

THE USE OF STORY GRAMMAR STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan pada kemampuan siswa dalam kemampuan pemahaman membaca teks naratif setelah belajar melalui strategi story grammar. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian sebanyak 33 siswa kelas tiga di SMP Al-Huda Jatiagung. Tes membaca digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa adanya perbedaan signifikan pada kemampuan siswa dalam membaca teks naratif dengan tingkat signifikansi $0.00 < 0.05$. Dapat disarankan bahwa strategi story grammar memberikan siswa latihan yang konsisten yang dapat membantu mereka dalam mengorganisir informasi dari teks bacaan.

Abstract. The objective of this research was to find out whether there was a statistically significant difference of students' reading comprehension ability after they were taught through story grammar strategy. This research was quantitative. The subjects of the research were 33 students at the third grade of SMP Al-Huda Jatiagung. The instrument used was reading comprehension test. The result showed that there was a statistically significant difference of students' reading comprehension of narrative text with significant level $0.00 < 0.05$. This suggests that story grammar strategy gives the students continuous and consistent training that enables them to organize the information from reading text.

Keywords: reading comprehension, story grammar strategy, and narrative text.

INTRODUCTION

Basically, the purpose of teaching English language at schools is to develop the students' language skills. One of the skills that cannot be neglected is reading skill because the success of students' study depends on the greater part of their ability to read. Clark and Silberstein (1987:34) defined that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. By reading, the students are able to access much information which might have otherwise been unavailable, especially English texts book. Therefore, reading skill should be paid more attention to achieve the level.

Although reading is stated important as explained previously, the ability of reading still becomes a matter. According to Kustaryo (1988:2) in his study, it is certainly not easy to present the English reading for Indonesian students whose language system is different. Moreover, during the teaching practice program (PPL 2016) done by the researcher at SMPN 1 Seputih Surabaya, it was found that the students' reading comprehension was still low. It was also reported by the teacher at school that many students had score under the KKM (Minimum Achievement Score) amounting to 70.

Most of the students still have difficulty in comprehending an English text, such as: identifying main idea and specific information of the text, finding reference and inference. This problem could be raised because reading in the classroom only focused on asking students to read the text and

answering the question based on the text without facilitating them to comprehend texts properly. Unclear explanation and monotonous strategy used by the teacher discourage students to comprehend reading.

Facing the problem above, a teacher should give suitable and interesting strategy related to students' condition. This strategy is expected to motivate the students in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purpose. In this research, the researcher employed story grammar strategy to comprehend a narrative story. Story grammar strategy is a framework to assist the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story (Dimino et. al., 1990). This technique will help the students to read the text meaningfully, to find out the important information of the story, and to enhance students' vocabulary, writing, and imagination.

There are several previous studies which found that story grammar strategy is an appropriate strategy to improve students' reading comprehension. Research conducted by Amer (1992) was aimed to investigate the effect of story grammar on EFL sixth grade students' comprehension of narrative text. The result showed that there was significant difference between the experimental group who taught by story grammar and the control group who didn't apply story grammar. He found that the direct instruction in story grammar seemed to help the students summarize the chronological events in the story.

Additionally, Mundari (2013) from University of Lampung conducted a research to see students' reading comprehension achievement of narrative text by using story grammar strategy. The result of the data analysis showed that the mean score of pretest was 48, the mean score of post-test was 65.36, and the increase was 17.36. Referring to her finding, she fully convinced that story grammar strategy can increase students' reading comprehension achievement of narrative text.

The other research was conducted by Sartika (2014) from UPI Bandung which involved 30 students of ninth grade of Junior High School in Kuningan. During the research, she pointed out that most students have difficulties in understanding and recalling details of narrative text. They have difficulties when asked to retell the events or response to the questions about the story to demonstrate their comprehension. Hence, she used story grammar to solve those problems. The students' responses toward the use of story grammar that could be seen from the questionnaire were mostly positive. They regarded that it was very helpful for them in term of enhancing their reading comprehension.

