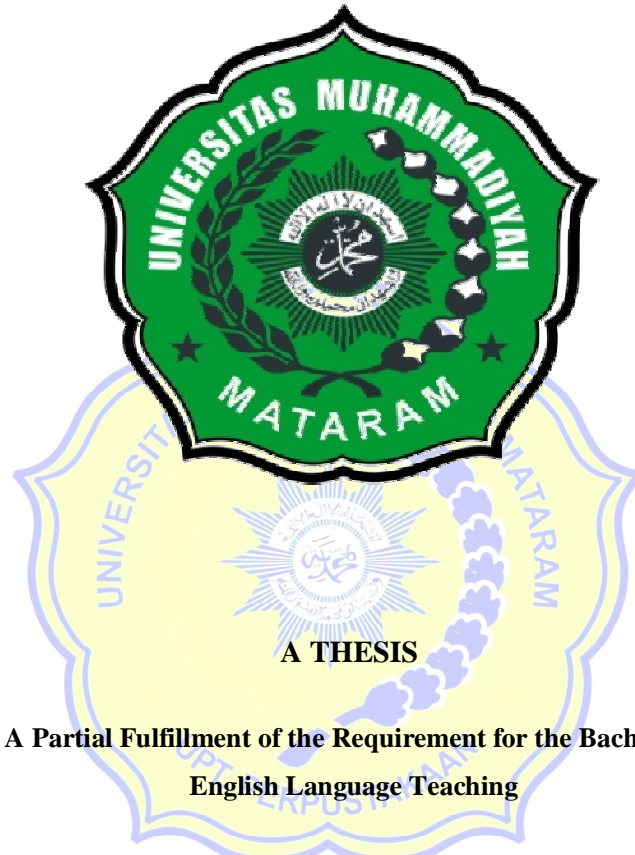# THE EFFECTIVENESS OF STORY GRAMMAR STRATEGY AT SECOND GRADERS' READING SKILL OF SMPN 3 NARMADA IN ACADEMIC YEAR 2018/2019

A THESIS

Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree in English Language Teaching

By

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2019

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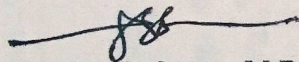
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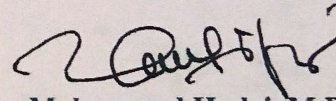Students' Id   : 11512A0015

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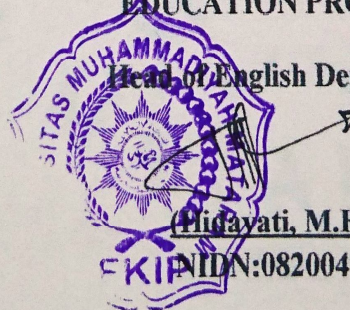Dr. Lukman, M.Pd   Muhammad Hudri, M.Pd
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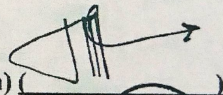
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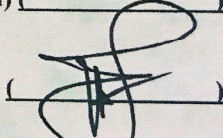
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MOTTO

"Never give up on what you really want to do. The person
with big dreams is more powerful than one with all the facts."

(Albert Einstein, 1949)

DEDICATION

This Thesis dedicated to:

1. *My Lord Jesus Christ for his love, participation and his great plan has given me a struggle to finish this Thesis.*

2. *My beloved parents, my father (papaNobertus Nula), my mother (almarhum mama klarakero) and my stepmother (mama AnisiaWati) who always give deepest love, pray, motivation, and support me in everything.*

3. *My lovely brother and sisters (Iron, Lista, Leli, Celi, Dewi, Putri) whose always remind me to finish this Thesis.*

4. *My beloved Man (KrisantusMosa) who never stop gives me support and kindness. Thank you for biggest love.*

5. *My lovely the big family (bapakAmbros Tonga, mama Magdalena Wonga, kkAltin Tonga, kk Berta Muku, kkEbi, kk Dian, adeFlori, adeEngki, anakAphry Wonga, anakIntanSena, anakIrfanLata, nenekServasRabha) whose always give me spirit, pray and support to finish this Thesis.*

DECLARATION

The autographed below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name   : Marselina Heseltina Klano

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The writer certifies that the thesis entitled "The Effectiveness of Story Grammar Strategy at Second Graders' Reading Skill of SMPN 3 Narmada in Academic Year 2018/2019" presented as the fulfillment of the requirement for bachelor degree is my own work. Except where otherwise acknowledge and this thesis has not been submitted for the other higher degree Institution or University.

