**Using Story Grammar Strategy to Improve The Students’ Reading Comprehension of Narrative Text Achievement to The Eighth Grade Students Of SMP Negeri 19 Palembang**

****

**UNDERGRADUATE THESIS**

**This thesis was accepted as requirements to get the title of Sarjana Pendidikan (S.Pd)**

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The Writer

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DEDICATION

This thesis is dedicated to:

* The Lord, Allah SWT. and my beloved prophet Muhammad Saw. for giving me help, strength, wisdom, endless love.
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MOTTO

Life in honor condition and leaving the world with love of Allah.

**ABSTRACT**

The title of this study was “Using Story Grammar Strategy to improve the students’ reading comprehension achievement of the narrative text to the eighth grade students at SMP Negeri 19 Palembang. The objective of the study was to find out whether or not there is any means significant difference in reading comprehension achievement of narrative text between the eighth grade students at SMP Negeri 19 Palembang who were taught by using story grammar strategy and who are not taught by using story grammar strategy. The population of the study was the Eighth Grade Students of SMP Negeri 19 Palembang in the academic year of 2014/2015. The sample of the study was taken from the convenience sampling. The writer was selected the class VIII.7 as the control group and VIII.8 as the experimental group. It consisted of 72 students, 37 students for control group and 35 students for experimental group. In this study, the writer used quasi experimental design. The instrument used in collecting the data was written test. The test was administered twice, as the pre-test and post-test for both control and experimental group. The results of the test were analyzed by using independent sample t-test. The result showed that teaching reading comprehension of narrative text using Story Grammar strategy had a significant improvement on reading comprehension achievement of narrative text. It could be seen from the result of the post-test of each group. The achievement of experimental group was higher than the achievement of control group. Based on the independent sample t-test analysis, it was found that the value of t-obtained was higher than t-table (df = 79 = 1.9905) and the p-output was lower than 0.05 level, the value of t-obtained was 3.888 and the p-output was 0.001. It was found that the t-output was higher that t-table. Then, the significant 2-tailed was lower than the mean significant difference at 0.05 level t-obtained was higher than t-table. If the t-output was higher than t-table, so the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted . It means that there was significant difference in speaking achievement between the students who were taught by using Story Grammar Strategy than those who were not taught by using Story Grammar Strategy.

Keyword: Reading Comprehension Achievement, Narrative text,. Story Grammar Strategy.

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**CHAPTER I**

**INTRODUCTION**

This chapter presents: (a) background, (b) problem of the study, (c) objective of the study, (d) significances of study, (e) research hypothesis and (f) criteria of testing hypothesis.

1. **Background**

Nowadays, most people in the world use English to communicate and absorb knowledge, culture and technology. In absorbing knowledge, culture and technology, people can get it from the internet in which the communication language that is used is English. The people can get so many information of culture of one country through reading the newspaper in which the information that is written on the newspaper is written in english. It can be seen that English is widely used in the world and has the important role to be known by the people. According to Lauder (2008 : 12) says that

Much of the world’s communications are done in English. 80% of the world’s electronically stored information is in English. A large proportion of the scientific papers published in all subjects are in English. A significant proportion (57%) of the world’s newspapers are published in countries where English has a special status.

In Indonesia, English is not broadly used for communication but English has important role to be known by the people. Lauder (2008 : 11) says that In Indonesia, although English has no wide use in society, is not use as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country’s language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught. The use of English in education is important enough, because a large proportion subject that can be met at the university and school using English, it can be proved by the role of English when the students get the subject from the internet in which English electronically stored information is in English.

In learning or teaching English, actually there are four skills that are taught and learnt. Those are listening, reading, speaking and writing. Reading is as one of skill that is taught in English called as a receptive skill, in which has a meaning that as one of multifaceted process of recognition, comprehension and fluency and motivation (Leipzig: 2001). When the students read, it means that they get some information from what that have been read. That’s why reading is called as a receptive skill in English.

Reading is a set of skill that makes sense and derives meaning from the printed words. In order to read, people must be able to decode the printed words and also comprehend what the people read (Nunan, 2005:69). It can be assumed that in reading, when the people read the passage, it doesn’t only mean that there is an interaction between the reader and the text but the reader also needs comprehend what have been read from the text in order to get the meaning.

In reading the text, some readers sometimes have difficulties to interpret the meaning of the text. Scott (2001:10) said that reader sometimes also feels that she/he comprehends, but has different interpretation from the author. For learners, reading at the limits of their linguistic abilities is difficult in comprehending the text. From that condition, the teaching of reading must be well programmed and prepared by the teacher concerned in such a way that the students can comprehend the reading comprehension material well. It is obviously that one’s successful reading comprehension achievement is in some significant parts, depend on the readers’ knowledge of words meanings in given passage beside of spelling, word parts, pronunciation, functions between the words, and so forth. It means that the teacher’s strategy of teaching and learning process influences the student’s comprehension. Several studies have shown reading strategy use is also positively correlated with reading comprehension (Lien, 2011 : 200).

Based on the interview with teachers of english at SMP N 19 Palembang, most of students get good score in reading but they can not really understand and comprehend the reading passage if they are asked to retell what they have read to the other people. The factor that made the students can not really understand and comprehend the text were the difficulties of the students have in reading comprehension, the difficulties are the students can not identify the main idea of the passage, the students can not retell what they have read on the passage, and the students can not find the problem of the text that is told on series of events.

Based on the syllabus on the eighth grade students of SMP, there are some kinds of the texts should be taught such as recount, narrative, and descriptive. In this research, the writer focuses on the narrative text only.

The writer proposes one of strategy that can be used in improving the students’ reading comprehension of the text. The strategy is story grammar. Mandler 1984) cited by Amer (1992:712) says that story grammar is the system of rules used for describing the consistent features found in narrative texts. These rules describe the story parts, arrangement of the parts, and how the parts are related, i.e. the internal structure of the story. Story grammars assume that stories have several unique parts that are conceptually separable, though rarely explicitly partitioned. These parts are usually identified inferentially by the reader.

Story grammar can help the students’ reading comprehension, Amer (1992: 113) stated that the direct instruction in story grammar involves helping students to learn to recognize the elements of narrative text and use these elements to improve their comprehension of the story. Instruction begins with explicitly presenting the concept of story grammar (setting, characters, problem, action, resolution and theme).

The facts above encourages the writer conducts the study entitled “the using story grammar strategy in improving the eighth grade reading comprehension achievement or narrative text at SMP N 19 Palembang”. in this study, the researcher focuses on the narrative text because narrative text can help the students comprehend the text, it is also based on the syllabus that there is the narrative text learned. The strategy of story grammar can make the students are able to comprehend the narrative text that make students curious to know more what the story tells about.

**B. Problem of the Study**

Based on the background above, the problem of the study will formulate in question : “Is there any significant difference on student’s reading comprehension of narrative text who are taught using story grammar strategy and who are not taught using story grammar strategy ?”.

**C. Objective of the Study**

This study is conducted to find out whether or not there is a significant difference in reading comprehension achievement of narrative text between the eighth grade students at SMP Negeri 19 Palembang who are taught by using story grammar strategy and who are not taught by using story grammar strategy.

**D. Significances of the Study**

The significances of this study hopefully would be useful for the teacher, students, writer and the further study.

1. For the teacher of English

For the eighth grade teachers of english at SMP N19 Palembang, this study intends to give another strategy in learning reading comprehension at the classroom. The teacher can use the story grammar as one of the strategies that can be applied in teaching reading comprehension of the narrative text to the students.

1. For the writer

For the writer, it is hoped that it could give the answers of all the problems in the study that deal with the story grammar strategy and reading comprehension of the narrative text.

1. For the students

For the eighth grade students at SMP N19 Palembang, hopefully the students could improve their reading comprehension of the narrative text achievement by using the story grammar strategy. The students can use the story grammar strategy in comprehending the whole narrative text.

1. For the further researcher

For the further study, it can motivate other writers who are intended in teaching reading in the classroom, therefore, they can use and adapt the principles and also activities described in this study.

