

**STORY GRAMMAR STRATEGY AS A MEANS TO IMPROVE
STUDENTS READING COMPREHENSION ACHIEVEMENT OF
NARRATIVE TEXT AT THE NINTH GRADE OF SMPN 1 SELAT IN
ACADEMIC YEAR 2020/2021**

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ABSTRACT

Reading is crucial to be mastered by the students. However, reading has become the major problem faced by most of the students especially the ninth-grade students of SMPN 1 Selat in the academic year 2020/2021. The present study was intended to answer the research problem as follow: Can story grammar strategy improve students reading comprehension achievement? This research was designed as a classroom action research. The subjects were IX A class of SMP N 1 Selat which consisted of 29 students. Based on the result of preliminary observation and pre-test, it showed that the students still have low reading comprehension skill. In an attempt to solve this, story grammar strategy was implemented in two cycles. The result of posttest at the end of each cycle clearly proved significant improvement of students' reading comprehension. Furthermore, this research also indicated positive responses from the subjects regarding the implementation of story grammar strategy in improving subjects' reading comprehension skill. In conclusion, the present classroom action research proved that reading skill of the ninth-grade students of SMPN 1 Selat in the academic year 2020/2021 can be improved through story grammar strategy.

Keywords: improving, reading comprehension, and story grammar strategy.

ABSTRAK

Keterampilan membaca sangatlah penting untuk dikuasai siswa. Namun, keterampilan membaca merupakan masalah utama yang dihadapi Sebagian besar siswa, khususnya siswa kelas IX SMP N 1 Selat tahun pelajaran 2020/2021. Penelitian kali ini ditujukan untuk menjawab permasalahan sebagai berikut: Mampukah *Story Grammar Strategy* meningkatkan keterampilan membaca siswa? Desain penelitian adalah penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas IX A SMP N 1 Selat yang berjumlah 29 siswa. Berdasarkan hasil pre-test yang dilaksanakan pada prasiklus menunjukkan bahwa subjek memiliki kemampuan pemahaman membaca yang rendah. Penelitian ini dilaksanakan dengan menerapkan strategi tata bahasa cerita dalam dua siklus. Hasil postes tiap siklus ternyata menunjukkan adanya peningkatan yang signifikan terkait kemampuan membaca subjek. Lebih lanjut, penelitian ini juga menunjukkan bahwa terdapat tanggapan positif terkait penerapan strategi tata bahasa cerita dalam meningkatkan keterampilan membaca subjek. Kesimpulan dari penelitian tindakan kelas ini membuktikan bahwa keterampilan membaca siswa kelas IX SMP N 1 Selat pada tahun ajaran 2020/2021 dapat ditingkatkan melalui *Story Grammar Strategy*. Kata kunci: peningkatan, pemahaman bacaan, dan strategi tata bahasa berpikir cerita.

INTRODUCTION

In general, the purpose of discussing English in school is to develop students' languages skills. There are four main skills students must master in learning English, namely: listening, writing, reading, and speaking skill. Reading skills are very important in education, because reading skill is perfecting oratory skill. Reading teaches you new word and perspectives. It helps strengthen language and sharpens sentence structure.

Dallman (1982: 23) also mentions that reading is an academic activity which more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential aspect of reading, without comprehension no reading takes place. This statement shows that comprehension is stressed in mastering reading skill. It seems that to get information from the text is the main aim of reading activity.

According to Kustaryo (1988:2) in his study it is not easy to present English reading for Indonesian students whose language system is different. In the other words, reading is a complex process which involves not only reading the text but also the reader's experience to comprehend it.

According to Mahfoodh (2007:1), having good reading proficiency means that the reader has abilities to understand written statements or any type of written texts accurately and efficiently. Whereas, in the guidelines of school-based curriculum, it is stated that one of the objectives of teaching and learning process in reading skill of Junior High School is that the students are able to construct meaning from the text.