Mataram, 06 Agustus 2019

Marselina H. Klano

NIM. 11512A0015

AKNOWLEDGMENT

First of all, the writer would like to express her gratitude to the Lord Jesus Christ for his love and participation and his great plan, because of his blessings and gifts, he always gives ease, patience and health so the writer can accomplish her Thesis with entitled "The Effectiveness of Story Grammar Strategy to Improve Second Graders' Reading Comprehension of SMPN 3 Narmada in Academic Year 2018/2019".

The writer realize, without any support, encouragement, suggestion, and guidance from many people, she would not be able finish this Thesis. In this opportunity she would like to express her deepest gratitude to:

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The writer realize that, this Thesis still far from being perfect. Therefore, any critics and suggestions are expected to make this Thesis better. Finally, the writer expected that this Thesis will be useful for the readers.

Writer,

Marselina Heseltina Klano

ABSTRACT

Klano, M. H., 2019. The Effectiveness of Story Grammar Strategy at Second Graders' Reading Skill of SMPN 3 Narmada in Academic Year 2018/2019. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Story grammar strategy is one of the reading strategies using graphics or format to understand the text. Based on definition above, the writer focused to investigate whether the use of story grammar strategy has effect or not in teaching reading skill at the second grade of SMPN 3 Narmada in academic year 2018/2019. This research methodology is Quasy Experimental Non- Equivalent control group design, the writer used the pre-test and post-test. The population of this study is the second grade of SMPN 3 Narmada. By using simple random sampling, the sample of this study is two classes, they are VIII C consist of 23 as an Experimental class and VIII D consist of 23 as a Control class. To analyze the data the writer was used SPSS 17.00. Based on the result of this study, the mean score of the students in experimental group before giving treatment was 50.21. After giving the students treatment by using Story Grammar Strategy it has improved with the total score 65.65. Then, the students who were not taught using story grammar strategy in the control class got the pre-test score 48.91 and post-test score 49.13. Mean score of the post-test from experimental class was higher than the mean score of the control class. This implies that Ha was accepted and H0 was rejected. Therefore, the writer concludes that the use of story grammar strategy has effect in teaching reading at the second-grade students of SMPN 3 Narmada.

Key words: Reading, Story Grammar Strategy, Narrative Text.

RINGKASAN

Klano, M. H., 2019. Efektivitas Strategi Tata Bahasa Story pada Keterampilan Membaca Siswa Kelas II SMPN 3 Narmada di Tahun Akademik 2018/2019. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Mataram.

Strategi tata bahasa cerita adalah salah satu strategi membaca menggunakan grafik atau format untuk memahami teks. Berdasarkan definisi di atas, penulis fokus untuk menyelidiki apakah penggunaan strategi tata bahasa cerita berpengaruh atau tidak dalam mengajar keterampilan membaca di kelas dua SMPN 3 Narmada pada tahun akademik 2018/2019. Metodologi penelitian ini adalah Quasy Experimental Non-Equivalent control group design, penulis menggunakan pre-test dan post-test. Populasi penelitian ini adalah kelas dua SMPN 3 Narmada. Dengan menggunakan simple random sampling, sampel penelitian ini adalah dua kelas, yaitu VIII C terdiri dari 23 sebagai kelas Eksperimental dan VIII D terdiri dari 23 sebagai kelas Kontrol. Untuk menganalisis data penulis menggunakan SPSS 17.00. Berdasarkan hasil penelitian ini, skor rata-rata siswa dalam kelompok eksperimen sebelum memberikan pengobatan adalah 50,21. Setelah memberikan pengobatan kepada siswa dengan menggunakan Strategi Tata Bahasa Story itu telah meningkat dengan skor total 65,65. Kemudian, siswa yang tidak diajar menggunakan strategi tata bahasa story di kelas kontrol mendapat skor pre-test 48,91 dan post-test skor 49,13. Nilai rata-rata post-test dari kelas eksperimen lebih tinggi daripada skor rata-rata kelas kontrol. Ini menyiratkan bahwa Ha diterima dan H0 ditolak. Oleh karena itu, penulis menyimpulkan bahwa penggunaan strategi tata bahasa cerita memiliki efek dalam mengajar membaca pada siswa kelas dua SMPN 3 Narmada.