**E. Research Hypothesis**

The research hypothesis is formulated as follow:

Ho : there is no significant difference on students’ reading comprehension of the narrative text achievement who are taught by using the story grammar and who are not taught using story grammar strategy

Ha : there is a significant difference on students’ reading comprehension of narrative text achievement who are taught by using story grammar strategy and who are not taught using story grammar strategy.

**F. Criteria of Testing Hypothesis**

The testing criteria of the hypothesis was formulated as follows:

1) The null hypothesis (Ho) will be accepted if the result of test is equal or higher than 0.05 and the alternative hypothesis (Ha) will be rejected.

2) The alternative hypothesis ( Ha) will be accepted if the result of test is lower than 0.05 and the null hypothesis (Ho) will be rejected.

**CHAPTER II**

**LITERATURE REVIEW**

In this chapter, the writer presents (a) theoretical framework, (b) previous related study and (c) research setting.

1. **Theoretical Framework**

In this part the writer describes: (1) concept of reading, (2) concept of teaching reading, (3) the importance of reading comprehension, (4) text types, (5) narrative text, (6) story grammar in teaching reading and (7) procedure of story grammar strategy.

1. **Concept of Reading**

Reading was primarily a decoding process of reconstructing the author’s intended meaning through identifying the printed letters and words and building up a meaning for a text from the smallest textual units at the “bottom” (letters and words) to larger and larger units at the “top” (Zhang, 2008: 178). This theory usually describes read­ing as beginning with the synthesis of let­ters into words. Words into sentences and so on, until a large enough sequence of language is perceived to allow the reader to understand what the author has written.

Reading is a complex activity that involves both perception and thought (Pang (2003: 6). Reading consists of two related processes: word recognition and comprehension. Word recognition have a meaning as one of process of accepting how the written text (the written symbol) match to the people spoken language. Then comprehension has a meaning as a process of making a sense of words, sentences and the text that is related. In understanding the written text, the readers use the background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies.

Based on the previous explanation, the writer assumed that reading is a process of decoding and identifying the printed words, sentences and a group sentences. Not only that, reading also means as a process of comprehending the text in which the readers make a meaning of the words, sentences and paragraph of the text. In reading, the reader can make use of their background of knowledge, vocabulary, grammatical knowledge and some strategies that enable the reader understand the reading text.

**2. The Concept of Teaching Reading**

Learning to read is an important educational goal (Pang, 2003 : 6). The ability of reading can bring people (children or adult) open the world and the chances. It is also supported by what Islam said that stated in Alqur’an :

“….. That teach human to write and read”. ( *surah Al-Alaq verse : 4 )*

“…..God teaches human what human do not know”. (*Surah Al-Alaq verse : 5 )*

comprehending the text. According to Pardo (2004 : 272) stated that comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”

Correctly interpreting the meaning of a written passage requires an understanding of the individual words within the passage as well as the way in which the passage is organized.

Once teachers understand what is involved in comprehending and how the factors of reader, text, and context interact to create meaning, they can more easily teach their students to be effective in comprehending (Pardo, 2004 : 272).It can be assumed that teachers should know how to make the students enable to comprehend the text. The teacher involved the things that can make students are able to comprehend the text, teachers can help their pupils develop the skills necessary to be effective readers.

In examining research by Pressley (2001) he discusses how reading involves a range of skills, the processing of individual letters, sounds to word recognition and text processing skills. He also suggests that specific skill instruction in the process of reading is necessary for comprehension, and in addition should improve students’ comprehension. In his research the skills described are; as follows

1. teach decoding skills

2. teach vocabulary

3. encourage students to build world knowledge through reading and to relate what they know to what they read

4. Teach students to use a repertoire of active comprehension strategies, including prediction, analyzing stories with respect to story grammar elements, question asking, image construction, and summarizing.

5. Encourage students to monitor their comprehension, noting explicitly whether decoded words make sense and whether the text itself makes sense. When problems are detected, students should know that they need to reprocess (e.g. by attempting to sound out problematic words again or re-reading.

Pressley continues to suggest that instruction needs to be over a long period of time and that there is little doubt, that teaching these interrelated skills will show improvement in comprehension. A common thread throughout the research examined, is that comprehension needs to be supported by the teaching of specific strategies to develop a clear understanding of what has been read.

Research has showed that teaching students strategies for focusing on text structure enhances their comprehension (Taylor and beach 1984).it can be assumed that teaching reading through reading strategy that’s related to the text structure can make the students enable to comprehend. Actually there are many kinds of text that can to be read. In reading different types of the text, the readers use different strategies to comprehend it, according to Beach and Appleman (1984: 116) said that they need to learn different strategies for learning different text type.

Further research by Dymock (2007) discusses work on teaching a narrative structure as a comprehension strategy and highlights the positive effect that story grammar instruction had on comprehension. It is believed that teaching students about the structure assists them in understanding the story. The focus is more about the characters, theme and plot rather than the beginning, middle and end.

1. **Importance of Reading Comprehension**

Reading comprehension is defined as the process of making meaning from text and the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011 : 15). Comprehension means that readers not only think about what they are reading but what they are learning. When readers construct meaning, they are building their store of knowledge. But along with knowledge must come understanding.

National Reading Panel (NRP), Comprehension is critically important to development of children’s reading skills and therefore their ability to obtain an education. Successful comprehension enables readers to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. Good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well.

It can be concluded that reading comprehension is important for the reader. It is important to develop their skills in reading that is influenced their education. When the readers are able to comprehend the text so the reader will be easy in getting information. The reader can be called comprehend the text when the reader can make meaning from the text that have been read as the result of the interaction between the reader and the text.

1. **Text Types**

According to Aditya Indra (2012), texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

1. Narrative text is a text that is used to amuse / entertain the readers and to tell the story.
2. Recount is a text that is used to retell something that happened in the past and to tell a series of past event
3. Descriptive is a text that is used to describe a particular person, place or thing in detail.
4. Report is a text that is used to presents information about something, as it is.
5. Explanation is a text that is used to explain the processes involved in the formation or working of natural or socio-cultural phenomena.
6. Analitical Exposition is a text that is used to reveal the readers that something is the important case.
7. Hortatory Exposition is a text that is used to persuade the readers that something should or should not be the case or be done.
8. Procedure is a text that is used to help readers how to do or make something completely.
9. Discussion is a text that is used to present information and opinions about issues in more one side of an issue
10. Review is a text that is used to critique or evaluate an art work or event for a public audience.
11. Anecdote is a text that is used to share with others an account of an unusual or amusing incident,
12. Spoof is a text that is used to tell an event with a humorous twist and entertain the readers.
13. News Item is a text that is used to tell an event with a humorous twist and entertain the readers.
14. **Narrative Text**

Porter Abbott (2002) as cited in Nair defines narrative as “the representation of an event or a series of events. Narrative text is one kind of text that has purpose to amuse and entertain the reader to deal wit vicarious experience in different ways. Narrative story makes the reader think about an issue, teaches them a lesson, or excite their emotions. Narratives can be presented as written or spoken texts. Written narratives often take the form of novel.

The students can understand the whole story but they can not express the idea clearly. Narrative text has a beginning, a middle and end, but at the same time it has characters, a plot or conflict, and setting (Livingston, 2004:1) and (Fitisgerald and Spiegel, 1983: 1).Narrative text includes myths, fairytales, science fiction, historical fiction and romance novel.

In constructing a narrative, the steps for constructing a narrative text area :

1. an orientation in which the narrator tells the audience about who is in the story, when the story is taking place and where an action is happening.
2. a complication that sets off a chain of events that influences what will happen in the story.
3. a sequence of events where the characters react to the complication.
4. a resolution in which the characters solve the problem created in the complication.
5. a coda that provides a comment or moral based on what has been learned from the story ( an optional step).
6. **Story Grammar in Teaching Reading**

Story grammar evolved from analyses of folktales conducted by anthropologists in the early 1900s. They found that, regardless of age or culture, when individuals retell stories they have read or heard, the retells follow a pattern. This pattern is referred to as story grammar (Mandler & Johnson, 1977; Stein Trabasso, 1982; Thorndyke, 1977). Story grammar involves articulation of the character's problem or conflict, a description of attempts to solve the problem, and an analysis of the chain of events that lead to resolution. Story grammar also involves analysis of how characters react to the events in the story.

