

**IMPROVING STUDENTS' READING COMPREHENSION ON
NARRATIVE TEXTS BY USING STORY GRAMMAR
STRATEGY AT GRADE VIII^d OF SMP N 1
PONDOK KELAPA BENGKULU TENGAH**



THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Degree of Sarjana Pendidikan in English Study Program

By

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BENGKULU UNIVERSITY**

2014

APPROVAL

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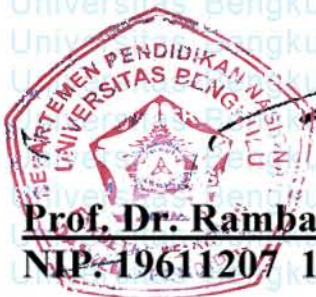
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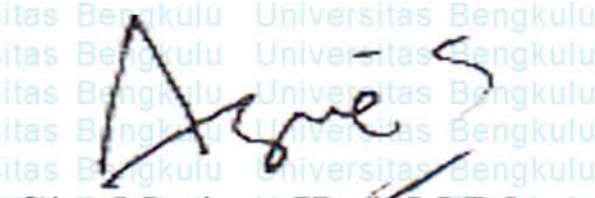
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MOTTO

✎ Jesus Christ is my Savior

✎ I can do all things through Christ who strengthens me

(Philippians 4:13)

✎ I live by faith, not by sight

✎ GOOD - GOD = 0

✎ Wise as serpents, harmless as doves

(Matthew 10:16)

✎ The secret of success is to be ready when your opportunity comes

(Benjamin Disraeli)

DEDICATION

This thesis is dedicated to :

- ⊙ *My savior and my all in all, Jesus Christ.*
- ⊙ *The most beautiful grace: my beloved Dad (Thoyib Abidin) and my beloved Mom (Sulistiani).*
- ⊙ *My dearest sister, Naomi Revolina.*
- ⊙ *My great motivators: A.Rachman, Santi Yuliani, S.Pd., Riana Pasaribu, Dandy Randa Hutama.*
- ⊙ *KKN-70 Sidodadi-2*
- ⊙ *GKII Pondok Kelapa.*
- ⊙ *SMA Plus Negeri 7 Bengkulu.*
- ⊙ *EDSA 2010, thanks for everything.....*



ABSTRACT

Alberti, Yemima. Improving Students' Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at Grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. S1. Thesis. English Education Study Program of Language and Arts Department of Teachers' Training and Education Faculty of Bengkulu University. Advisors: (1) Drs. Barnabas Sembiring, M.Si., (2) Wisma Yunita, M.Pd.

The design of this research was a classroom action research. This research aimed to explain the extent to which Story Grammar strategy can improve students' reading comprehension on narrative texts and find out what factors influence the changes of students' reading comprehension. The subject of this research was the students at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah which consisted of 30 students. In this research, the researcher used quantitative and qualitative data to see the improvement of the students' reading comprehension and the factors influence the changes of students' reading comprehension. The instruments of this research were reading comprehension test, observation checklists and fieldnotes, and interview. Based on the result of the test, the students who passed the standard score improved from 30% in the preliminary data to 73,33% at the end of the research. It means that Story Grammar strategy improves students' reading comprehension that was influenced by student's factors (attention, interest and participation) and teacher's factors (choosing the material and classroom management).

Key words : Reading comprehension, Narrative text, Story Grammar strategy

ABSTRAK

Alberti, Yemima. Improving Students' Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at Grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. S1. Thesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bengkulu. Advisors: (1) Drs. Barnabas Sembiring, M.Si., (2) Wisma Yunita, M.Pd.

Desain penelitian ini adalah penelitian tindakan kelas. Penelitian ini bertujuan untuk menjelaskan sejauh mana Story Grammar strategy dapat meningkatkan pemahaman membaca siswa dan menemukan faktor-faktor yang mempengaruhi perubahan pemahaman membaca siswa. Subjek penelitian ini adalah siswa kelas VIII^d SMPN 1 Pondok Kelapa Bengkulu Tengah yang terdiri dari 30 siswa. Dalam penelitian ini, peneliti menggunakan data kuantitatif dan kualitatif untuk melihat peningkatan pemahaman membaca siswa dan faktor-faktor yang mempengaruhi pemahaman membaca siswa. Instrumen penelitian ini adalah tes pemahaman membaca, daftar observasi dan wawancara. Berdasarkan hasil tes, siswa yang mencapai standar nilai meningkat dari 30% di data awal menjadi 73,33% di akhir penelitian. Ini berarti bahwa Story Grammar strategy meningkatkan pemahaman membaca siswa yang di pengaruhi oleh faktor siswa (perhatian, minat dan partisipasi) dan faktor guru (pemilihan materi dan pengelolaan kelas)

Kata kunci : Reading comprehension, Narrative text, Story Grammar strategy

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Firs of all, the researcher would like to express her great thanks to God, for all His blessing so this thesis can be finished which entitled “Improving Students’ Reading Comprehension on narrative Texts at Grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah”. It is to fulfill one of the requirements to gain Sarjana degree at English Department of Universitas Bengkulu.