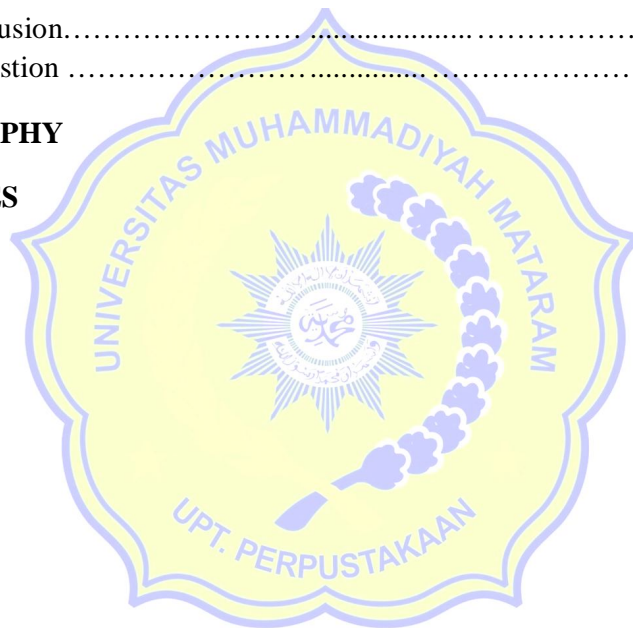*Kata kunci: Membaca, Strategi Tata Bahasa Story, Teks Narasi.*

TABLE OF CONTENT

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the study, research question, the objective of the study, the significance of the study, the scope of the study, hypothesis, and the definition of terms.

1.1 Background of the Study

The purpose of teaching the English language at school is to develop the students' language skills. Four significant skills should be dominated by students in learning English, that is: listening, speaking, reading, and writing. One of the skills that cannot be ignored is reading because the success of their study suspended on the more significant part of their ability to read. About this, Krashen (2004:37) concluded that reading is the only way we become good readers, acquire an adequate vocabulary and advanced grammatical competence. By reading, the students can access much information which might have otherwise been unavailable, especially English texts book. Therefore, reading skill should be paid more notice to reach the level.

During the internship period at SMPN 3 Narmada, it was found that the students' reading was still low. Most of the students still have difficulty to determine the main character, setting, problem, events, solution, and finding inference on the story. It is because the students have limited of vocabulary and 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. In this case the writer raised one of the strategies in teaching reading. The writer used the story grammar strategy.

Theoretically, story grammar strategy is a draft to assist the students in analyzing the main characters, setting, problems, events, solution and assist students to outline a story (Dimino, 1990:21). Practically, the students are guided to find out crucial information by using the organizational draft of story grammar. They can use the draft as a base to answer the questions competent to the story. So, it is confident enough that this strategy will effectively work to solve the problem. It is an effective strategy to raise students' cognitive ability at independent learning in teaching reading. It can be seen now that story grammar strategy can be an appropriate strategy to improve students' reading skill.

Therefore, to solve the identified problems and to give an effort to improve the students' reading skill level with the support of the theories and the previous studies. Mulyati (2011) conducted research entitled "Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs Miftahul Mubtadi in Muncar Banyuwangi)" She recommended to use Story grammar strategy in teaching reading comprehension of narrative text. Then, Putra (2013) conducted research entitled "The Effect of Story Grammar Strategy toward the Eighth Graders' Reading Comprehension at Junior High School 11

Jambi". Story Grammar strategy can be an appropriate strategy towards students' reading comprehension.

Based on the statement above, the writer considers the use of story grammar strategy as a learning strategy and the writer wants to investigate the effectiveness of story grammar strategy in students' reading skill at SMPN 3 Narmada in Academic year 2018/2019.

1.2 Research Question

Based on the background of the study, the following research questions are formulated as follows: "Is there any effect on SMPN 3 Narmada students' reading achievement after being taught by using story grammar strategy?"

1.3 Objectives of the Study

Based on the research question, the writer addresses the following objectives of the study is to investigate whether the use of teaching story grammar strategy has effect or not on the students reading skill at the second-grade students of SMPN 3 Narmada in academic year 2018/2019.

1.4 Significance of the Study

Hopefully, this research would be given positive contributions for the following points.

1. Theoretically, this research can be used as the reference for those who want to conduct a research by using story grammar strategy and the result of this research is expected to verify the theories related to story grammar strategy in teaching reading process.

2. Practically, this research is expected to help English teachers in implementing story grammar strategy in teaching reading. The research can also help students to use story grammar strategy in practicing their reading skill.

1.5 Scope of the Study

This research conducted at SMPN 3 Narmada. The subject of the study is the second-grade students in academic year 2018/2019 in the even semester. Mainly, narrative text is chosen as the material of this research related to the curriculum of the second semester for eight grade of Junior High School.

1.6 Hypothesis of the Study

The hypothesis of this study is called alternative hypothesis (Ha) and null hypothesis (H0). The hypothesis as follows:

1. Ha: Using story grammar strategy has effect in teaching reading at the second-grade students of SMPN 3 Narmada in the academic year 2018/2019.