Mandler and Johnson (1977) found that children of all ages use their knowledge of how stories are structured to help them remember important details. This led researchers to investigate whether explicit story grammar instruction would improve comprehension. Several researchers have demonstrated that direct instruction of story grammar can improve reading comprehension and recall of story (Gordon and Braun 1983; Carine and Kinder 1985; Morrow1985;Varnhagen and Goldman 1986) cited in(Amer,1992:712).

"The basic parts of a story are identified by story grammar and show how these parts tie together to form a well constructed story" (Dymock,2007:162). Shaywits and Ehri (2004:51) distinguish between story elements and story structure by stating that: Story elements: "the critical parts of a story include character, setting, plot, problem, solution change to conflict and resolution". and they define the story structure as" The pattern of organization in narration that characterizes a particular type of story".

"Story grammar provides an overall structure for teaching narrative text structure" (Dymock,2007:162) . It can be assumed that story grammar strategy is suitable in teaching narrative text because all of the structure of teaching narrative text is provided in story grammar strategy.

Dymonk(2007:163) and Chin, et al,(2003:89) show certain signals that are of relevant to the analysis of narrative text structure. They are as follows:

1. Chronological order or sequence often uses words like first, then, after, later, and finally. Langan (2001:199) has focused on the importance of the narrative text and mentioned that it tells a story which is developed in "chronological order from what happened first to what happened next, and so on." The correlation between chronological order and plot is clarified through the definition of Reuben(2008:2)who defines the latter as" the sequence of events or incidents of which the story is composed." The plot consists of four elements. They are background, conflict, climax and resolution. Gillie, et al(1997:112) have efficiently stated that" each event then builds on the preceding events and leads to the following events while presenting a problem that must be resolved."
2. Cause and effect can include words like therefore, because, or as a result of. Langan (2005:249) stated that "many actions do not occur without causes…and a given action can have a series of effects good or bad."
3. Comparison-contrast order may use words like similarly, in contrast, likewise, or on the other hand. Langan (2005:264) has clearly defined it:" When we compare two things, we show how they are similar; when we contrast things we show how they are different." Hence, the purpose is to understand the two compared or contrasted things to make judgments.
4. Description : This includes main idea and detail. (Chin, et al (2003:153) ) and (Livingston ,2004:1)
5. **Procedure of the Story Grammar Strategy**

According to Short and Ryan (1984), reading comprehension strategy is designed to provide students with a strategic plan for selecting important aspects of story information for further study by asking themselves the five “wh” questions. These are the five “wh” questions:

1). Who is the main character?

2). Where and when did the story take place?

3). What did the main character do?

4). How did the story end?

5). How did the main character feel?

The ways how the story grammar is applied in the classroom are as follows:

1. The teacher needs to determine students’ level of reading fluency, a running record will be done to determine this where the students will be given an informal survey.

2. the teacher is important to be up front and open with the students about what you are doing and why it is to their benefit to learn the strategy. It is important to stress the relevance of reading. A technique used to enhance the effectiveness of this strategy is using sticky tabs to locate information. Students will be given color-coded sticky tabs to identify the different parts of the story grammar strategy. For example: Blue sticky tab =Who is the main character? The wall chart and the students prompt cards will be color-coded to correspond to the color of sticky tabs the student will be given to use. Like the followed:

**a. Who is the main character?**

**b. Where and when did the story take place?**

**c. What did the main character do?**

**d. How did the story end?**

**e. How did the main character feel?**

3. the teacher gives modeling of the strategy to the students, The teacher will use a graphic organizer (see figure 1) when modeling the process to show the students how to organize the information they marked with their sticky tabs.

4. the teacher asks the students to memorize the strategy because memorizing the strategy is important

5. the students need to be given adequate time and support to master the strategy

6. the teacher makes the students’ independent performance. At this final stage students will be given a variety of narrative prose passages. The student will be required to use the strategy and turn in their answers to the questions for teacher review. The teacher’s role has now changed; the main focus of the teacher will be to monitor the student’s performance.

1. **The previous related study**

There are two related studies of this research. First, “The effect of story Grammar Instruction on EFL Students' Comprehension of Narrative Text”. (Amer; 1992), this study indicated that direct instruction of story grammar could improve reading comprehension of a narrative text. Hence, the purpose of the study was to investigate the effect of story grammar on EFL, sixth grade students' comprehension of narrative text. Seventy students participated in the study. The experimental group received instruction in story grammar. Two tests were used as dependent measures: a multiple choice test and a story frame test. Results showed that the experimental group outperformed the control group on both tests. The similarities were found to the present study that he used the same study in reading comprehension that focus on the narrative text and the same strategy, it is Story Grammar Strategy. However there are also the differences between the writer’s study and his study. He taught the reading comprehension using story grammar strategy which included six elements of questions meanwhile the present study include only five elements questions and using story grammar organizer. Then, he did in elementary school meanwhile the present study does it at the eighth grade students of junior high school.

The second is entitled “The Effect of Story-Grammar Instruction on Poor College Students' Achievement of Narrative Texts' Theme Identification” written by Saadi and Mahdi (2009). The objective of this study is investigating the effect of story-grammar instruction on identifying a narrative theme by poor students. The similarities that found between the previous study and the present study that both of them at the same strategy in the study, it is story grammar strategy and they focus on the same kind of text , it is narrative text. However the differences between he previous study and the present study are the previous study aim at investigating the effect of story grammar instruction on students’ theme identification of narrative text meanwhile the present study aim at the effect of story grammar strategy on reading comprehension of narrative text. Then the sample is also different, the previous study is thirty students of second year class at department of English, college of education for women meanwhile the present study is seventy seven students at the eighth grade of junior high school

1. **Research Setting**

In this study, the research was done at SMP Negeri 19 Palembang. The school is located at jl.Srijaya Km.5,5 Kecamatan Alang alang lebar Palembang, South of Sumatera. The school was built in 1981 . The activity of the school is held on Monday to Saturday, from 7.00 am to 2.00 pm.

The headmaster of the school is Hj. Nur Isnaini. The school has 61 teachers. SMP N 19 Palembang consists of 977 students which are divided into 24 classes. The seventh grade students consist of 354 students, and divided into 8 classes, in which every class has different number. Those are 44, 44, 45, 44, 44, 44, 44, and 45 students. eighth grade students consist of 314 students and divided into 8 classes, in which every class has different number. Those are 39, 38, 40, 39, 40, 39, 40, and 39 students. The ninth grade students consist of 309 students, divided into 8 classes, in which every class has different number. Those are 40, 38, 38, 39, 37, 38, 39, and 40 students.

**CHAPTER III**

**METHOD AND PROCEDURE**

This chapter presents: (a) method of the research, (b) research variable, (c) operational definition, (d) population and sample, (e) technique for collecting data, (f) validity and reability and (g) technique for analyzing data.

**A. Method of Research**

In this research, the writer used experimental design is the blueprint of the procedure that enable the researcher to test the hypothesis by reaching valid conclusion about the relationships between independent and dependent variable (Best and Khan, 1993: 146)

In this research, the writer used one of quasi experimental research design, quasi experiment to provided control of when and to whom the measurement is applied, but random assignment to experimental and control treatments has not been applied. In this study, the writer used the pretest-posttest nonequivalent groups design which suggested by Best and Khan (1993: 151) as follows:

**Q1 X O2**

**Q3 C O4**

Where:

O1 : Pretest of experimental group

O2 : Posttest of experimental group

O3 : Pretest of control group

O4 : Posttest of control group

X : Treatment of experimental group by using story grammar strategy

C : Treatment of control group by using strategy that usually used by teacher

**B. Research Variables**

According to Hatch and Farhady (1982: 12), variable is defined as a contribution of a person or an object which “varies” from a person to person or from object to object. In this study, there are two kinds of variables. They are the independent variable and dependent variable. An independent variable is that investigator chooses to study in order to asses their possible effect(s) on one or more variables. On the other hand, dependent variable is presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel, 1991). The independent variable of the research is Story Grammar, and the dependent variable of the research is reading strategy of the eighth grade students at SMP N 19 Palembang.

