima Alberti**
NPM : A1B010033
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Perguruan Tinggi : Universitas Bengkulu

Telah selesai mengadakan Penelitian di SMP Negeri 01 Pondok Kelapa Kabupaten Bengkulu Tengah dengan judul "*Improving Students Reading Comprehension Of Narrative Text Of SMPN 1 Pondok Kelapa Bengkulu Tengah*". Pada tanggal 1 April sampai dengan 30 April 2014 dan telah dilaksanakan dengan baik.

Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pasar Pedati, 14 Mei 2014

Kepala Sekolah,

JAMALUDIN. D. S.Pd.
NIP. 19560131 198603 1 001

Tembusan Yth :

1. Ka.Dinas Dikbud Kab. Bengkulu Tengah
2. Dekan FKIP Universitas Bengkulu
3. - A r s i p -



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Laman: www.fkip.unib.ac.id email: dekanat.fkip@unib.ac.id

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : YEMIMA ALBERTI

NPM : A1B010033

Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :
"Improving Students' Reading Comprehension on Narrative Text
by Using Story Grammar Strategy at Grade VIII d of SMPN
1 Pondok kelapa Bengkulu Tengah

adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi,

Drs. Syafrizal, M.A.
NIP 19570603 198803 1 006

Bengkulu, Juni 2014
Hormat saya,



YEMIMA ALBERTI