For the realization of this thesis, the researcher wishes to express her sincere gratitude and appreciation to the following persons who had helped and supported on the process of completing this thesis:

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5. SMPN 1 Pondok Kelapa Bengkulu Tengah.

In addition, the writer also wishes some critiques and suggestions from the readers to improve quantity and quality of this thesis. Lastly, the researcher also hopes that this thesis can be useful for the readers. Amin.

Bengkulu, June 2014

Researcher

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Reading is an important skill which has an important contribution to the success of learning language. Nuttal (1996) said that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs comprehension to understand the context and get the new information of the texts.

As it is stated in school-based curriculum (KTSP) of junior high school for the eighth grade, one kind of text types that the students should achieve is narrative text. According to Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener.

Based on preliminary study conducted by the researcher on February 25th, 2014 at junior high school (SMP) N 1 Pondok Kelapa Bengkulu Tengah, reading achievement of grade VIII^d was low. It was found that only 30% of students in this class got score higher than the standard score and 70% students got marks under the standard score while the standard score of English subject in this school is 70. The preliminary data was gotten from regular evaluation result in the last semester. This class has the lowest achievement scores among the other classes. In addition, based on the interview result with an English teacher in this school, there were some difficulties faced by the students in reading comprehension: First, they had difficulties to understand the context and get the information of the story so

the students failed to understand longer reading materials such as stories. Second, most students had an ability to translate the individual words without conveying the message what the author extends. Third, the students were lack of motivation in reading English text. Consequently, they spent much time to answer the comprehension questions related to the text and copy their friends' work.

Those cases were quite problematical and should be solved because they can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improved soon. As the effect, they will be continuously difficult to understand any other texts. Furthermore, they cannot pass the minimum passing grade determined by school. In this case, a teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension.

The teacher arranged a suitable and interesting strategy related to students' condition. This strategy was expected to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes (Watkins et al, 2002 in Afifah, 2011). The teacher and the researcher tried to find out an appropriate strategy to develop students' reading comprehension better that was through Story Grammar which considered as one way of reading comprehension strategies toward narrative text.

Story Grammar Strategy is used to comprehend a narrative story. Story Grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to

outline a story (Dimino, 1990). In addition, 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. So, Story Grammar can develop reading comprehension of a story.

Story Grammar strategy was chosen because based on the previous research of some researchers, this strategy has proven effective to improve the students reading comprehension. It is an effective strategy to build students' cognitive ability at independent learning in reading comprehension. The students are guided to find out the important information by using organizational framework of Story Grammar. They can use the framework as a foundation to answer the questions related to the story. Thus, the researcher was confident enough that this strategy would effectively work to solve the problem.

There are several previous researches which found that Story Grammar is an appropriate strategy to improve students' reading comprehension. The previous researches are Mulyati (2011) and Putra (2013). Mulyati (2011) conducted a research entitled "Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs Miftahul Mubtadiin Muncar Banyuwangi)" The result is the Story Grammar strategy was successful in improving the students' reading comprehension of narrative texts. She recommended to uses Story grammar strategy in teaching reading comprehension of narrative text. Then, Putra (2013) conducted a research entitle "The Effect of Story Grammar Strategy toward the Eighth Graders'

Reading Comprehension at Junior High School 11 Jambi”. He found that story grammar strategy helps the students to improve their score in comprehending narrative and recount texts.

From those two classroom action researches about Story Grammar strategy, it can be seen that Story Grammar strategy can be an appropriate strategy to improve students’ reading comprehension. Therefore, in order to solve the identified problems and to give an effort to improve the students’ reading comprehension level with the support of the theories and the previous studies, the researcher conducted a 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”

1.2 Identification of the Problem

Based on the background of the problem above, the researcher identified several problems in teaching and learning of reading comprehension.

- 1) Students’ reading comprehension was low.
- 2) Students had difficulties to understand the context and get the information of the story.
- 3) Most students had the ability to translate the individual words.
- 4) Students were lack of motivation in reading English text.

1.3 Limitation of the Problem

Based on the identification above, this research focused on reading skill in comprehending a story. The reason why the researcher focused on this problem because it was the prior reading problem faced by most of the students at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah. Based on the school syllabus and the recommendation from the teacher, the researcher only focused the study on narrative text.

1.4 Research Questions

Based on the limitation above, the study attempted 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?

1.5 Objective of the Research

Referring to the research questions, the objectives of this research were:

- 1) To explain the extent to which the Story Grammar strategy can improve students' reading comprehension on narrative texts at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah.

- 2) To explain what factors influence the changes of students' reading comprehension on narrative texts at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah.