In conclusion, story grammar can be an appropriate strategy to improve students' reading comprehension achievement. Therefore, considering the explanation above, the researcher investigated whether there is significant difference of students' reading comprehension achievement after being taught by using story grammar strategy and investigated what aspect of reading improve the most after being taught by using story grammar strategy.

METHODS

The purpose of this research was to find out whether there is significant difference of students' reading comprehension ability after they were taught through story grammar strategy. This research was quantitative research in which one-group pretest-posttest design was applied.

This population of this research was third grade of SMP Al-Huda Jatiagung in second semester of 2016/2017 academic year. Class IX A which consisted of 32 students was chosen as the experimental class. The research was conducted in several procedures; they were giving pretest, giving treatment, giving posttest, and analyzing the data.

For the data collection instrument, pretest and posttest of reading were administered. The students' scores from pre-test and post-test were analyzed by using Repeated Measure T-Test of SPSS 16 program.

RESULT

The pretest was administered on March 3rd, 2017 in the experimental class, class IX A. The total of pretest score was 1710, the mean score was 51.97, the highest score was 83, the median was 53 and the lowest score was 33.

The post test was administered in order to see whether there is difference in students' score of reading comprehension of narrative text after being taught through story grammar strategy. The pretest was conducted on March 22nd, 2017 in experimental class. From the result, the total of posttest score was 2197,

mean score was 66.58, the highest score was 93, the median was 63, and the lowest score was 50. The students' scores in posttest were higher than their scores in pretest.

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) shows the mean score of pretest result is 51.97 while in the posttest is 66.58 in which the difference is 14.61 points. It can be inferred that the mean score posttest is higher than the mean of pretest. It means that there is a difference in students' reading comprehension achievement after being taught by using story grammar strategy. It can be seen from the following table.

Table 1. The Difference of Students' Score in Pretest and Posttest

Category	Pretest	Posttest	Gain
Mean	51.97	66.58	14.61

From the table above, it can be seen that there was a difference of students' reading comprehension achievement of narrative text after being taught through story grammar strategy and it answers the first research question. Meanwhile, the second result of the study shows the improvement of all reading aspects. The summary can be seen from the following table below.

Table 2. The Improvement of Each Aspect

Aspects of Reading	Aspects Improvement (PoS - PrS)	(%)*
Main Idea	6.83	20.7
Specific Information	5.14	15.6
Inference	3.33	10.1
Reference	5.00	15.1
Vocabulary	3.67	11.1

Additionally, the treatment of teaching reading through story mapping strategy contributed well to attainment of the reading teaching learning. In table 2 above, it can be seen that the aspects of reading comprehension achievement of the students that increase most after being taught by using story grammar strategy is identifying main idea, i.e. 20.7%. Next, the aspect of finding specific information improved 15.6%. Then, the improvement of determining reference was 15.1% and understanding vocabulary was 11.1%. Last, the aspect of making inference got the lowest improvement that only reached 10.1%.

DISCUSSION

The purpose of the research is to find out whether or not there is significant difference of students' reading comprehension after being taught through story grammar strategy. As the researcher observed the students' activities from the second to fifth meeting, some problems related to some aspects of reading were found. From the aspect of main idea, it was found the students were still confused in distinguishing the important information and irrelevant information of the text, so they could not identify the main idea correctly. Then, in understanding vocabulary, it was found that the most students were lack of vocabulary. They did not know the meaning of the words in the text, so they often asked the teacher about the meaning of the vocabulary. For example, in the first treatment the students asked the meaning of words, *begged* and *spoiled*, and in the second treatment, they asked the meaning of word, *proposed*. Next, it was found the students had difficulties in answering questions related to aspect

of inference. It seemed difficult for students to infer the information which was not explicitly stated in the text, so they could not predict what the text actually means.