In theory, story grammar strategy is a framework to assist the students in

analyzing the main character, setting, events, problems, solution, and assist students to outline a story (Dimino, 1990:21). This strategy is 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 story grammar strategy is used to comprehend a narrative story. Furthermore, Schmitt and O'Brien (1986:5) stated that story grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important information of the story by using an organizational framework.

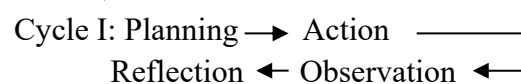
It can be seen clearly now that story grammar strategy can be an appropriate strategy to improve students' reading comprehension. Therefore, in order to solve the identified problems and to give an effort to improve the students reading comprehension level with the support of the theories and the previous studies, this research was conducted.

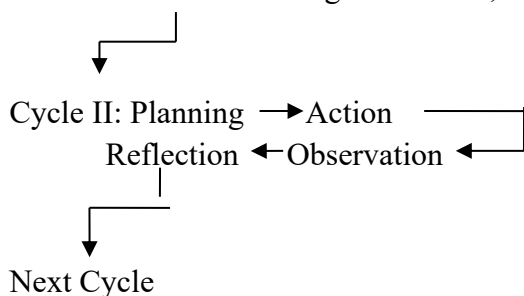
RESEARCH METHOD

The subject of this study was the 29 students of IX A of SMPN 1 Selat in academic year 2020/2021. The researcher found out that the particular subjects mostly face difficulties when it comes to reading comprehension.

To answer the research problem, this research makes use of Classroom Action Design. A Classroom action design consists of several cycles which can be seen as follows:

Initial reflection





This research was conducted in five meetings. The cycle starts with an initial reflection. The initial reflection was done to know the students pre-existing ability regarding to reading comprehension.

The process of data collection can be described as follows: Firstly, before implementing story grammar strategy in the topic of narrative, pre-test was given to the subjects. After knowing the pre-existing ability of the students through pre-test then the story grammar strategy came into implementation. Secondly, the subjects were given post-test and the post-test were administered at the end of each cycle after the subjects were given teaching learning process of reading comprehension by using story grammar strategy in narrative text. The post-test score indicated the result of the learning process. Finally, a questionnaire was administered at the end of the cycle. It was used to support the subjects' changing learning behavior in reading narrative paragraph through Story Grammar strategy.

FINDINGS AND DISCUSSION

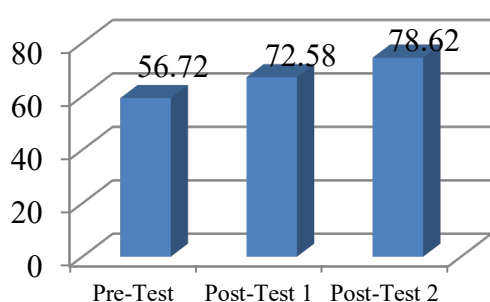
The subject this study was the IX grade students of SMP N 1 Selat especially at IX A class in the academic year 2020/2021. There were 29 students which consisted of 15 males and 14 females. They had adversities in reading and it needed to be improved in order to achieve the minimum passing grade of SMPN 1 Selat.

In pre-cycle, the main aim was to find out the real ability of the subjects especially in reading comprehension. It was done by interviewing one of the English teachers of SMPN 1 Selat. The mean score of the pre-test was 56.72. From 29 subjects who followed the pre-test, there was only 1 subject who was able to achieve the minimum passing grade in SMPN 1 Selat and the minimum passing grade was 75. Additionally, in percentage, it was only 3% of the subjects who was able to achieve it.

In cycle I the researcher focused on preparing the lesson plan, story, worksheet for doing the action in the classroom. The mean score of post-test 1 was 72.58 and it significantly showed the increasing mean score of the subjects' reading comprehension after being exposed through story grammar strategy. It could be compared with the mean score of the pre-test which surely meant that story grammar was able to improve the subjects' reading comprehension. From 29 subjects, there were 10 subjects or equal to 31% of the subjects were able to achieve a minimum passing grade. Moreover, the improvement of the subjects was also affected by the story media which was about a fictional story.