1.6 The Importance of the Research

This research is expected to give two contributions: theoretical and practical contributions. Theoretically, the result of this research will enrich the theory of teaching reading through Story Grammar strategy. This research can be used as the references for those who want to conduct a research in improving English reading comprehension. Furthermore, for the next researchers who conduct the Story Grammar strategy to improve reading comprehension in other areas or scope.

Practically, the result of the research will serve as an alternative strategy for teachers in teaching reading in junior high school and also for the students in improving their reading comprehension.

1.7 Definition of Key Terms

The explanation about the key terms are given in order that the title is easy to understand.

1. **Reading comprehension** is an activity of the students to understand and find out the important information from a written text.
2. **Narrative text** is a text that has a purpose to entertain the readers or listeners which is used as media in learning reading comprehension.

3. **Story Grammar strategy** is a reading comprehension strategy to guide the students in finding out the important information of the narrative story by using an organizational framework.

CHAPTER II

LITERATURE REVIEW

2.1 Reading Comprehension

English as an international language makes students must be able to master English. Since English has four language skills, it means students also should be able to master all of them. One of them is reading skill. Pang. et al. (2003) argued that reading is a complex activity in understanding written text that involves both perception and thought, also consists of word recognition and comprehension process. Word recognition refers to the process of realizing how a text or written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text.

Reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the Grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. The National Council of Teacher of English (NCTE) Commission on Reading (2004) states:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading Is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime.”

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

Reading is also as a process of communication between a writer and a reader. A writer has message in her mind, such feeling, facts, ideas, and argument she wants to share. The writer puts the message into the words or printed verbal symbol.

In reading, the readers should use their background knowledge; means the reader bring their knowledge, emotion, experience, and culture to what they read. Ur (1996) continued that when learners beginning to read a text, or where there is a little or no helpful context, we depend on decoding letters to understand words; but as soon as there is a meaningful context we tend to bring our own interpretation to the word. That is some way how to make a connectivity with a text, and how learners understanding the meaning in a text.

Furthermore, Nunan (2003) divides reading into two types, strategic reading and fluent reading. Strategic reading is an ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading. And fluent reading is sn ability to read at an appropriate rate with adequate comprehension. Both of those reading is important and related to each other.

Students should be able to master reading comprehension of texts. Harmer (1998) formulated some kinds of reading skill are needed to be mastered. They are faster reading, skimming, scanning, making prediction (Predicting), reading for detailed information, reading between the lines,

deducting meaning from context, reference and deducting meaning from form.

Students can not read fast because they often read a text word by word; they murmur every word they find. For example, they use their index finger to point the word in every line. This habit prevents them from being good readers.

Skim is reading through a text quickly to find the gist or the main idea of the text. The gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can be skimmed by reading a text. Before the students are familiar with skimming skill, the teacher has to explain how to skim and give some exercises afterwards. There are two important things to do in developing skimming skill: The time must be strictly controlled and prevented from reading the whole text.

The purpose of skimming is to know whether the text meets the reader's needs. When the reader does skimming, the readers may go on reading, but when they do not it, they leave the text.

On the other hand, scan is reading through a text quickly to find specific information needed. For example, names, years, numbers, and words. Being interested in one text (the result of scanning), one will be eager to find further information quickly. He is not patient enough to read the whole text; what he wants is the answer to some question which exist is in his mind immediately after scanning. For example: knowing that the text is about a traffic accident – and he is interested - one is eager to know the answer which comes into his mind immediately such as when, who, and where. After he

might read the text again more carefully to find other information (if he wants or he is not satisfied with what he has gotten). Again, how to scan should be introduced to the beginners by telling them scanning signs (e.g. capital letters) which help them. Strictly controlled time, prevention from reading intensively, and limited number of questions must be put into consideration.

Predicting is very useful because it makes reading easier. Using the limited data a skilled reader will be able to predict what he has not known or read and his attention will be more closely focused on the context. Moreover, reading for detail information is used when one wants to get the information supplied by the text in the details. Most of the questions are given by the teacher when teaching reading belongs to the skill. The teacher tends to ask anything about the text.

To get the meaning of a new word in the text one might stop reading and look up his dictionary. This is not always necessary. By reading the text he might be able to get the meaning. This ability to find the meaning of new word by making use of the clues found in the text is called deducting meaning from context. This skill is very important because one has to look up his dictionary whenever he meets a new word in the text. He will get bored and tired.

Reference is ability to find the words, sentences, or paragraph which a pronoun refers to. Another way to get the meaning of an unfamiliar word is by making use of morphological information. A word might be analyzed into its elements (base, affixes, or others), and then its meaning can be deducted from the meaning of all the elements.

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language. As state by the RAND (Reading Study Group) (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In classroom of students' reading activities, they are able to explore the potential that exists themselves in reading activities. The meaning of the text will be easy to know when they are expending the thoughts in writing. To achieve it, the comprehension ability in reading is needed.