2. H0: Using story grammar strategy does not have effect in teaching reading at the second-grade students of SMPN 3 Narmada in the academic year 2018/2019.

1.7 Definition of Key Terms

In this research, there are several definitions of key terms that should be considered in order to avoid ambiguity.

a) Reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things (Sutarsyah, 2015:9)

b) According to Dimino et. al (1990:21), story grammar strategy is a draft to assist the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story.

c) Anderson (in Karoline, 2006:25) state that Narrative is a piece of text tells a story and, in doing so, entertains on informs the reader or listener.
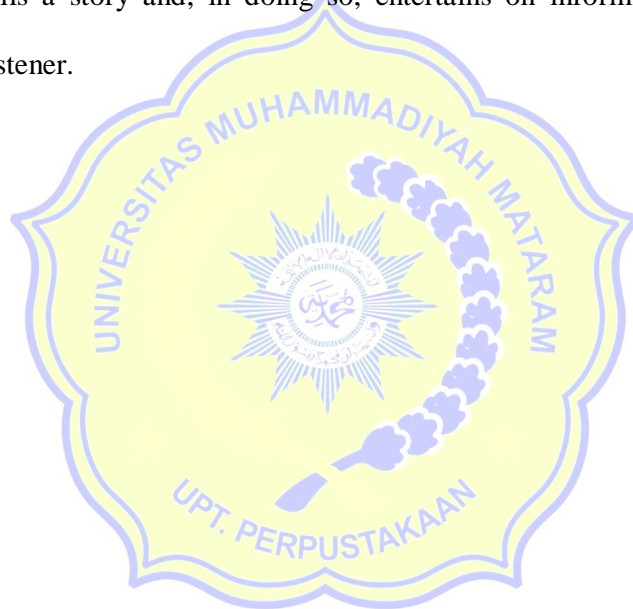
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses the theories used in the research, such as the concept of reading, the purpose of reading, aspect of reading, story grammar strategy, previous study.

2.1 Concept of Reading

Reading is one of the essential skills that are needed by the students from elementary school until university level. This stands to reason for reading is crucial aspect learning in foreign language. Although generally, people think of reading as a simple, passive process that involves reading words linearly and internalizing their meaning one at a time, it is a very complicated process that acquires a great deal of active participation on the part of the reader.

According to Nunan (2005:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is the instruction recognition of various written symbols with existing knowledge, and comprehension of information and ideas communicated. Reading is one of the language skills that have to be improved in learning a language. Reading is the practice of using text to create meaning. Reading is a continually developing skill. The use of the skill can help the people to understand or acquire information of a text. Reading is the most useful and essential skill for people. Like any skill, people get better at reading by practicing.

Reading practice is what helps people become better readers (Johnson, 2008: 16). Good reading is that which keeps students regular in reading, which provides him both pleasure and profit (Patel, 2008: 113).

Sutarsyah (2015:9) states that reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things. Moreover, Clark and Silberste in (1987:34) also define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, the simultaneous association of these symbols with existing knowledge and understanding of the information and ideas communicated. It means when a reader interacts with the ideas printed, his prior knowledge combines with the visual (written or pictures) information result in comprehending the message. It can be inferred that based on the definition by some experts, reading is an interactive process as a deal between the reader and the text. The reader interacts with the text and relates ideas from the text to prior experience to construct meaning.

According to Hoover and Gough (1990) in Flynn and Stainthorp (2006: 34), reading is the product of decoding and comprehension which means that reading is a result from an ability to decode the print words and to comprehend the language. About the theory above, Nunan (1999: 249) states that reading is a set of skills which is required to make sense

and derive meaning from the printed words. The activity of reading also involves the ability to decode the printed words in the key in reading.

Based on the theories above of reading, it can be concluded that the ability to understand and comprehend the written texts, or read the texts to get information and able to answer the question from the content of texts.

2.2 Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explained about the term of teaching reading which may be further discussed here. Nuttal (1982: 21) states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher

applies them well. According to Davies and Pears (2000), there are some characteristics of effective English teaching and learning.

a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.

b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.

c. The class should use the variety of seating arrangements.

d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual.

The teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules. Here are the principles of the teaching reading which are stated by Anderson in Nunan (2003).

a.   Exploit the reader''s background knowledge

Reading comprehension depends on the readers'' background knowledge (Anderson in Nunan, 2003). It can be their experiences which they bring into the text they read. From this background knowledge, the reader are able to improve the reading comprehension when they activate setting goals, asking questions, making predictions, teaching text structure, and so on.

b.   Build a strong vocabulary base

It has been known that vocabulary is important to make reading activity successful. Therefore, it should be taught explicitly. The learners are also taught to use context to effectively guess the meanings of less frequent vocabulary. It will be easier for the learners if they use specific terminology than the general one. There are some formulas from by Anderson in Nunan (2003) to enhance the teacher vocabulary instruction. The teacher should know the vocabulary which is necessary for the learners to know. Then, it is important to know how they can learn the vocabulary. Next is the way to know what the learners need to know and what they know now.

c.   Teach for comprehension

Teaching the students to comprehend is more important than testing reading comprehension. The process is not simply about how to grasp information from the text. It is about how the students learn to engage with the meaning and develop ideas. There must be an engagement

of both the teacher and the students in the class who are discussing a passage.

d.   Work on increasing reading rate

Part of the joy of reading is being able to pick up a book and comprehend it. Moreover, the reader reads without struggle through the task of reading. Teaching reading is how the teacher is able to produce fluent readers not speed readers. What the teacher should focus is to reduce the students" dependence on a dictionary. Instead, they have to analyse and synthesizing the content of the passage being read. It is a big mistake when a teacher still requires the students become speed readers rather than fluent. readers. To support the focus, the teacher has to work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

e. Teach reading strategies

In Oxford in Nunan (2003), strategy is defined as "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a simple event but rather a creative sequence of events that learners actively use". It is necessary for the students to learn how to use a range of reading strategies that match their purposes for reading, so it become a primer consideration in the reading classroom (Nunan, 2003).

f. Encourage readers to transform strategies into skills

Strategies and skills can create an important difference (Nunan 2003). Using strategies is to achieve desired objectives or goals, while a skill is a strategy that has become automatic.

g. Build assessment and evaluation into your reading

Growth and development of reading skills are able to be measured through doing assessment formally and informally. There should be quantitative and qualitative assessment engaged in classroom. The quantitative assessment results information of reading comprehension test as well as reading rate data, while qualitative assessment can include reading journal responses, reading interest surveys, and responses to reading strategy checklist.

h. Strive for continuous improvement as a reading teacher

The quality reading teacher determines the success of foreign language readers, so the teacher should be passionate in doing their work as facilitators, helping each reader discover what works best. Considering that the main focus of teaching reading is teaching the students what to do, the teacher should enrich their selves with tips and techniques. They need to understand the nature of the reading process (Nunan 2003). One of the ways to enrich them is joining a community or association which provides many inputs about teaching reading, especially.

2.3 Purpose of Reading

A people be able read for many purposes, and that purpose assists understand more what is read by people. If he is reading for contentment or reading solely recreation and enjoyment, he may read one of quickly or slowly based on the way he likes or feels. Moreover generally, the purpose of reading is to find some information. As we know, the purpose of reading to the students' understand the written language. In other words, how the students get the instruction from the writer's symbols. One of the most essential tasks of the reader is to search out and find out what the writer would like to say.

According to Nunan (2005: 187), there are seven purposes of reading. The purposes will be defined as the: a) Reading for details and fact: Reading to know what is done by subject of the story. b) Reading for main ideas: Reading to get the problem statement. c) Reading for sequence of organization: Reading to know each part of the story. d) Reading for inference: Reading to know what is the writer meant by its story. e) Reading for classifying: Reading to find unusual things. f) Reading for evaluating: Reading to know the value of the story. g) Reading for comparing or contest: Reading to compare the way of the story from the way life of the reader.

From the description above, it can be concluded that one reader wants to achieve while reading comprehension. In other words, readers should comprehend what they read and used their knowledge to do that.

According to Grabe and Stoller (2011: 6-10) purpose some purposes of reading more detail as follows. 1) Reading to search for simple information and reading to skim in reading to search, readers typically scan the text for a specific word, or specific piece of information, or a few representative phrases. In this reading purpose, readers try to get specific information in the text. 2) Reading to learn from texts Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. For example, biology whose teacher reads a book written in English entitled 'Amoeba' needs to learn detail information in the book. He/ she want to improve their knowledge about that topic.

3) Reading to integrate information, write and critique texts Reading to integrate information often occurs before a writer writes a paper. In a paper, he/she needs to integrate much information that will support his/her statements, her ideas, or against someone statements. The information taken from many sources. Then, he/she decides what information to integrate and how to integrate it his/her writing. 4) Reading for general comprehension. Comprehension is the most basic purpose of reading. Getting to know the content of a book, previewing a book, are included in reading for general understanding. This purpose also occurs when reading a book for pleasure. Reading for pleasure rarely aims for searching specific information from the text. People mostly enjoy reading for comprehending the text.