In cycle II, after analyzing the result of the cycle I, the researcher needed to continue the next cycle and the next cycle was cycle II. The cycle II was conducted for making 75% of the subjects are able to achieve the minimum passing grade. These two sessions were conducted through a comprehensive interconnected activity namely plan, action, observation and reflection. Through these activities, the researcher elaborated the process of improving the subjects' Reading Comprehension by applying Story Grammar Strategy with narrative text in the

teaching and learning process. This could be seen from the number of the subjects who were able to achieve the minimum passing grade in which there were 25 of 29 subjects. Therefore, based on the result of the last post-test, 88% of the subjects succeeded to achieve the minimum passing grade. The scores of pre-test and post-tests obtained by the subjects under the study and their responses toward story grammar strategy in the narrative could be presented in the form of two graphs as follows:



Graph 4.1 Showing the progressing reading comprehension achievement in the whole cycle.

Based on the rubric and what had been mentioned previously, there are three aspects that must be mastered by the subjects in reading comprehension. The three aspects are fluency, comprehension and grammar. It can be seen in each the cycle, those three aspects have gradually increased. The scoring rubric is used as a guideline in measuring how well the improvement of students in reading comprehension. The finding of the main data in the present study was in line with the existing supporting data of the present classroom action research study. Thus, it can be concluded that story grammar strategy in the narrative text was an effective strategy in teaching reading comprehension.

CONCLUSION

Conclusion

The researcher concluded that Story Grammar Strategy in the narrative text was an effective strategy in teaching Reading Comprehension to the ninth-grade students in IX A class of SMPN 1 Selat in academic year 2020/2021.

As what has been stated previously, the subjects' mean score in pre-test was 56.72. The mean score of the post-test in cycle I was 72.58. Additionally, the mean score of post-tests in cycle II was 78.62. Thus, the subjects' Reading Comprehension could be improved through story grammar strategy in narrative text. It could be seen from the result of the subjects' progressing scores increased at the end of cycle II and reached the minimum passing grade. Moreover, the total subjects who could achieve the minimum passing grade from pre-test until post-test in cycle II also increased. There was 1 subject in pre-test, 10 subjects in post-test in cycle I and 25 subjects in post-test in cycle II. Then the researcher ended the research because the success indicator has been achieved by the subjects under study.

The proportional percentage figures of the total responses in the questionnaire were more than 88% were categorized as agree. The result of the questionnaire showed the subjects' responses positively toward the implementation of story grammar strategy in narrative text. In conclusion, according to the result of post-test in cycle I and II and questionnaire in the present study, it can be concluded that story grammar strategy in narrative text was an effective strategy as well as media in improving the subjects' reading comprehension in teaching the ninth grade students in IX A class of SMPN 1 Selat in academic year 2020/2021. Furthermore, it

can be seen in the progressing score which shows the improvement of the subjects in each cycle. For that reason, this strategy could make the subjects more active in the teaching and learning process.

Suggestions

Based on the result of the present study, story grammar in the narrative text is an effective strategy as well as media in the teaching and learning process since it can improve the subjects' reading comprehension. The implementation of story grammar strategy in narrative text helps the subjects to achieve a minimum passing grade of SMPN 1 Selat in English. Therefore, the researcher would like to acquire suggestions for English teacher of SMPN 1 Selat, the ninth-grade students in the academic year 2020/2021 and the other researchers.

The ninth-grade students of SMP N 1 Selat are suggested to pay more attention in practicing their daily reading comprehension activities. They should also practice English not only in the classroom but also at home with their family and daily circumstance with their friends. In addition, they should motivate and encourage

themselves to be more confident in expressing their opinions, ideas, feelings and many others in a variety of language forms during the teaching and learning process in order to improve their English reading comprehension.

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