**C. Operational Definitions**

The title of the study was “Using a story grammar to improve the students’ reading comprehension of narrative text to the eighth grade students at SMP N 19 Palembang”. The items that need to explain are story grammar, reading comprehension and narrative text.

In this study, story grammar is one of strategy which is the system of rules used for describing the consistent rule found in narrative text. The rules describe the story parts, arrangement of the parts and how the parts are related.

In this study, reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

In this study, narrative text is text that is used to amuse and entertain the reader. It can also be defined as depicts events, actions, emotions that people in a culture experience. The depiction of events are organized so that the audience can eventually anticipate them. The narrative text is taken from the reading text book of SMP N 19 of the eighth grade students.

**D. Population and Sample**

1. Population

According to Fraenkel and Wallen (1990: 84), stated that the population refers to all the members of particular group. In this study, the population of the research is the eighth grade students of SMP N 19 Palembang. The eighth grade students at SMP N 19 Palembang is divided into eighth classes. The amount of the students in each class is varied,(38,39,40 ). The total number of eight classes of the eighth grade class that was taken as the population of this research was 314. So, there were 314 students that was used as population of the research. Then, population of the research was presented in the table of population.

**Table 1**

**Population of the study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Class | Students | | Total |
| Male | Female |
| 1. | VIII.1 | 11 | 28 | 39 |
| 2 | VIII.2 | 21 | 17 | 38 |
| 3 | VIII.3 | 20 | 20 | 40 |
| 4 | VIII.4 | 19 | 20 | 39 |
| 5 | VIII.5 | 22 | 18 | 40 |
| 6 | VIII.6 | 21 | 18 | 39 |
| 7 | VIII.7 | 22 | 15 | 37 |
| 8 | VIII.8 | 22 | 13 | 35 |
|  | Total | 158 | 156 | 314 |

Source: Documentation SMP Negeri 19 Palembang in 2013

b. Sample

Fraenkel, et. al. (2012: 91), sample in a research study is a group on which information is obtained. In this study, the writer took two classes of the eighth grade students of SMP Negeri 19 Palembang that was chosen by teacher of English. The two classes were VIII 7 and VIII 8. The number of students at VIII 6 is 40 which is consists of 21 males and 14 females, and then the number of students at VIII 7 is 37 which consists of 22 males and 15 females. So the total of number of the students is 79 students. Then, the selected number of sample was divided into two groups sample. They were control and experimental group. In this study, the control group is group VIII 7 and the experimental group is group VIII 8. The experimental group was decided based on the students score in students report. The mean report score of the students in experiment group is lower than mean report score of the students in control group. So that’s why the experimental group is VIII 8 Samples were assigned to either the group that receive the treatment, known as the experimental group or treatment group, or to the group which does not receive the treatment referred to as the control group.

The sample of this research was taken by using *convenience sampling*. Creswell (2012: 145) stated that, in this technique sampling, the researcher selects the participants because they are willing and available to be studied. In this study, the samples which were chosen by the headmaster of SMP Negeri 19 Palembang were the students of VIII 7 and VIII8 class. The total samples were 72 students, 35 students for experimental group and 37 students for control group. Table 2 shows the sample of the study:

**Table 2**

**Sample of the study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Class | Students | | Total |
| Male | Female |
| 1 | VIII.7 | 21 | 16 | 37 |
| 2 | VIII.8 | 22 | 13 | 35 |
|  | Total | 32 | 45 | 72 |

**E. Techniques for Collecting Data**

1. Test

In collecting the data for this study, the writer collected them by giving a test or exercise in a form of written test. Test was given to help the students assess the effect of experimentation and to know how far the students can understand what they have learned. There were two kinds of tests that were taken by the writer. The first is Pre-test which was given before the treatment and the second is Post-test which was given after the treatment. The test both pre-test and post-test for the experimental group has the same procedure.

1. **Pre-test**

The pretest was before giving some treatments. The pretest was done once for each group, the experimental and control group. The writer gave the similar instruments with similar numbers of item to both groups. The test was also done in the same situation, where the samples had to answer the questions in the classroom and in the similar time limitation.

1. **Post-test**

The posttest was done after the treatments given for 10 times. It was also given for the both group with similar instruments and time limitation as the pretest.

**F. Research Instrument Analysis**

1. Validity Test

Validity test is carried out to measure whether the instruments for pretest and posttest activities are valid or not. Here the researcher will use validity of each question item and content validity.

1. Validity of each question item

Validity test of each question item was used to indicate whether the test item of the instrument in each question is valid or not, to know whether it is valid or not, the score of significance (r-output) was be compared with the score of r-table product moment. Here, the writer is going to analyze the validity of each question item with multiple choice questions.

**Table 3**

**Validity Test Result of Each Question Item**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Validity Test** | **Sig.(2-tailed) of Pearson Correlation** | ***r*-table score** | **Result** |
| **1** | Item no 1 | 0 | 0.308 | Invalid |
| **2** | Item no 2 | 0.352 | 0.308 | **Valid** |
| **3** | Item no 3 | 0.423 | 0.308 | **Valid** |
| **4** | Item no 4 | 0.623 | 0.308 | **Valid** |
| **5** | Item no 5 | 0.352 | 0.308 | **Valid** |
| **6** | Item no 6 | 0.694 | 0.308 | **Valid** |
| **7** | Item no 7 | 0.667 | 0.308 | **Valid** |
| **8** | Item no 8 | 0.380 | 0.308 | **Valid** |
| **9** | Item no 9 | 0.380 | 0.308 | **Valid** |
| **10** | Item no 10 | 0.881 | 0.308 | **Valid** |
| **11** | Item no 11 | 0.008 | 0.308 | **Valid** |
| **12** | Item no 12 | 0.881 | 0.308 | **Valid** |
| **13** | Item no 13 | 0.008 | 0.308 | **Invalid** |
| **14** | Item no 14 | 0.445 | 0.308 | **Valid** |
| **15** | Item no 15 | 0.237 | 0.308 | **InValid** |
| **16** | Item no 16 | 0.184 | 0.308 | **Invalid** |
| **17** | Item no 17 | 0.694 | 0.308 | **Valid** |
| **18** | Item no 18 | 0.380 | 0.308 | **Valid** |
| **19** | Item no 19 | 0.623 | 0.308 | **Valid** |
| **20** | Item no 20 | 0.219 | 0.308 | **Invalid** |
| **21** | Item no 21 | 0.494 | 0.308 | **Valid** |
| **22** | Item no 22 | 0.694 | 0.308 | **Valid** |
| **23** | Item no 23 | 0.282 | 0.308 | **Invalid** |
| **24** | Item no 24 | 0.237 | 0.308 | Invalid |
| **25** | Item no 25 | 0.960 | 0.308 | Invalid |
| **26** | Item no 26 | 0.312 | 0.308 | **Valid** |
| **27** | Item no 27 | 0.886 | 0.308 | **Valid** |
| **28** | Item no 28 | 0.848 | 0.308 | **Valid** |
| **29** | Item no 29 | 0.052 | 0.308 | Invalid |
| **30** | Item no 30 | 0.933 | 0.308 | **Valid** |
| **31** | Item no 31 | 0.881 | 0.308 | **Valid** |
| **32** | Item no 32 | 0.159 | 0.308 | Invalid |
| **33** | Item no 33 | 0.329 | 0.308 | **Valid** |
| **34** | Item no 34 | 0.646 | 0.308 | Valid |
| **35** | Item no 35 | 0.549 | 0.308 | Valid |
| **36** | Item no 36 | 0.723 | 0.308 | **Valid** |
| **37** | Item no 37 | 0.212 | 0.308 | **Invalid** |
| **38** | Item no 38 | 0.723 | 0.308 | **Valid** |
| **39** | Item no 39 | 0.115 | 0.308 | Invalid |
| **40** | Item no 40 | 0.282 | 0.308 | **Invalid** |
| **41** | Item no 41 | 0.380 | 0.308 | **Valid** |
| **42** | Item no 42 | 0.646 | 0.308 | **Valid** |
| **43** | Item no 43 | 0.136 | 0.308 | Invalid |
| **44** | Item no 44 | 0.380 | 0.308 | **Valid** |
| **45** | Item no 45 | 0.723 | 0.308 | **Valid** |
| **46** | Item no 46 | 0.848 | 0.308 | Valid |
| **47** | Item no 47 | 0.450 | 0.308 | **Valid** |
| **48** | Item no 48 | 0.396 | 0.308 | **Valid** |
| **49** | Item no 49 | 0.052 | 0.308 | Invalid |
| **50** | Item no 50 | 0.291 | 0.308 | Invalid |
| **51** | Item no 51 | 0.352 | 0.308 | Valid |
| **52** | Item no 52 | 0.052 | 0.308 | **Invalid** |
| **53** | Item no 53 | 0.694 | 0.308 | Valid |
| **54** | Item no 54 | 0.566 | 0.308 | **Valid** |
| **55** | Item no 55 | 0.881 | 0.308 | **Valid** |
| **56** | Item no 56 | 0.423 | 0.308 | **Valid** |
| **57** | Item no 57 | 0.747 | 0.308 | Valid |
| **58** | Item no 58 | 0.o52 | 0.308 | Invalid |
| **59** | Item no 59 | 0.357 | 0.308 | **Valid** |
| **60** | Item no 60 | 0.723 | 0.308 | **Valid** |

