

**IMPROVING STUDENTS READING COMPREHENSION ON
NARRATIVE TEXT BY USING STORY GRAMMAR AT GRADE VIII
SMPN 4 WOJA**

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Abstract: The design of this research was a classroom action research. This research aimed to explain the extent to which *Story Grammar* 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 of SMPN 4 Woja which consisted of 30 students. In this research, the researcher used quantitative data to see the improvement of the students reading comprehension and factors that influence the changes of students reading comprehension. The instruments of this research were reading comprehension test, pre test and post test. Based on the result of the test, the students who passed the standard score improved from 30% in the preliminary data to 72,30% at the end of the research. It means that, *Story Grammar* successfully improves the students reading comprehension.

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

INTRODUCTION

Language is one of the important things that is often used in the world as an international language, English is very important to learn because English is an international language. In Indonesia, English is considered important to be learned at school to university.

English comprises of four skills (listening, speaking, reading, and writing). Reading is one of the most important skills in learning a language beside listening, speaking, and writing. In the reading process, students are expected to gain knowledge and be familiar with what has been explained by the teacher, while in understanding students are expected to have more skills to understand the meaning in the text that has been conveyed by the teacher.

Reading is an important skill which has an important contribution to the success of language learning. Reading requires a very broad understanding to understand the context and get new information from the text. Based on the objectives of teaching English as stated in the Basic Competence of English Curriculum 2013 for Junior High Schools it is stated that students are expected to be able to respond to the meaning and rhetorical steps in short essays accurately, fluently, and acceptably..

Reading is considered as an interpreting skill that is, interpreting codes into ideas. Wallace (1993:4) states that reading is interpreting, which means reacting to written texts as part of communication. In other words, we assume some communicative intent on the part of the writer which the reader has some purpose in trying to understand.

Guideline of curriculum 2013 (K13), there are slightly different perspectives for teachers to interpret competencies because many of them come from the psychomotor domain, discourse competencies derived from the language system (linguistic competence, sociolinguistic competence, discourse competence, and strategic competence), macro skills (productive: writing and speaking, and receptive skills reading and listening) and micro skills or elements of language (grammar, vocabulary, pronunciation and spelling).

Based on a preliminary study conducted by researchers at SMPN 4 WOJA Dompu, the achievement and reading interest of class VIII students is very low. It was found that only 30% of students in this class scored higher than the standard score and 70% of students scored below the standard while the standard score for English subjects in this school was 75. Initial data were obtained from the results of periodic evaluations. This class has the lowest achievement score among other classes.

The teacher develops suitable and interesting related to the students' condition. This is expected to motivate learning and reading comprehension. In addition, effective learning activities emerge when students participate in knowledge discussions to achieve learning objectives (Watkins et al, 2002 in Afifah, 2011).

Story Grammar is used to understand a narrative story. Story Grammar is a framework to help students analyze the main characters, settings, problems, events, solutions, and help students to outline a story (Dimino, 1990).

There are some previous researchers who found that Story Grammar is the right to improve students reading comprehension. The previous researches are Sri Rahmadhani Siregar, M.Pd (2018), Rama Sujaya (2013), Mulyati (2011), conducted a study entitled "Using Story Grammar to Improve Reading Comprehension of Narrative Texts for Grade VIII Students (at SMPN 4 WOJA)".

REVIEW OF RELATED LITERATURE

a. Reading Comprehension

Reading is a way in which something interpreted or understand. Reading is does not mean that reading only understand the words or the grammar. Not only translating. The Reading Commission of the National Council of English Teachers (NCTE) (2004) stated: "Reading is a complex, purposeful, social and cognitive process in which readers simultaneously

use their knowledge of spoken and written language, their knowledge of the subject matter of the text and their knowledge of their culture to construct meaning.

b. Narrative text

Narrative text is one type of text in English. however, narratives can also be written to teach or inform, to change attitudes or social opinion and to show the moral of a story. Porter (2002) defines narrative as "a representation of an event or series of events". There are several examples of narrative texts, among others, fantasy novels, historical fiction and stories.

c. Story Grammar

Story Grammar is a guide to help students as they read texts. Story Grammar allows students to understand stories more easily. It is used at all levels. Story grammar can not only improve reading comprehension, but also improve students' vocabulary, writing, and imagination. Then, it can motivate students to be proud of their work. It is suitable for students working individually, in pairs, in groups or in whole class discussions. Furthermore, the information in the framework is based on the assignment. So, Story Grammar is very helpful.

d. Previous Research

There are several studies that have been conducted by researchers in using Story Grammar in reading comprehension. conducted a study entitled "Using Story Grammar to Improve Reading Comprehension of Class VIII Students of Narrative Texts. The subjects of this study were students of grade VIII SMPN 4 WOJA.