In addition the writer chosen story grammar strategy would be used in teaching reading.

2.4 Story Grammar Strategy

2.4.1 Definition of Story Grammar Strategy

Story grammar sstrategy is one of reading skill strategies of a graphic organizer to comprehend narrative texts. According to Dimino et. Al (1990:21), story grammar strategy is a draft to assist the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story. Story grammar is a instruction to help the students as they read the text. Story grammar allows students to comprehend the story more accessible. Besides, story grammar can be used as a foundation to answer the questions related to the story (Dimino, et al, 1990:21).

Then, Mahmoud and Nazal (2010:32) also explained the benefits of the story grammar strategy. This strategy is not only can increase reading comprehension, but also can correct students' vocabulary, writing, and imagination. It can be used at all levels. Then, it can motivate students to be rightfully proud of their work. It is exact to be used for students who work individually, pair, group, or the whole class discussion. In conclusion, story grammar is very helpful.

There are six steps to applying story grammar strategy. According to Short and Ryan (1984:225-235), the steps are developed 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 to the students to learn reading text better. The teacher can start to develop and encourage background knowledge of the students by showing a picture related to the story and asking some questions related to the topic. The teacher indicates the format of story grammar on a whiteboard, explains the using of story grammar strategy to the students, explains how this strategy can help them in their reading skill and model how to apply this strategy. The teacher asks the students to read a narrative text, the story depends on the students' level. After reading the story, the teacher asks the students to develop their 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 explains more about the narrative text, generic structure and feature language. Then, the students answer the questions related to the story using the information in story grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

Here is the application of story grammar strategy in story grammar sheet.

The Magic Mirror

Orientation: Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.

Complication: James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He do not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes, and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married with him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.

Resolution: The princess' wish came true. In early morning, James turned became a monkey. Then, the monkey escaped from the castle into wood.

(http://www.narrativemagazine.com/archive/stories)

Name (student's name)   **Date** (test's date)

Story Grammar

Title: The Magic Mirror

Setting: in thick dense forest, an old cabin house, in the cave, in a luxurious castle

Main Characters

1. James

2. Nancy, an ugly woman

3. A scary muscular robber

4. The princess

Conflict or Problem

James did not return the mirror to Nancy, he used it to wish everything he wanted. Until one day, the princess realized that he was a bad man, she used the mirror and prayed that James became a monkey.

Events

1. James got to lose in dense forest and met Nancy.

2. James promised to get Nancy's mirror back which stolen by the

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> robber.
>
> 3. James got the mirror, but he did not want to give it back to Nancy.
>
> 4. James used the mirror to wish to be in the luxurious castle and then he met the princess.
>
> 5. James used the second wish to marry the princess.
>
> 6. The princess used the last want to curse James to become a monkey.
>
> **Conclusion**
>
> James turned into a monkey and escaped from the castle into the wood.
>
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2.4.2 Narrative Text

a. Definition of Narrative Text

Anderson, M and, Anderson, K (1998) state that narrative text is a text that tells a story and, in doing so, entertains the audience. The communicative purpose of narrative, other an issue, teach them a lesson, or excite their emotions. Anderson (in Karoline, 2006:25) state that Narrative is a piece of text tells a story and, in doing so, entertains on informs the reader or listener.

b. Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, the sequence of events, resolution, and coda. A more

detailed generic structure of narrative text has been proposed by Anderson and Anderson, who argues that a narrative text includes:

a) Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.

b) Complication: telling the beginning of the problem, which leads to the crisis of the main participants.

c) Sequence of events: telling how the characters react to the complication. It includes their feelings and what they do.

d) Resolution: the problem (the crisis) resolved, either in a happy or sad ending.

e) Coda: a closing remark to the story, and it is optional. It has consisted of a moral lesson, advice, or teaching from the writers.

c. **Language Features of Narrative Text**

According to Anderson, the language features of narrative text are:

a) Nouns that identify the specific characters and places in the story.

b) Adjectives that provide accurate descriptions of the characters and settings.

c)   Verbs that show the actions that occur in the story. Time words that connect events to tell when they occur, the use of simple past tense and past continuous tense.

d. Purpose of Narrative Text

The purpose of narrative text is to present a view of the world the entertains or informs the reader or listener. Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

2.4.3 Procedures of Teaching Reading through Story Grammar Strategy

These are the procedures of teaching reading skill through Story Grammar Strategy (Rizki Novela Wati, 2017).