1. Content Validity

Then, the writer measured the content validity. Content validity refers to the content and format of the instrument ( Fraenkle et.al., 2012: 148). The content and format must be consistent with the definition of the variable and sample of subject to be measured. Here the writer used syllabus of junior high school and table specification which contained the items which were necessary to test in reading comprehension selecting the appropriate texts and items were used based on the syllabus that used in the school. The specification of reading comprehension test is figured out in table 4.

**Table 4**

**Test of specification table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | **Text Title** | **Indicator** | **Questions Item Numbers** | **Types of Test** | **Total** | **Anwer**  **Key** |
| To measure students’ reading comprehension achievement using Story grammar strategy | Text 1  (1-6) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 6  4  2,3  5 | Multiple Choices | 6 | c  b  d,a  d |
| Text 2  (7-12) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 8,9  11  , 7, 8,9  12 | 6 | b,c  c  b,b,c  d |
| Text 3  (13-18) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 18  14,17 | 3 | a  c,d |
| Text 4  (19-24) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 19,22  21 | 3 | d,a  c |
| Text 5  (25-30) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 30  25,26,27,28, | 5 | d  a, b,c,a |
| Text 6  (31-46) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 34,35  31  33  36 | 5 | B,c  c  c  c |
| Text 7  (37-42) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 40,42  38,41 | 4 | b,c  c,b |
| Text 8  (43-48) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 44,46,47  47 | 4 | D,a,b  B |
| Text 9  (49-54) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 51,54  53 | 3 | a,c  c |
| Text 10  (55-60) | The students are able to:  Identify the idea and the textual meaning  Identify the reference word  Identify some information  Identify the communicative objective | 55,56,57,59,60 | 5 | c,d,c.b,b |
|
| **Total** | | | | | **42** |  |

2. Reliability test

Reliability test is the degree to which an assessment tool produces stable and consistent results. In this study, the researcher measured the reliability of this study according to the test retest method. The same test had been given to the same sample twice and then the answer of the first test will be compared with the answer of the second test. The calculation was done by SPSS 16 (Statistical Package for the Social Science). According to Frankle and Wallen (1990: 136), the test score will be reliable if the coefficient of the test score at least 0.70 and preferably higher.

In this study, the writer did a try out test for twice with the same questions at different times to the eighth grade students of SMP 1 Muhammadiyah Palembang. There are 40 question items as the instrument. The writer calculated the students’ score by using Pearson Correlation Formula found in SPSS 16 (Statistical Package for the Social Science) program. The result of try out analysis to the third grade students at SMP 1 Muhammadiyah Palembang was described in Table 5.

**Table 5**

**The Result of Try Out Analysis at SMP 1 Muhammadiyah Palembang**

|  |  |  |
| --- | --- | --- |
| **Sample** | **Test Scores** | |
| **Test 1** | **Test 2** |
| 1. | 60.00 | 62.50 |
| 2. | 67.50 | 70.00 |
| 3. | 47.50 | 50.00 |
| 4. | 72.50 | 70.00 |
| 5. | 67.50 | 70.00 |
| 6. | 60.00 | 60.00 |
| 7. | 45.00 | 45.00 |
| 8. | 62.50 | 65.00 |
| 9. | 45.00 | 47.50 |
| 10. | 65.00 | 70.00 |
| 11. | 42.50 | 45.00 |
| 12. | 62.50 | 65.00 |
| 13. | 40.00 | 37.50 |
| 14. | 60.00 | 62.50 |
| 15. | 70.00 | 65.00 |
| 16. | 65.00 | 65.00 |
| 17. | 45.00 | 50.00 |
| 18. | 60.00 | 60.00 |
| 19. | 50.00 | 52.50 |
| 20. | 67.50 | 72.50 |
| 21. | 50.00 | 55.00 |
| 22. | 45.00 | 50.00 |
| 23. | 70.00 | 67.50 |
| 24. | 47.50 | 52.50 |
| 25. | 37.50 | 50.00 |
| 26. | 65.00 | 65.00 |
| 27. | 57.50 | 55.00 |
| 28. | 60.00 | 60.00 |
| 29. | 45.00 | 47.50 |
| 30. | 50,00 | 55.00 |
| 31 | 52.50 | 57.50 |
| 32 | 45,00 | 47.50 |
| 33 | 55,50 | 55,25 |
| 32 | 42,50 | 45,00 |
| 35 | 47.50 | 50.00 |
| 36 | 35.50 | 50.00 |
| 37 | 65.00 | 65.50 |
| 38 | 57.50 | 55.00 |
| 39 | 42.50 | 45.00 |
| 40 | 45.00 | 42.50 |
| 41 | 45.00 | 47.50 |

Then, the score in test 1 and test 2 were analyzed used Pearson Correlation formula SPSS program. From the calculation, it was found that the coefficient reliability of the reading test items was 0.945 which higher than 0.70. Therefore, it could be stated that this instrument was considered reliable for this study. The result analysis of reliability test was described in Table 6.

**Table 6**

**Result of Reliability Analysis using Pearson Correlation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Number of Test | N | Pearson Correlation | Sig. | Result |
| 1 | Test 1 | 31 | 0.936 | 0.000 | Reliable |
| 2 | Test 2 | 31 |

1. Research Treatment

The research was conducted at the eight grade students of SMP Negeri 19 Palembang. The reading materials were taught based on teaching learning objectives that refer to the English syllabus of Senior High school. The learning materials were taken from modul of SMP Negeri 19 Palembang.

a. Readability test

According to Stephens (2000), Readability describes the ease with which a document can be read. Readability tests, which are mathematical formulas, were designed to assess the suitability of books for students at particular grade levels or ages. it could be assumed that readability test is one of the tools or ways to measure one text or document to know the level of text , whether is it appropriate to elementary levels or intermediate level or can be appropriate for what ages of the reader.

The researcher used online readability test as one of the tool that is used the appropriateness of the text to the reader which can be accessed from http/www.readability Formula.com. then the category of the texts were put in the description of the readability table including the text title, kind of the text, text statistics: number of sentence, character per word , flesh reading ease score, and the text level.