Meanwhile, reading comprehension divided into three reading comprehension levels; literal comprehension, inferential comprehension and evaluative comprehension (Allonzo, et al, 2009). In the literal comprehension level, reading comprehension occurs when readers recognize the form of words and the meaning so that the explicit information can be understood. Reading comprehension in inferential comprehension level is defined as an activity to understand whole text and to guess author's idea. At the last level, reading comprehension in evaluative comprehension level is defined as an activity to relate reader's knowledge and author's knowledge in order to make a new experience of understanding.

There are three stages in reading. They are before reading, whilst reading and after reading (Abbott, 1981). Before/pre-reading stage is the activities before the students read the text. Then, whilst reading stage is the activities during the students read the text and try to understand the text.

Hence, after/post reading stage is the activities to review the content of the text.

The purpose of pre-reading stage is to build the students' knowledge of the text and to motivate the students to Read. It is needed to focus the students' attention. To focus the students' attention, can be done by using a picture, asking some questions and analyzing word association. Then, the teacher could motivate the students by providing interesting texts. It will be difficult because each student has different interests. The different interests are caused by age, sex and cultural background. In this case, the teacher can motivate a class by some anticipation.

In whilst reading stage, the students read the text and try to understand both literal and implied meaning of the text. This activity can include identifying the main idea, finding details in a text, following a sequence, inferring from the text, recognizing the writer's purpose and attitude, recognizing discourse features, and the teacher's role is to help both individual learners with their particular difficulties and the whole group.

The purpose of post reading is intended to review the content of the text. In this stage, the students work on bottom-up concerns such as Grammar, vocabulary and discuss features and consolidate what has been read by relating the new information to the students' knowledge, interest and opinion. The activities of this stage, for example the teacher asks some questions for evaluation, asks the students to write a Summary of the text, asks them to retell the essence of the text.

There are two approaches that can be applied in the process of reading. The approaches are called bottom-up and top-down. Bottom up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some order on these signals. While, top down is a process that brings a whole host of background information into the arena of making decisions about what something "mean". As the consequence, top down is also called "strategy-base" and bottom-up is called "skill-based" (Brown, 1994).

The purpose of reading also determines the appropriate approach to reading comprehension. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

In addition, Grabe (2002) stated that the objectives of reading into several points, they are as follows: 1) Reading to search information, 2) Reading to skim quickly, 3) Reading to learn (from text), 4) Reading to write (or search information needed for writing), 5) Reading to analyze the text, and 6) Reading for general information. Based on the objectives above we can understand that reading need a special attention. It is not surprised if

reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read.

Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading that help people to: 1) Improve their vocabulary, 2) Increase their reading speed, 3) Improve their comprehension, 4) Improve their writing, 5) Gain more knowledge, and 6) Find the examples of many different ways people speak and write (Mikulecky, 1990)

Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery (Richards, 2001). Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it.

In addition, Nunan (2003) states that there are eight aspects to teach reading, they are: 1) exploit the reader's background knowledge, 2) build a strong vocabulary base, 3) teach for comprehension, 4) work on increasing reading rate, 5) teach reading strategy, 6) encourage readers to transform strategies into skills, 7) build assessment and evaluation into your teaching, and 8) strive for continuous improvement as a reading teacher.

Based on the opinions above, there are many aspects influence in successful teaching reading. Firstly, the teacher will choose appropriate

material related to the students' background knowledge and teach effective strategies on reading for them. Next, it will also inform and explain the strategy of reading efficiently and effectively. So, the students will have better reading comprehension with effective and efficient strategies. Finally, the teacher can also make appropriate assessment and evaluation toward the students' comprehension.

2.2 Narrative text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as "the representation of an event or a series of events". Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point

of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels depict numerous episodes of action while short stories may only contain a few or even one episode. Nevertheless, both relate a causal chain of events: each event in the story leads to another, as the protagonist, or main character, tries to reach a goal or solve a problem.

A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

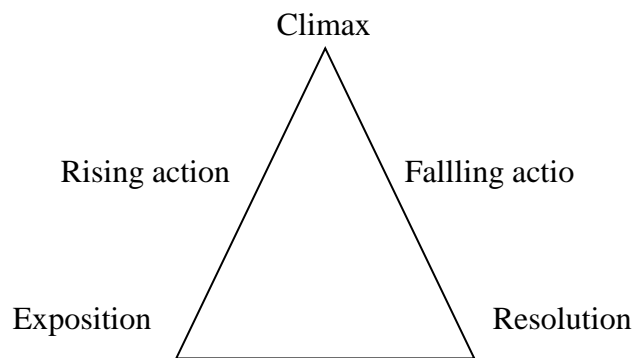


Figure 2.1 : Freytag triangle

That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freytag triangle consists of: (a) the composition, it establishes the characters and situation. (b) Rising action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when problem/conflicts demand something to be done about them. (d) Falling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome. (Neo, 2005)

On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) hinder them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feelings and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.