After being taught using story grammar strategy, the reading ability of students gained a progress, it could be seen from the comparison between the students' pretest score and posttest score. The difference of mean score from pretest and posttest is 14.61. The mean score of pretest is 51.97, while the mean score of posttest is 66.58. Then, the result was analyzed by using Repeated Measures T- Test, it was also found that the t-value was higher than the t-table and the significant level was achieved. Therefore, it was confirmed that there was a significant difference of students' reading comprehension achievement of narrative text after being taught through story grammar strategy.

Then, this study also analyzed the improvement of each aspect in reading, they were identifying main idea increased by 20.7%, finding specific information increased by 15.6%, making inference increased by 10.1%, determining reference increased by 15.1% and understanding vocabulary increased by 11.1%. With reference to the percentages, it shows that aspect of identifying main idea has the most improvement than the other aspects.

In other words, story grammar strategy has positive effect toward students reading comprehension achievement. It was supported by Mundari (2013), who carried out a study in order to find out whether there is increase of students reading comprehension achievement after the

implementation of story grammar strategy. The result disclosed that 33 students of the research improved their reading comprehension achievement by using story grammar. Students could focus their attention on the text in order to find the basic structure of the text during the treatment. Moreover, story grammar instruction helps students to identify story content, setting, initiating events, internal reactions, goals, attempts, and outcomes and how this content is organized to make up a coherent plot.

The finding also confirmed the result of the research that was conducted by Amer (1992:716). He compared the means of posttest between experimental and control group of his research and drew a conclusion that story grammar gave significant improvement in students' reading comprehension of narrative text. He also confirmed that story grammar helped the students review the sequence of the story and the metastructure of the story. In other words, students developed a mind representation of the story, which helped them focus on main ideas and remove unnecessary details. This is in line with the finding result that the aspect mostly increased was main idea. This could be happened because by filling story grammar sheet, the students were taught to be focused in identifying the main idea of each paragraph.

In addition, Sartika (2014) also found that the students were able to identify the story parts by utilizing story grammar then they could understand what the story about even they could retell the story by using their own language. Furthermore, the students' responses toward the use of story

grammar were mostly positive. The students mostly agreed that story grammar strategy was suitable for them. They regarded that it was very helpful for them in term of enhancing their reading comprehension. They found that the use of story grammar not only increased their ability in comprehending narrative text but also increased their speaking ability through retelling the story they had read.

Following the explanation above, it is noticed that story grammar strategy can improve students' reading comprehension achievement. Story grammar aims to give the learners continuous and consistent training in order to make them independent in their learning. When students can learn independently, they can improve their reading ability (Wenden, 1985:7).

CONCLUSION

In line with the discussion, of the research findings, the use of story grammar strategy gives significant difference toward the students' reading comprehension achievement of narrative text. It can be seen from the gain of the students' reading mean score in the pretest was 51.97 and the posttest was 66.58. Besides, the aspect of identifying main idea gained the most improvement after the students taught by using story grammar strategy. This strategy might help the students to comprehend the text easier because story grammar instruction provides a framework to assist the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story. Furthermore, story grammar can be the alternative way to motivate student in reading. The

explicit instruction in story grammar can help students to understand the story and make them enjoy in reading.

SUGGESTIONS

According to the conclusion above, the researcher would like to recommend some suggestions as follows.

Suggestions for English Teachers

1. As can be seen that inference aspect still increased the lowest, so the teacher should provide exercises, for example (1) creating crossword puzzle by using the statements and the inferred meaning as questions and answers or (2) matching the statement card to the emotion card.
2. From the result of the research, vocabulary achievement was still low, therefore the teacher ought to give more exercises, such as (1) creating riddle using the antonym or the synonym of word as questions and answers or (2) guessing words by using pictures.

Suggestion for Further Researchers

1. This research is just one effort to improve the students' reading comprehension achievement through story grammar strategy in teaching and learning reading in the classroom. The findings of this study are expected to use it as starting point to conduct the further research in the different field and different text types.

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