**Table 7**

**Result of readability test for research instruments**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Text title | Text type | Number of sentence | Words per sentence | Character per word | Flesh reading ease score | Text level |
| 1 | The ant and the dove | Narrative | 43 | 7 | 4 | 90,4 | Fairly Easy to read |
| 2 | The crow and the oyster | Narrative | 17 | 13 | 3,8 | 90,4 | very easy to read |
| 3 | Donkey and the wolf | Narrative | 10 | 13 | 3,7 | 89 | Easy to read |
| 4 | The fox and the crow | Narrative | 12 | 15 | 3,7 | 92,9 | Very Easy to read |
| 5 | The grasshopper and the ants | Narrative | 19 | 9 | 3.8 | 93,3 | Very Easy to read |
| 6 | The lion and the hare | Narrative | 15 | 10 | 3,8 | 93 | Very Easy to read |
| 7 | The wind and the sun | Narrative | 19 | 10 | 3,5 | 99,2 | Very easy to Easy |
| 8 | The lion and the mosquito | Narrative | 20 | 10 | 3,9 | 87,6 | Easy to read |
| 9 | The prince and his best friends | Narrative | 17 | 17 | 4.4 | 76,7 | fairly easy to read |
| 10 | The owl and the nightingale | Narrative | 14 | 9 | 3,7 | 89,2 | Easy to read |

1. Research Treatment Schedule

In this study, treatments were done for ten meetings to get maximal result from the strategy that the writer had applied in the classroom. The treatment gave treatment to experimental group. In experimental group, the writer taught the students by using story grammar strategy. Meanwhile, in the control group was also taught in their class like usual, by using the method which usually used by their teacher of SMP Negeri 19 Palembang. The writer decided about material and the source of the material for research treatment. The table of reading material for research treatments was figured out in following Table 8:

**Table 8  
Reading Materials for Research Treatments**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Meeting** | **Day / Date / Time** | **Day / Date / Time** | **Title** | **Kind of text** | **Time allocation** | |
| **Experiment** | **Control** |
| 1 | 1st | Tuesday/  5-6-2014 / 09.45-10.45 | Tuesday/  5-6-2014 / 10.45-12.15 | The ant and the dove | Narrative | 2 x 40  Minutes | |
| 2 | 2nd | Wednesday/  5-7-2014 / 08.20 -09.30 | Wednesday/  5-7-2014 / 10.45-12.15 | The crow and the oyster | Narrative | 2 x 40  Minutes | |
| 3 | 3rd | Tuesday/  5-13-2014 | Tuesday/  5-13-2014 | Donkey and the wolf | Narrative | 2 x 40  Minutes | |
| 4 | 4th | Wednesday/  5-14-2014 / 09.45 – 10.45 | Wednesday/  5-14-2014 / 10.45 – 12.15 | The fox and the crow | Narrative | 2 x 40  Minutes | |
| 5 | 5th | Tuesday/  5-20-2014 / 08.20 – 09.30 | Tuesday/  5-20-2014 / 09.45 – 10.45 | The grasshopper and the ants | Narrative | 2 x 40  Minutes |
| 6 | 6th | Wednesday/  5-21-2014 / 09.45-10.45 | Wednesday/  5-21-2014 / 10.45-12.15 | The lion and the hare | Narrative | 2 x 40  Minutes |
| 7 | 7th | Tuesday/  5-27-2014 / 08.20-09.30 | Tuesday/  5-27-2014 / 09.45-10.45 | The wind and the sun | Narrative | 2 x 40  Minutes |
| 8 | 8th | Wednesday/  5-28-2014 / 09.45 – 10.45 | Wednesday/  5-28-2014 / 10.45-12.15 | The lion and the mosquito | Narrative | 2 x 40  Minutes |
| 9 | 9th | Tuesday/  6-3-2014 / 08.20 -09.30 | Tuesday/  6-3-2014 / 09.45 -10.45 | The prince and his best friends | Narrative | 2 x 40  Minutes |
| 10 | 10th | Wednesday/  6-4-2014 / 09.45 – 10.45 | Wednesday/  6-4-2014 / 10.45-12.15 | The owl and the nightingale | Narrative | 2 x 40  Minutes |

**G. Techniques for Analyzing the Data**

In analyzing the obtained data, it presents data descriptions, prerequisite analysis, and result of testing hypothesis.

**1. Data Description**

In data descriptions, distribution of frequency data and descriptive statistic were illustrated from the obtained data of students’ pretest and posttest in control and experimental groups.

**a. Distribution of Frequency Data**

In distributions of frequency data, the students’ score, frequency percentage were achieved. The distributions of frequency data are got from students’ pretest scores in control group. Students’ posttest scores in control group, and students’ posttest in scores in experimental group. Then, the distribution of frequency data is displayed in a table analysis.

**b. Descriptive Statistic**

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students’ pretest and posttest scores in control and experimental groups.

**2. Prerequisite Analysis**

Before analyzing the obtained data, prerequisite analysis should be done to see whether or not the data is normal and homogeny. The following is the procedure in prerequisite analysis.

**a. Normality Test**

Normality test was used to measure whether the obtained data is normal or no. the data can be classified into normal whenever the p-output is higher than 0,025 (Basrowi, 2007: 85). In measuring the test, I-sample Kolmogronov Smrinov is used. The normality test is used to measure students’ pretest and posttest scores in control and experimental groups.6

**b. Homogeneity Test**

Homogeneity test was used to measure the obtained scores whether it is homogeny or no. Basrowi (2007: 106), states that the score categorized homogeny when the p-output was higher than mean significant difference at 0,05 levels. In measuring homogeneity test, Levene Statistics in SPSS is used. The homogeneity test is used to measure students’ pretest and posttest scores in control and experimental groups.

**3. Hypothesis Testing**

In this study, the hypothesis of the research was tested by using Independent Sample T-Test. The Independent sample T-Test was used in measuring the significant difference on student’s reading comprehension of narrative text achievement by using story grammar and conventional strategies . It used to compare between the mean score of two independent groups on a given variable. It measured a significant difference or significant influence between two variables. The scores were obtained from students’ posttest in both groups analyzed using independent sample T-Test. A significant difference or significant influence was found whenever the result is lower than mean significant difference at 0,05 levels, and it was done by using SPSS (Statistical Package for the Social Science)

**CHAPTER IV**

**FINDINGS AND INTERPRETATIONS**

This chapter presents (a) findings, and (b) interpretation of the study.

1. **Findings**

This study deals with the title “Using Story grammar strategy to improve the students’ reading comprehension of narrative text achievement to the eighth grade students of SMP N 19 Palembang”. The findings of the study were to find out (1) data descriptions; (2) prerequisite analysis; and (3) results of hypothesis testing.

1. **Data Descriptions**

In the data descriptions, distribution of data frequency and descriptive statistic were analyzed. In the distribution of data frequency, score, frequency and percentage were analyzed. In the descriptive statistics, the total of sample ( N ), minimum and maximum score, mean score, standard deviation were analyzed.

* 1. **Distributions of Data Frequency**

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group.

**a.   Students’ Pretest Scores in Control Group**

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of the pretest scores in control group was described in following table

**Table 9**

**Distribution of Data Frequency on Students’ pretest scores**

**In control group**

| **Scores** | **Frequency** | **Percentage(%)** |
| --- | --- | --- |
| **40.00** | **6** | **16.2** |
| **42.50** | **2** | **5.4** |
| **45.00** | **3** | **8.1** |
| **47.50** | **5** | **13.5** |
| **50.00** | **3** | **8.1** |
| **52.50** | **4** | **10.8** |
| **55.00** | **4** | **10.8** |
| **57.50** | **1** | **2.7** |
| **60.00** | **3** | **8.1** |
| **62.50** | **1** | **2.7** |
| **65.00** | **1** | **2.7** |
| **67.50** | **1** | **2.7** |
| **70.00** | **3** | **8.1** |
| **Total** | **37** | **100.0** |

Based on the result analysis of students’ pretest scores in control group above, it showed that there were six students got 40(16,2%), two students got 42.5(5.4%), three students got 45 (8,1%), five students got 47.5 (13.5 %), three students got 50 (8,1%),four students got 52,5(10.8%), four students got 55 (10.8%), one student got 57,5(2.7%), thre students got 60 (8.1%), one student got 62.5 (8.1%), one student got 65 (2.7%), one student got 67.5 (2.7%), and three students got 70 (8.1%).

**b. Students’ Posttest Scores in Control Group**

In distribution of data frequency, the result of the posttest scores in control group was described in Table 10.