There are language features of narrative text. According to Anderson (1997), the language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Besides that, the reader usually finds direct and indirect sentences in narrative text and the writer uses past tense; simple past, past continuous and past perfect tense.

In addition, there are some types of narrative. They are humour, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science

fiction, diary-novel, and adventure (Anderson, 1997). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

2.3 Story Grammar Strategy

Story Grammar strategy is one of reading comprehension strategies of graphic organizer to comprehend narrative texts. According to Dimino (1990), Story Grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story. By using Story Grammar, the important information can be comprehended.

Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. As Schmitt (1986) stated 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. In addition, Story Grammar can be used as a foundation to answer the questions related to the story (Dimino et. al, 1990).

Then, Mahmoud (2010) also explained benefits of the Story Grammar strategy. It can be used at all levels. This strategy is not only can improve reading comprehension, but also can enhance students' vocabulary, writing, and imagination. Then, it can motivate students to be proud with their work. It is appropriate to be used for students who work individually, pair, group or

the whole class discussion. Furthermore, the information in framework based on the assignment. So, Story Grammar is very helpful.

There are six steps of applying Story Grammar strategy. According to Short (1984), the steps are develop and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. The teacher can develop the teaching learning activities and media based on his/her creativity. So, the strategy will give motivation the students to learn reading a text better.

The teacher can start to develop and activate background knowledge of the students by showing a picture related the story and asking some questions related the topic. 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 and model how to apply this strategy. The teacher asks the students to read a narrative story, the story depends on students' level. After reading the story, the teacher asks the students to construct their own Story Grammar. The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using pictures or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information of the text and after that compare with other groups. The teacher controls the discussion and explain more about narrative text, generic structure and feature language. Then, the students answer the questions related the story using the information in Story

Grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

2.4 Previous Research

There are several researches that have been done by researcher in using Story Grammar strategy in reading comprehension. First, Mulyati (2011) conducted a research entitle "*Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs Miftahul Mubtadiin Muncar Banyuwangi)*". The objective of this research was to describe how the Story Grammar strategy can improve the eighth graders' reading comprehension of narrative text at MTs Miftahul Mubtadiin Muncar. The subjects of the research were the eighth graders of second semester (VIII-3) of MTs Miftahul Mubtadiin Muncar in the 2010-2011 academic year. This research was conducted in two cycles. The implementation of the action encompassed three meetings in Cycle 1 and two meetings in Cycle 2. The comparison of the result of reading comprehension in the preliminary study and in Cycle 2 indicated that 21 students reached gain score of ≥ 20 points. Dealing with the students' interaction, it also seemed that students were enthusiastic and actively involved in all activities. The result of this research shows that the story grammar strategy was successful in improving the students' reading comprehension of narrative texts.

Second, Putra (2013) conducted a research entitle "The Effect of Story Grammar Strategy toward the Eighth Graders' Reading Comprehension at

Junior High School 11 Jambi”. The aim of this research was to investigate the effect of story grammar strategy toward the eighth graders’ reading comprehension at junior high school 11 Jambi. The method used in this research was quasi-experimental method that used pre-test & post-test and non-equivalent control group design. The population of this research was all eighth grader of junior high school 11 Kota Jambi in academic year 2012-2013. The result of this research shows story grammar strategy helped the students to improve their score in comprehending narrative and recount texts.

Based on those two studies, it can be concluded that Story Grammar strategy is an effective strategy to teach in the classroom, especially in reading activity. In teaching reading, a teacher usually gives some texts to the students and asks students to answer some questions. But through varieties activities in the classroom, it can warm up classroom atmosphere. Story Grammar strategy is one of strategy which can be implemented in the classroom activity. It is effective to motivate students. We can see from the both studies, Story Grammar strategy can increase students’ ability in reading.

2.5 Conceptual Framework

Based on the theories, the researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure.