Pre-Activity

1. The teacher gives brainstorming to the students to activate students' schemata by asking them about narrative text

2. The teacher shows the format of story grammar on the whiteboard and the purpose of it in helping them comprehending narrative text.

Format story grammar:

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STORY GRAMMAR


TITLE:


SETTING:


MAIN CHARACTERS:


CONFLICT:


EVENTS:


CONCLUSION:
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3. The teacher asks one student to tell a story that she/he has, it can be a story from a book or movie that she/he knows.

4. From the story, the teacher explains the elements that are found in narrative text, such as the characters, setting, events, conflict. The teacher also corrects the grammar that students used when telling the story, so the students know what kind of tenses they must use when telling a narrative story.

5. After that, the teacher discusses the general structure and the language features that are used in narrative text.

Whilst Activity

1. The teacher orders the students to work in pair.

2. The teacher distributes the copies of narrative story to the students.

3. The teacher asks the students to read silently.

4. The teacher and the students discuss the structure of the story. The students must answer the guiding questions that the teacher asks them.

    The guiding questions may be similar to the following (adapted from Cooper 1986: 382-284).

Table 2.1   Question of Narrative Text

Setting	Where did the story happen?
	When did the story happen?
Characteristics	Who was the story about?
	Who were the people in the story?
Problem	Did people have a problem?
	What was the big problem that the story was about?
Action	What did people do to solve the problem?
	What were the important things that happened in the story?
Resolution	How did people solve the problem?
	How did the story end?
Theme	What lesson could we learn from the story?

5. After the discussion, the teacher distributes the story grammar sheets to the students. Students work individually.

6. When the students commit errors, the teacher directs them to the appropriate section of the narrative to reread it for the correct answer.

7. After the students have completed the activity, the students are told to exchange their sheet to their pair.

8. The teacher asks the students to check their pair sheet based on their opinion. The teacher guides the students from checking the sheet.

9. The teacher gives an evaluation test.

Post Activity

1. The teacher makes reinforcement by discussing the answer with the students.

2. The students submit their work to the teacher.

3. The teacher closes the meeting.

2.5 Previous Study

The writer is interested in discussing previous research that investigated the story grammar strategy because she wants to see what had been gotten by the previous researches and what kind of problems which are still unsolved. There have been some researchers that had investigated story grammar strategy in reading.

First, Sartika (2014) from UPI (Indonesian University of Education) Bandung had conducted research which was aimed to find out the effectiveness of story grammar in improving students' reading comprehension in narrative text and the students' responses toward the use of story grammar in teaching reading narrative texts. This study used a qualitative research approach in the form of the case study that focused on observing, interpreting, and understanding of the phenomenon of using story grammar in reading comprehension of narrative text. The participants of this study were 30 students of the ninth grade of Junior High School in Kuningan. Observation, questionnaire, and interview served as a research instrument in this study. The result showed that the use of story grammar strategy is effective in improving students reading ability. The students' responses toward the use of story grammar that could be seen from the questionnaire were mostly positive. They regarded that it was beneficial for them in term of enhancing their reading comprehension.

Second, Lasmiatun (2016) from IAIN (State University of Islamic Studies) TulungAgung carried out a research to investigate the practice of story grammar strategy in the class and the advantages of the strategy for the students. She used qualitative research by doing the observation, interviewing, and making field note. This research was conducted at the second-year students of MTs (Islamic Junior High School) Al-Ma'arif Tulung Agung. It was found that the teacher divided the learning process

into three sections in the implementation of story grammar strategy in the class and this strategy could make the students get the advantages, such as enhancing students' vocabulary, writing, and imagination.

Third, Mundari (2013) from the University of Lampung researched on the students' reading comprehension of the narrative text by using story grammar strategy. The participants of her study were first-year students of SMAN 1 Natar. She used One Group Pretest-Posttest design, and the result of the data analysis showed that the mean score of the pretest was 48, the mean score of post-test was 65.36, and the increase was 17.36. Therefore, she fully convinced that story grammar strategy can increase students' reading comprehension achievement of narrative text.

Sartika (2014) and Lasmiatun (2016) only investigated the process of the implementation of story grammar strategy in the classroom without finding students' improvement after being taught by story grammar strategy, while Mundari (2013) found out the improvement of students' reading comprehension achievement in the senior high school.

Therefore, the writer conducted researched in junior SMPN 3 Narmada to investigate whether there is the effect or not of students' reading skill after being taught by story grammar strategy. The writer used quantitative research and used simple random sampling.

CHAPTER III
RESEARCH METHOD

The research methodology is the general strategy used to collect the data and analyze the data that needed to solve the problem formulated. In this chapter, the writer discusses research design, population, and sample, instrument of the research, technique of collecting data and data analysis procedure.