**Table 1**0

**Distribution of Data Frequency on Students’ posttest scores**

| **In control group Scores** | **Frequency** | **Percentage(%)** |
| --- | --- | --- |
| 37.50 | 1 | 2.7 |
| 40.00 | 11 | 29.7 |
| 42.50 | 4 | 10.8 |
| 45.00 | 1 | 2.7 |
| 47.50 | 4 | 10.8 |
| 50.00 | 5 | 13.5 |
| 52.50 | 4 | 10.8 |
| 55.00 | 2 | 5.4 |
| 57.50 | 1 | 2.7 |
| 60.00 | 2 | 5.4 |
| 62.50 | 2 | 5.4 |
| **Total** | **37** | **100.0** |

Based on the result analysis of students’ pretest scores in control group, it showed that there were one student got 37.5(2,7%), there were eleven students got 40 (29.7%), four students got 42.5(10.8%), one student got 45 (2.7%), four students got 47.5 (10,8 %), five students got 50 (13.5%),four students got 52,5(10.8%), two students got 55 (5.4%), one student got 57,5(2.7%), two students got 60 (5.4%), and two students got 62.5 (5.4%),

**c.   Students’ Pretest Scores in Experimental Group**

In distribution of data frequency, the result of the pretest scores in experimental group was described in Table 11.

**Table 1**1

**Distribution of Data Frequency on Students’ pretest scores**

**In experimental group**

| Scores | Frequency | Percentage(%) |
| --- | --- | --- |
| 40.00 | 5 | 14.3 |
| 42.50 | 6 | 17.1 |
| 45.00 | 4 | 11.4 |
| 47.50 | 3 | 8.6 |
| 50.00 | 6 | 17.1 |
| 52.50 | 2 | 5.7 |
| 55.00 | 1 | 2.9 |
| 57.50 | 1 | 2.9 |
| 60.00 | 5 | 14.3 |
| 65.00 | 1 | 2.9 |
| 70.00 | 1 | 2.9 |
| Total | 35 | 100.0 |

Based on the result analysis of students’ pretest scores in control group above, it showed that there were five students got 40(14,3%), six students got 42.5(17.1%), four students got 45 (11.4%), three students got 47.5 (8.6 %), six students got 50 (17,1%), two students got 52,5(5.7%), one student got 55 (2.9%), one student got 57,5(2.9%), five students got 60 (14.3%), one student got 65 (2.9%), and one students got 70 (2.9%).

**d.   Students’ Posttest Scores in Experimental Group**

In distribution of data frequency, the result of the posttest scores in experimental group was described in Table 12.

**Table 1**2

**Distribution of Data Frequency on Students’ posttest scores**

**In experimental group**

| **Score** | **Frequency** | **Percentage** |
| --- | --- | --- |
| **40.00** | **1** | **2.9** |
| **45.00** | **1** | **2.9** |
| **47.50** | **1** | **2.9** |
| **52.50** | **4** | **11.4** |
| **55.00** | **7** | **20.0** |
| **57.50** | **4** | **11.4** |
| **60.00** | **9** | **25.7** |
| **62.50** | **3** | **8.6** |
| **70.00** | **1** | **2.9** |
| **77.50** | **3** | **8.6** |
| **80.00** | **1** | **2.9** |
| **Total** | **35** | **100.0** |

Based on the result analysis of students’ pretest scores in control group above, it showed that there were one student got 40(2.9%), one student got 45(2.9%), one student got 47.5 (2.9%), four students got 52,5(11.4%), seven students got 55 (20%), four student got 57,5(11.4%), nine students got 60 (25.7%), three students got 62.5 (8.6%), one student got 70 (2.9%), three students got 77.5 (8.6%) and one student got 80 (2.9%).

* 1. **Descriptive Statistics**

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group.

1. **Students’ Pretest Scores in Control Group**

The result analysis of descriptive statistics of students’ pretest in control group was described in Table 13.

**Table 13**

**Descriptive Statistics of Students’ Pretest Scores**

**In Control Group**

|  | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** |
| --- | --- | --- | --- | --- | --- |
| **Pretest Score** | **37** | **37.50** | **62.50** | **47.4324** | **7.32401** |
|  |  |  |  |  |  |

In descriptive statistics of Students’ Pretest Scores in Control Group, it was found that the total number of sample was 37 students. The minimum score was 37.50, the maximum score was 62.50, the mean score was 47.4324, and the score of standard deviation was 7.32401.

1. **Students’ Posttest Scores in Control Group**

The result analysis of descriptive statistics of students’ posttest in control group was described in Table 14.

**Table 14**

**Descriptive Statistics of Students’ Posttest Scores**

**In Control Group**

|  | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** |
| --- | --- | --- | --- | --- | --- |
| **Posttest Score** | **37** | **40.00** | **70.00** | **51.8919** | **9.21211** |

In descriptive statistics , it was found that the total number of sample was 37 students. The minimum score was 40.00, the maximum score was 70.00, mean score was 51.8919, and the score of standard deviation was 9.21211.

**c.   Students’ Pretest Scores in Experimental Group**

The result analysis of descriptive statistics in experimental group was described in Table 15.

**Table 15**

**Descriptive Statistics of Students’ Pretest Scores**

**In Experimental Group**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
| --- | --- | --- | --- | --- | --- |
| Pretest  score | 35 | 40.00 | 70.00 | 49.4286 | 7.97712 |

In descriptive statistics on students’ pretest in experimental group above, it was found that the total number of sample was 35 students. The minimum score was 40.00, the maximum score was 70.00, mean score was 49.4286, and the score of standard deviation was 7.97712.

1. **Students’ Posttest Scores in Experimental Group**

The result analysis of descriptive statistics in experimental group was described in Table 16.

**Table 16**

**Descriptive Statistics of Students’ Posttest Scores**

**in Experimental Group**

|  | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** |
| --- | --- | --- | --- | --- | --- |
| **Posttest score** | **35** | **40.00** | **80.00** | **59.0714** | **8.76754** |

In descriptive statistics on students’ pretest in experimental group above, it was found that the total number of sample was 35 students. The minimum score was 40, the maximum score was 80.00, mean score was 59.0714, and the score of standard deviation was 8.76754.

**2.  Prerequisite Analysis**

In prerequisite analysis, there were two analyses to be done. They were normality test and homogeneity test were analyzed.

* 1. **Normality Test**

In the normality test, the total of sample (N), Kolmogorov-Smirnov, significant and result were analyzed. The scores were got from: (a) students’ pretest scores in control group, (b) students’ posttest scores in control group, (c) students’ pretest scores in experimental group, and (d) students’ posttest scores in experimental group.

1. **Students’ Pretest Scores in Control Group**

The computations of normality used the computation in SPSS 16. The result of analysis was figured out in Table 17.

**Table 17**

**Normality Test of Students’ Pretest Scores**

**In Control group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Control group | 37 | 1.108 | 0.172 | **Normal** |

After the data obtained from the scores of the 37 students in control group, it was found that the significance level was 1.108. From the result of the output, it can be stated that the students’ pretest control group was normal. Since, it was higher than 0.05.

1. **Students’ Posttest Scores in Control**

The computations of normality used the computation in SPSS 16. The result of analysis was figured out in Table 18.

**Table 18**

**Normality Test of Students’ Posttest Scores**

**Control Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Control group | 37 | 0.704 | 0.705 | **Normal** |

After the data obtained from the scores of 37 students in control group, it was found that the significance level is 0.704. From the result of the output, it can be stated that the students’ posttest in control group was normal. Since, it was higher than 0.05.

1. **Students’ Pretest Scores in Experimental Group**

The computations of normality used the computation in SPSS 16. The result of analysis was figured out in Table 19.

**Table 19**

**Normality Test of Students’ Pretest Scores**

**Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Experimental group | 35 | 0.930 | 0.353 | **Normal** |

After the data obtained from the scores of 35 students in experimental group, it was found that the significance level was 0.930. From the result of the output, it can be stated that the students’ pretest in experimental group was normal. Since, it was higher than 0.05.