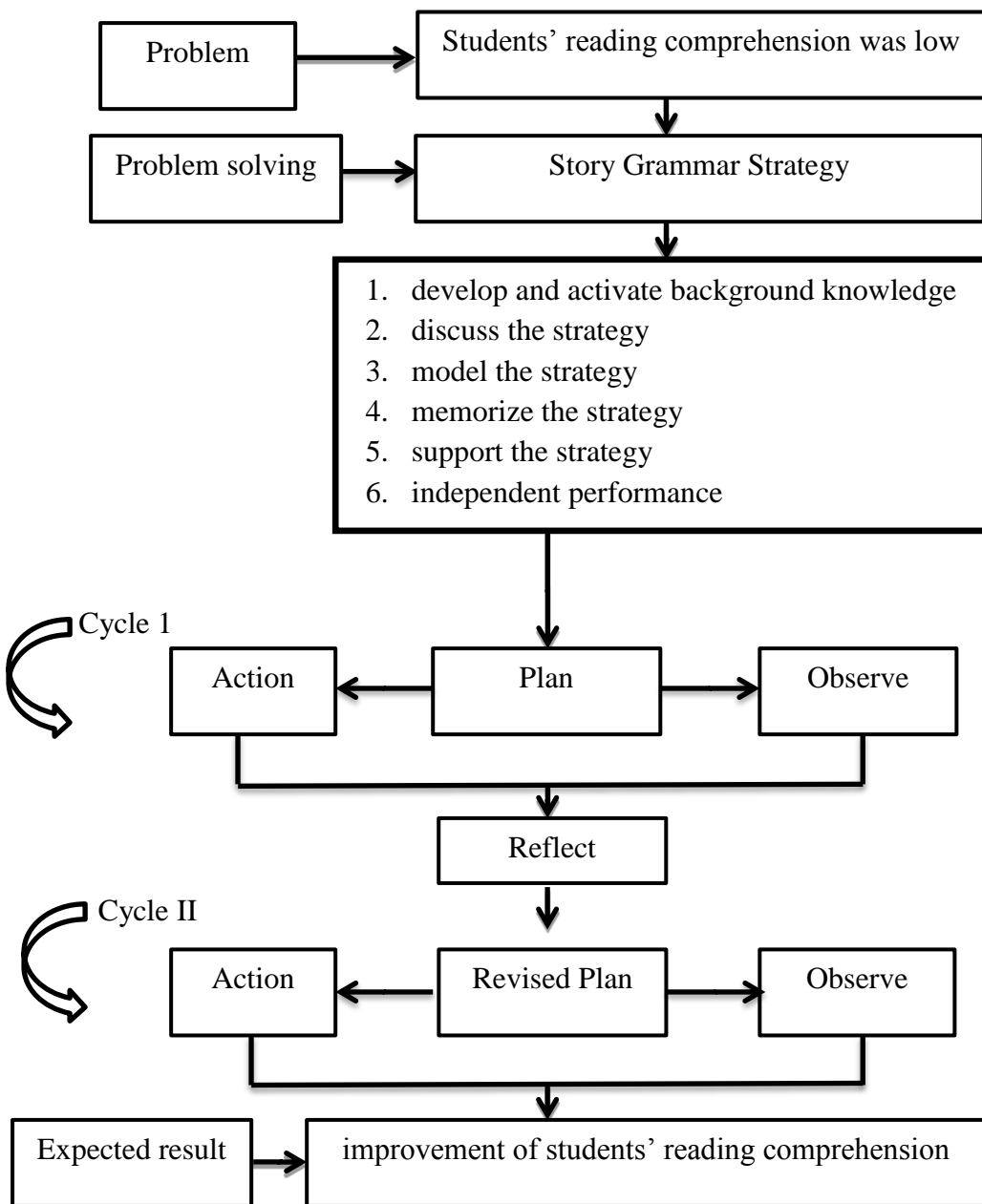


Figure 2.2 : Conceptual framework

The problem of this research was the low of students' reading comprehension. The students found difficulties to comprehend the text. The researcher used Story Grammar Strategy to solve this problem. Story Grammar Strategy is divided into six activities, they are develop and activate

background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance.

The researcher started to develop and activated background knowledge of the students by showing a picture related the story and asking some questions related the topic and then explained about narrative text, generic structure and feature language. The researcher showed the format of Story Grammar on a whiteboard, explained the using of Story Grammar strategy to the students, explained how this strategy could help them in their reading comprehension and modeled how to apply this strategy. The researcher asked the students to read a narrative story, the story depended on students' level. After reading the story, the researcher asked the students to construct their own Story Grammar. The students applied this strategy based on the organization of Story Grammar and the researcher guided the students, for example by using pictures or guided question to support this strategy. Besides, the students were divided into some groups to discuss the information of the text and after that compared with other groups. The researcher controlled the discussion. Then, the students answered the questions related the story using the information in Story Grammar. Last, the researcher evaluated the student's success through assessing increases in achievement.

Story Grammar strategy was conducted in cycle 1 and cycle 2. This strategy was expected can improve students' reading comprehension of narrative texts.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research is classified as Classroom Action Research. Mettetal (2001) stated that a classroom action research is a method to find out the best strategy or technique in the classroom in order to improve students' skill. It means that to get the data and information that were needed, the researcher did the research by herself in the classroom. In doing this research, the researcher was helped by a collaborator to help defining and exploring certain problems and needs in the classroom. The reasearcher acted as a real teacher who taught reading to the students by using Story Grammar strategy. The collaborator acted as an observer who observed the researcher who applied Story Grammar strategy in improving students' reading comprehension.