METHOD

This research was conducted by classroom action. Mettetal (2001) states that classroom action research is a method to find out the best strategies or techniques in the classroom to improve students' skills. In conducting this research, researchers were helped by collaborating teachers to help define and explore specific problems and needs in the classroom. The researcher acts as a teacher who teaches reading to students using Story Grammar. Collaborators act as observers who observe researchers who apply Story Grammar in improving students' reading comprehension.

The subjects of this study were students of grade VIII SMPN 4 Woja in the 2020/2021 academic year, totaling 30 students. The location of the school is on Jalan Lintas Sumbawa, Bara, Kec. Woja, Kab. Dompu Prov. NTB. Researchers chose this class because based on the results of interviews with English teachers on July 25, 2021, their achievements in the regular evaluation results in the first semester were the lowest achievement scores among other classes.

The researcher used two instruments:

1. Reading Comprehension test,
2. Pre test and Post test.

FINDINGS AND DISCUSSIONS

This research data was collected on September 1 to 6, 2021. The data has been analyzed to obtain the results of this study. From the data analysis, it can be seen that the reading comprehension of the VIII grade students of SMPN 4 Woja increased. This is evidenced by the test results after cycle II. Has reached the success indicator If 65% of the total students can get a score of up to 75, the strategies we apply in the classroom successfully affect changes in students' reading comprehension scores (student interest, participation, and attention). It was clearly found that the application of the Story Grammar could improve students' reading comprehension.

In the preliminary data, only 9 students out of 30 students passed the test. The percentage is 30%. And at the end of cycle 1, the researchers found an increase in data up to 53.33%. This means that 16 students out of 30 students

graduated with standard scores. and the results did not meet the success criteria, the researcher decided to continue the research to cycle 2. Finally, when doing cycle 2, 22 students passed the test or 73.33% of the total students.

a. Preliminary data description

This research is a classroom action research. When conducting this research, the researcher was helped by a collaborating teacher who is an English teacher at SMPN 4 Woja. Before the researcher conducts the research, the researcher will conduct an initial pre test and post test as preliminary data to see the level of students' reading comprehension before the Story Grammar is applied. The preliminary data collection was collected out on September 1, 2021. student passed 9 the presentage 30% and not pass 21 the presentage 70%.

b. Cycle 1 description

There were three meetings in cycle 1. In this study, the researcher acted as a teacher who applied the Story Grammar in teaching reading comprehension in the classroom. This cycle consists of four steps; planning, acting, observing, and reflect. A brief explanation of this cycle can be seen as follows.

This research action consisted of three meetings. The first action of cycle 1 was carried out on Wednesday, September 1, 2021 in class VIII of SMPN 4 Woja. The researcher applies the Story Grammar procedure in the classroom. First, the researcher asked some questions to the students based on the stories that had been made. Then, the researcher provides an explanation of the generic structure and linguistic features of the narrative text. The researcher also explained about the Story Grammar and how it worked.

The second meeting was conducted on Thursday, September 2th, 2021. In this meeting, the researcher recalled the background knowledge of students about a narrative. Then, the researcher explained again about the narrative text and the grammar steps of Story to students briefly. After that, the researcher gave a new narrative text to the students and asked them to read the text.

The last meeting was held on Friday, September 3, 2021. At this meeting the researchers took a reading comprehension test in cycle 1. The teacher arranged the seats so that students would not cheat on each other. Reading comprehension test was taken as a result of cycle 1.

In addition, researchers do not control the time, too much time in completing the task. This made some students did not have time to summarize the material at the first meeting. The results of the observations show that there are still some things that need to be improved in the teaching and learning process. Furthermore, observations were also made through the results of the reading comprehension test which was carried out at the end of cycle 1. student passed 16 the presentage 53.33% and not pass 14 the presentage 46.47%.

c. Cycle 2 describtion

Cycle 2 was carried out based on the results of reflection from cycle 1.

Then in cycle 2 the researcher revised the research plan and made several strategic improvements . Cycle 2 was carried out in two meetings.

Like the previous cycle, in cycle 2 the researchers and collaborators prepared revisions of plans and materials needed by students, pre-test and post-test for teacher and student observations. Materials used in carrying out the action by taking into account the time and level of students.

The first meeting was held on Saturday, September 4, 2021, in class VIII of SMPN 4 Woja. In this meeting, the researcher started the lesson by giving games to attract students' attention and make them ready to learn. Then, the researcher sharpened the students' ideas by showing pictures. In this cycle, the researcher focused more on getting information from the story.

The second meeting was done on Monday, September 6rd, 2021. In this meeting, the researcher gave encouragement to the students. The first, the researcher asked students by pre test and post test. Students underline the past tense and summarize stories based on their individual Story Grammar outline.