1. **Students’ Posttest Scores in Experimental Group**

The computations of normality used the computation in SPSS 16. The result of analysis was figured out in Table 20.

**Table 20**

**Normality Test of Students’ Posttest Scores**

**In Experimental Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Kolmogorov Smirnov** | **Sig.** | **Result** |
| 1 | Experimental group | 37 | 1.356 | 0.050 | **Normal** |

After the data obtained from the scores 35 students in experimental group, it was found that the significance level was 1.356. From the result of the output, it can be stated that the students’ posttest experimental group was normal. Since, it was higher than 0.05.

**2.2 Homogeneity Test**

In the homogeneity test, the students’ pretest and posttest scores in control and experimental group were analyzed by using Levene Statistics analysis.

1. **Students’ Pretest Scores in Control and Experimental Groups**

Homogeneity test used to find whether the group was homogenous or not. The computations of homogeneity used computation in SPSS 16. The result of homogeneity test of students’ pretest is figured out in Table 21.

**Table 21**

**Homogeneity Test on Students’ Pretest Scores**

**In Control and Experimental groups**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Pretest** | **N** | **Levene Statistics** | **Sig.** | **F** | **Result** |
| 1 | Control group | 37 | 0.067 | 0.797 | 1.225 | Homogen |
| 2 | Experimental group | 35 |

Based on measuring homogeneity test of students’ pretest scores, it was found that the significance level was 0.797. From the result of the output, it can be stated that the students’ pretest in control and experimental group was homogeny since it was higher than 0.05.

1. **Students’ Posttest Scores in Control and Experimental Groups**

Homogeneity test used to find whether the group was homogenous or not. The computations of homogeneity used computation in SPSS 16. The result of homogeneity test of students’ posttest is figured out in Table 22.

**Table 22**

**Homogeneity Test on Students’ Posttest Scores**

**In Control and Experimental groups**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Students’ Posttest** | **N** | **Levene Statistics** | **Sig.** | **F** | **Result** |
| 1 | Control group | 37 | 1.124 | 0.293 | 11.449 | Homogen |
| 2 | Experimental group | 35 |

Based on measuring homogeneity test, it was found that the significance level was 0.293. From the result of the output, it can be stated that the students’ pretest in experimental and control group was homogeny since it was higher than 0.05.

**3. Results of hypothesis testing in measuring a significant difference at the eighth grade student’s reading comprehension score taught using Story Grammar Strategy and strategy that usually used by teacher of SMP N 19 Palembang.**

In this study, independent t-test was used to measure a significant difference on students’ comprehension score taught using story grammar strategy and taught using strategy that usually used by teacher of SMP Negeri 19 Palembang. The analysis result of independent sample t-test was figured out in Table 23.

**Table 23**

**Analysis Result of Significant Difference on Students’ Reading Comprehension Achievement after being taught by Story Grammar Strategy and Strategy that Usually Used by Teacher of SMP Negeri 19 Palembang**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Story Grammar strategy and strategy that usually used by teacher of SMP Negeri 19 Palembang** | **Independent Sample t-Test** | | | **Ho** |
| **T** | **Df** | **Sig. (2-tailed)** |
| 3.888 | 70 | 0.001 | **Rejected** |

From the table analysis, it was found that the p-output was 0.001 and the t-value was 3.888. Since the p-output was lower than 0.05 level and the t-value was higher than critical value of t-table (1.995). It can be stated that there was a significant difference on students’ reading comprehension achievement taught using Story Grammar Strategy and strategy that usually used by teacher of SMP Negeri 19 Palembang.

1. **Interpretations**

This section discusses and interprets the statistical findings mentioned earlier. Based on the findings data, some interpretations were made as follows:

First, the experimental group are chosen based on the score of the students’ report. The score of the students’ report in experimental group was lower than the score of the students’ report in control group although the score of pretest in experiment group was higher than control group.

Second, based on the statistical analysis of normality and homogeneity test. In analyzing the normality test, 1-sample Kolmogorov-Smirnov test was used. From the result, it was found that the normality of students’ pretest score in control was 1.108 and experimental groups was 0.930. Then, the result of normality of students’ posttest scores in control group was 0.704 and experimental group was 1.356. From the two scores, it could be interpreted that the students’ pretest and posttest scores in control and experimental groups were categorized normal since the significant of normality test was higher than 0.05. According to Basrowi, (2007:85) the data can be classified into normal whenever the p-output is higher than 0.025. While, the results of homogeneity test it was found the p-output of homogeneity test from students’ pretest scores was 0.797 higher than 0.05 between two groups, in addition the results of homogeneity test from students posttest scores between two groups it can be found 0.293. So, it can be concluded all variables were homogenous. According to Basrowi (2007:106), the score categorized homogeny when the p-output was higher than mean significant difference at 0.05 levels.

Third, from the result analysis in measuring a significant difference on students’ posttest scores in experimental and control groups, it was found that the value of t-obtained was 3.888 and the p-output was 0.001. It could be interpreted that there was a significant difference on students’ posttest scores taught by story grammar strategy and the group of students were not taught by using story grammar strategy since the value of t-obtained was higher than t-table (df = 79 = 1.9905) and the p-output was lower than 0.05 level. This strategy made an improvement in reading comprehension achievement of narrative text but this strategy actually didn’t make a really good improvement because the mean score that was got at posttest score in experimental group was under the criteria completeness minimum of score. the score was 59,0714 meanwhile the criteria completeness minimum score of English at eighth grade was 70,00.

There are several factors that Story Grammar Strategy can improve the students’ reading comprehension achievement of narrative text. The first, studying reading comprehension of the narrative text using story grammar strategy made an interesting invironment for the students in learning reading comprehension of the narrative text. Second, the students could comprehend the narrative text easily because in comprehending the narrative text, the students focus on the elements of story grammar. The story grammar made the students have a better recall of what the story talk about, it could be seen when the students answered the questions of the reading comprehension of the narrative text. As the result, it can be assumed that the story grammar strategy can improve the students’ reading comprehension achievement of the narrative text.

It indicates that story grammar strategy could increase the students’ narrative text achievement in reading comprehension. Amer (1992 : 65) says that direct instruction story grammar involves helping learners to recognize the elements of narrative text and use these elements to improve their comprehension of the story. Story grammar requires that student pay attention to the whole passage through recognizing the elements of the story that the student read. Therefore, students could understanding the narrative text that they learned by recognizing the elements of the story in which the students used the story grammar diagram as a tool in applying story grammar strategy. The learning reading narrative text by using Story Grammar Strategy was more interesting than strategy that usually used by teacher of SMP Negeri 19 Palembang. The teaching Story grammar to the eighth grade students of SMP N 19 Palembang can improve the students reading comprehension achievement of the narrative text.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTION**

1. **Conclusion**

Based on the findings and the interpretation in the previous chapter, it can be concluded:

There was a significant difference found on the students’ narrative text achievement taught by using story grammar strategy and who were not thought by using Story Grammar strategy.

The result of teaching reading comprehension of narrative text in experimental group was significantly higher than control group meanwhile in control group there wasn’t improvement in score. So that it can be concluded that Ho (null hypothesis) was rejected and Ha (alternative hypothesis is accepted. It means that there was significant difference on students’ reading comprehension of narrative text and who are not taught by story grammar strategy

1. **Suggestion**

The researcher of this study has some suggestions for the teachers of English, students and the school. The purpose is to make teaching and learning English process will be more interesting and more effective.

1. For Teachers of English

The researcher hopes that in the teaching reading of narrative text, especially on the English subject the English teacher in SMP N 19 Palembang uses the suitable and interesting method in order to make the students can comprehend the narrative text reading well. The teacher should use the other strategy that is more appropriate that can make a really good improvement in reading comprehension of narrative text.

1. For Students

To support the students at SMP N 19 Palembang to use more appropriate way in learning to comprehend the narrative text more fun and active.. Because mastery in reading skill is have a great benefit for their knowledge in English.

1. For Next Researcher

The researcher also hopes that this study will be useful in teaching the reading of narrative text in English. The researcher also suggests this study to be a theoretical reference for the next researcher.

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