3.2 Research Setting and Subject

The subjects of this research were the students at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah in 2013/2014 academic year which consisted of 30 students, 9 males and 21 females. It is located at jalan Pasar Pedati Kecamatan Pondok Kelapa, Bengkulu tengah, 10 minutes by using a car from University of Bengkulu.

The researcher chose this class because based on the interview result with the English teacher at February 25th, 2014, their achievement in the regular evaluation result in the last semester was the lowest achievement score among the other classes.

3.3 Instrumentation

The researcher used three instruments: (1) reading comprehension test, (2) observation checklist and field notes, and (3) interview.

3.3.1 Reading Comprehension Test

The test was conducted to measure the students' reading comprehension after Story Grammar strategy has been taught. The test materials were based on the curriculum and syllabus. The test was given at the end of each cycle. In designing the test, the researcher was helped by the English classroom teacher of SMPN 1 Pondok Kelapa, Bengkulu Tengah as a collaborator. The test was taken from English textbooks and internet which containing of 30 multiple choice items of narrative text. The test specification can be seen in appendix 2 and 5.

3.3.2 Observation checklist and field notes

Observation was done to assess classroom situation in teaching and learning process. The researcher used observation checklist to find out the data about Story Grammar Strategy to teach reading comprehension. There were two kinds of observation checklists and field notes: a teacher observation checklist and field notes and students' observation checklist and field notes. These observation checklists used *Guttman* scale (Riduwan, 2007) that consists of 2 optional checklists : yes and no. These observation checklists were also provided by a column for field notes to give more detailed information about the observation checklists.

3.3.3 Interview

Interview was done by the researcher. The researcher took all students of the research subject at grade VIII^d of SMPN 1 Pondok Kelapa Bengkulu Tengah that were interviewed. It was given at the end of the research after applying Story Grammar Strategy, consisted of 5 items of open-ended questions and used Indonesian language. It was conducted to find out the students' response and opinion about the process of learning and teaching process after the Story Grammar Strategy was given.

3.4 Procedure of the Research

The design of classroom action research used in this study was a cyclical process which consisted of four steps by Kemmis and McTaggart (in Burns, 2010), can be seen in the following figure:

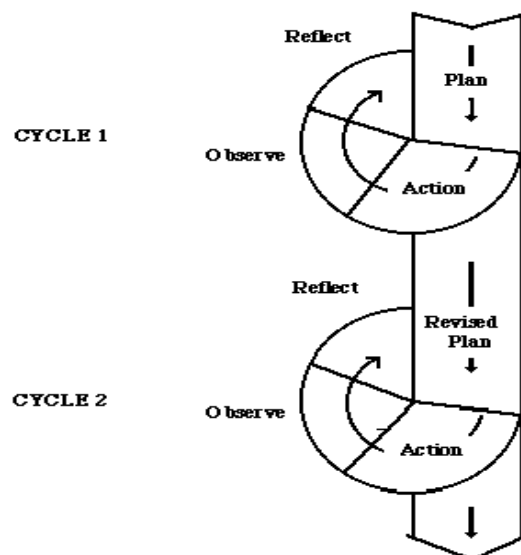


Figure 3.1: Model classroom action research (Kemmis and McTaggart)

3.4.1 Cycle 1

In this action research, the researcher used steps as Kemmis and Mc.Taggart stated : plan, action, observe and reflect.

(1) Plan

The activities in the planning were preparing materials about narrative text, making lesson-plan, English workbook, and media to support the teaching-learning process. The lesson plan was designed for the first, second and third meeting. While designing a lesson plan, the researcher selected narrative texts that used in teaching. The researcher prepared students' worksheet and students' answersheet.

The reseacher also designed the observation checklist and field notes for classroom observation to know the situation of teaching-learning process when the Story Grammar strategy is applied and a reading comprehension test to know whether students' reading comprehension improve or not.

(2) Action

In action, the teacher did the action for teaching and learning process especially in reading activity based on the lesson plan with Story Grammar strategy. There were three meetings for each cycle. In the first meeting, the researcher introduced the narrative text for the students, explained them about what is narrative text, the purpose, generic structures, and language features. Then, the researcher introduced the Story Grammar strategy and how it worked. After that, the researcher gave an example of narrative text and asked the students to find out

some unfamiliar words. The researcher and the students discussed and completed the Story Grammar together. The students were divided into four group, they answered the questions with their group.

Then, in the second meeting the researcher applied the Story Grammar strategy to help reader improve their reading comprehension. The researcher started to develop and activate background knowledge of the students by showing a picture related the story and asking some questions related the topic. The researcher showed the format of Story Grammar on a whiteboard, re-explained about narrative text (past tense) and the using of Story Grammar strategy to the students, how this strategy could help them in their reading comprehension and how to apply this strategy. Besides, the students were divided into groups of four, the researcher asked the students to read a narrative story and found some unfamiliar words. After reading the story, the students worked in group, applied this strategy based on the organization of Story Grammar and the researcher guided the students by using pictures and guided question to support this strategy. Then, the students found the past tense in the text and answered the questions related the story using the information in Story Grammar. After that, they compared with other groups and the researcher controlled the discussion. Last, the researcher evaluated the student's success through assessing increases in achievement.