In addition, there is also a reading comprehension test, a reading comprehension test is carried out at the end of cycle 2. The results of the reading comprehension test in cycle 2. student passed 22 the presentage 72.30% and not pass 8 the presentage 25.60%.

Based on the results of the final test of the second cycle, it showed that the students' reading scores increased. Only 8 out of 30 students or 25.60% did not pass the exam and 22 students or 72.30% had passed. These results have reached the indicators of success that have been set in this study.

d. Findings

Based on the analysis of reading comprehension tests, pre-test and post-test as instruments and the implementation of the cycle, the researchers got an increase in students' reading comprehension. The researcher found that the Story Grammar could improve students' reading comprehension, especially in understanding and getting information from stories. The percentage of students who passed the standard scores in the initial data, cycle 1 and cycle 2.

it can be seen that the reading comprehension of grade VIII students of SMPN 4 Woja is low with only 30% of the total students passing the test. In the test in the second cycle of research the percentage of students who passed the test was 53.33%. This means that the increase in students' reading comprehension from the initial data to cycle 1 is 23.33%. Then in the final research test the percentage of students who passed the test was 72.30%. while the increase in students' reading comprehension from the initial data to cycle 2 was 43.33%. This is in accordance with the success indicators set by the researcher which states that the percentage of students who reach 75 is 60% of the total students.

The results of the reading comprehension test that the researcher conducted at the end of the study showed that 22 students out of 30 students passed the test. The percentage is 72.30%.

Based on the results of the pre-test and post-test, it is known that the factors that increase students' reading comprehension are: interest, participation and attention to learning. The results showed that students were enthusiastic to participate in teaching and learning activities using the Story Grammar. Students are interested in learning by giving a story text. Students pay attention to the teacher's explanation.

e. Discussion

The results of this study indicate that Story Grammar can improve students' reading comprehension of narrative texts in class VIII of SMPN 4 Woja. This finding is similar to previous research conducted by Sri Rahmadhani Siregar (2018). Rama Sujaya (2013) and Mulyati (2011) also conducted classroom action research, he found that Story Grammar

succeeded in increasing students' reading comprehension of narrative texts in eighth grade. The results of this study also stated that Story Grammar can help students to improve students' scores in reading tests. Story Grammar can not only improve students' reading comprehension, but can also improve students' vocabulary, writing, and imagination. The explanation above concludes that Story Grammar is one way that is taught to improve students' reading comprehension.

CONCLUSION

Based on the results of my research entitled “Improving Students' Reading Comprehension on Narrative Text Using by Story Grammar in Class VIII SMPN 4 Woja” which has been carried out in two cycles, the researcher concludes that:

The Story Grammar improves students' reading comprehension on narrative texts in class VIII of SMPN 4 Woja from only 30% of students who pass the standard score on the initial data to 72.30% of students who pass the standard score on the results of cycle 2.

In short, the researcher concludes that the Story Grammar improves students' reading comprehension on narrative texts for class VIII SMPN 4 Woja in the academic year 2020/2021 which is influenced by student factors (attention, interest and participation) and teacher factors (choosing materials and class management).

SUGGESTION

Based on the results of this study, the researcher would like to provide some suggestions that may be useful for further research on the following points:

1. English teachers can apply the Story Grammar as an alternative to improve students' reading comprehension and improve their academic achievement by carefully considering the time allocation for each phase of the procedure and text difficulty.
2. For further researchers, the use of the Story Grammar can recommended to be applied to other English skills, such as Talking, Listening, and Writing.

DAFTAR PUSTAKA

Dimino, 1990. Story Grammar Strategy is used to understand a narrative story.

The Story Grammar strategy is a framework to help students analyze the main characters, settings, problems, events, solutions, and help students to outline a story

Mulyati. 2011. Using story Grammar strategy to improve the eighth graders' Reading comprehension of narrative text (at MTs Miftahul Mubtadiin Muncar Banyuwangi)

Porter, 2002. Defines narrative as "a representation of an event or series of events"

Rama sujaya. 2013. The Effect of Background Music and Gender Differences on Students' Reading Comprehension in Grade Eight SMP Negeri 4 Denpasar in the Academic Year 2013/2014

Sri Rahmadhani Siregar, M.Pd. 2018. The effect of venn diagram strategy to student reading comprehension ability at Eight grade of SMP Swasta Nurul Ilmi Padangsidumpuan.

Watkins et al, 2002 in Afifah, 2011. Teachers and researchers try to build the right strategy to develop students' reading comprehension better, namely through Story Grammar which is considered as one way of reading comprehension strategies for narrative texts.

Nunan, 2003. States that there are eight aspects to teaching reading.