3.1 Research Design

Research design is procedures for collecting, analyzing, and reporting research in quantitative and qualitative research (Creswell, 2012:627).

In this research, the writer used a Quasi-Experimental Design that Non-Equivalent control group design because the writer did not take the sample of both classes through randomization. The writer used quantitative research to collect the data. The reason for the writer chooses this design because the writer cannot manipulate all the students as the sample. Therefore as an alternative, the writer used Quasi-Experimental Design.

3.2 Population and Sample

3.2.1 Population

Arikunto (2013: 137) states that population is the whole subject of the research. While according to Sugiyono (2014: 117) population is one crucial element on the research, population is generalized compose of the subject/ object that has certain qualities, and character are determined to learn draw an inference. The population of this research is the second graders of SMPN 3 Narmada

in academic year 2018/2019. There were 4 classes. Each class consists of 23-25 students. So there were 96 of them all.

3.2.2 Sample

Sample is subject of the population. Arikunto (2013: 174) points out that if the population more than 100 persons we can take 10%-15% or 20%-25% (or more) of it can be taken as the sample, but if the population less than 100 persons we can take all of them as the sample. While according to Sugiyono (2014:118) sample is the representative of the population. Sugiyono mentioned that sample is possessed by the population.

This study, the writer used simple random sampling technique. From the second graders of SMPN 3 Narmada consist four classes, the writer takes two classes. The first-class consists of 23 students as the experimental group, and the second class consists of 23 students as control class.

3.3 Instrument of the Research

Test is a set of question or exercises or other instrument used to measure the individuals or group skills, knowledge, intelligence, ability or attitude of group or individual (Arikunto 2014: 193). The writer gave the pre-test and post-test using multiple choice of Narrative Text to know the effect by using listen read discuss in teaching students' reading skill.

3.4 Techniques of Collecting Data

The following steps can represent the procedures that was use in this study:

3.4.1 Pre-Test

This is the first step in gathering the data, the writer gives the students pre-test in the first meeting in the classroom. The pre-test aims at measuring the knowledge of the students in reading skill. The type of test is a multiple-choice test with consist of 20 questions. The weight of each question of the test is 5 for the correct answer and 0 for the incorrect one.

3.4.2 Treatment

After pre-test, the writer gave a set of treatment to the students by using story grammar strategy on experimental class and in control class used another learning strategy.

3.4.3 Post-Test

After treatment, the writer gave post-test in the last meeting. The test is similar to the pre-test. The post-test is doing after the treatment gave a multiple-choice test to the students practice a reading skill by using story grammar strategy. It is aimed to know the students' achievement in reading skill by using story grammar strategy. In this study the writer gave the multiple-choice test which consists of 20 questions.

3.5 Data Analysis Procedure

To analyze the data, the writer used SPSS 17.00, the data collecting from pre-test and post-test. To analyze the effect of story grammar strategy in teaching reading the writer used Normality Test, and if the data is normally, the writer would be used Paired Test, while the data is not normally the writer would be used Wilcoxon test. To investigate the significant difference between the student who are taught using story grammar strategy than without using story grammar strategy, the writer used Homogeneity Test.

1. Descriptive data

    Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

2. Normality t-test

    a. Normality test is done to find out whether the research data is normally distributed or not.

    b. Normal data is an absolute requirement before we do parametric statistical analysis.

    c. In parametric statistics, there are two types of normality tests that are often used, namely Kolmogorov-Smirnov andSharpio-Wil test.

3. Paired t-test

    a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs.

b. Requirements in the paired sample t-test are normal distribution data

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research was used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test data experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

4. Wilcoxon t-test

a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs

b. The research data used in the Wilcoxon test is ideally ordinal or interval data

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test, there is not needed for research data that are normally distributed

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

5. Homogeneity t-test

a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous.

b. Homogeneous data is one of the requirements in the independent sample t-test

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

Table 3.1 Reading Score

No	Degree	Qualification
1.	80 – 100	Excellent
2.	70 – 79	Good
3.	60 – 69	Fair
4.	50 – 59	Poor
5.	0 – 49	Very Poor

The table above means that :

If the score 80 to 100 is classified "Excellent"

If the score 70 to 79 is classified good

If the score 60 to 69 is classified fair

If the score 50 to 59 is classified poor

If score is 0 to 49 is classified very poor

(Arikunto, 2010:120)

To find out the factor which may contribute to the effectiveness of story grammar strategy to improve students' reading skill. In this experimental, the writer prepares questions to be treated to the two sample groups or the writer subject.