In the third meeting the researcher gave a reading comprehension test for the students. The result of reading comprehension test at the end of cycle 1 was used in the reflect step.

(3) Observe

In this step, the collaborator observed the implementation of action stage by using the observation checklist and field notes. There were some activities that were observed: students' attitude in the classroom, students' activeness in the classroom, students' attention to the material, and teaching and learning situation in the classroom.

(4) Reflect

In reflection step, the researcher and the teacher analyzed all of the actions that have been done in the classroom based on the collected data. The researcher analyzed the result of observation checklist and field notes and the result of students' assessment. The results of this reflection were taken as a consideration to plan the next action for the next cycle and to determine whether the cycle 2 would be needed or not. In addition, the researcher stopped the research in cycle 2 because the indicators of success had been achieved by the students.

3.4.2 Cycle 2

Steps in cycle 2 were formulation of cycle 1. In cycle 2, the activities were similar to cycle 1, but there were some emphases due to revise the plan.

3.5 Technique of Collecting the Data

The researcher used some techniques in collecting the data which consisted of quantitative data and qualitative data as the following explanation:

3.5.1 Quantitative Data

The quantitative data was collected from the reading comprehension test. The reading comprehension test was constructed based on the syllabus of the school. There were 30 multiple choice items about narrative text. The test was implemented at the end of each cycle to get the cycle's result. This test was used to measure the students' comprehension in reading a narrative text.

3.5.2 Qualitative Data

The researcher used the observation checklist and field notes in order to measure students' behavior, attitude, enthusiasm and participation during teaching and learning process. The observation checklist and field notes were conducted by the researcher and collaborator in every meeting. In addition, the researcher interviewed all the students to know their opinion about the implementation of Story Grammar strategy in teaching and learning of reading a narrative text in the classroom. The students were interviewed in Indonesian language. The interview was done at the end of the cycle 2.

3.6 Technique of Analyzing Data

After collecting the data, the researcher analyzed the data. The researcher used both quantitative and qualitative analysis.

3.6.1 Quantitative data

The data was taken from reading comprehension test at the end of the cycle which were in the form of score or number. This data was analyzed by turning them into percentage then creating graphs or charts based on them.

The data in this research was analyzed in the following procedures:

- 1) The researcher gave the individual score of reading comprehension test using the formula:

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

Where : S = score

x = total of the correct item

y = total of item (Sudijono, 2009)

- 2) To see the percentage of the students who had already passed the test, the researcher calculated it by using this formula:

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

Where : P is the percentage of number

f is the frequency of the students who passed the test

N is the number (total) of the students (Sudijono, 2009)

Based on the indicator of success of this research, this research success if the Story Grammar strategy improved the students' reading comprehension with the percentage of the students who reached the standard score of ≥ 70 at least 60% of the total students. To measure the success of this research, the researcher used the following category:

Table 3.1 : The percentage of the students who passed the standard score

Category	Standard Score	Frequency	Percentage
Passed	≥ 70
Did not pass	< 70

3.6.2 Qualitative data

Qualitative data was taken from observation checklist and field notes, also from interview. The researcher used 5 steps as Gay and Airasian (2000) formulated : (a) data managing, (b) reading and memoing, (c) describing, (d) classifying, and (e) interpreting.

(a) Data Managing

The researcher collected all the data gathered from the observation checklist and field notes, and interview. The observation checklist and field notes data were managed immediately for each action. The researcher checked the completeness of the data and saw the notes that were written by the collaborator in the observation checklist and field note sheets. After all of the data were complete, the researcher continued the next step.

(b) Reading and Memoing

The researcher read all the data from the observation and field notes, and interview thoroughly. During reading, the researcher wrote some notes related to the data such as comments about the data.

(c) Describing

All of the data that were collected from the observation and field notes, and interview were described in order to answer the research question. The researcher wrote a description that described the memo that the

researcher had written in reading and memoing step. The description was in the detail of the context and processes.

(d) Classifying

The data collected were classified based on the purpose of each instrument in the way to answer the research question. The researcher classified all the qualitative data into categories that represent different aspects of the data. It was classified into a group or table.

(e) Interpreting

The researcher interpreted the data into the conclusion which answered the research question about the implementation and students' perceptions toward the Story Grammar Strategy.

3.7 Indicator of Success

This research has two indicators to measure the successful of the research as the following:

- (1) The use of Story Grammar Strategy can improve students' reading comprehension score which is shown by at least 60% of the students in the class reach the score ≥ 70 .
- (2) The factors influenced the changes of students' reading comprehension score (students' interest, participation and attention) were found during implementation of Story Grammar Strategy which is proven by the observation checklist and field notes, and interview.