

**IMPROVING STUDENTS' READING COMPREHENSION ON  
NARRATIVE TEXTS BY USING STORY GRAMMAR  
STRATEGY AT THE EIGHTH GRADE OF  
SMPN 25 MAKASSAR**

**SKRIPSI**

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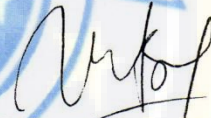
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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *“Improving Students’ Reading Comprehension on Narrative Text by Using Story Grammar Strategy at the Eighth Grade of SMPN 25 Makassar”*. Beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam hasil karya saya ini. Termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 31 Juli 2017

Yang Membuat Pernyataan

Marselina Elji Solita Gembo

## ABSTRACT

**Marselina Elji Solita Gembo. 2017. *Improving students' reading comprehension on narrative text by using story grammar strategy at the eighth grade of SMPN 25 Makassar.*** Supervised by Hj. Restu January Hamid and Ulfah Syam.

This research is aimed to know improving students' reading comprehension on narrative text by using story grammar strategy. The results of this study is expected to be useful for the readers, especially in using the strategy of story grammar.

This research used classroom action research. The subject of this research was at the Eighth Grade Where consisted of 26 students of SMPN 25 Makassar academic year 2016/2017. This research used narrative text to got data about ability of the students in reading comprehension.

The result of the test in cycle I got mean score students is 66.15%, but after evaluating in cycle II the students reading skill became 90.38%. from these findings, the writer made conclusion that using story grammar strategy can improve students reading comprehension at the eighth grade of SMPN 25 Makassar.

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

## ABSTRAK

**Marselina Elji Solita Gembo. 2017. *Improving Students' Reading Comprehension on Narrative Text by Using Story Grammar Strategy at the Eighth Grade of SMPN 25 Makassar.*** Dibimbing oleh Hj. Restu January Hamid and Ulfah Syam.

Penelitian ini ditujukan untuk mengetahui peningkatan pemahaman membaca siswa dalam teks narasi dengan menggunakan strategi story grammar.

Penelitian ini menggunakan Penelitian Tindakan Kelas. Sampel penelitian ini adalah siswa kelas VIII-8 di SMPN 25 Makassar pada tahun akademik 2016/2017. Dalam penelitian ini digunakan teks narasi untuk memperoleh data mengenai kemampuan siswa dalam pemahaman membaca.

Hasil analisis data pada siklus I diperoleh nilai rata-rata siswa adalah 66.15%, namun setelah mengevaluasi pada siklus II peningkatan pemahaman membaca siswa menjadi 90.38%. Dari temuan ini, peneliti membuat kesimpulan bahwa dengan menggunakan strategy story grammar dapat meningkatkan kemampuan membaca siswa kelas VIII-1 SMPN 25 Makassar.

**Kata Kunci :** pemahaman membaca, teks narasi dan strategy story grammar.

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In the name of the father and of the son and holy spirit Amin, the writer raises to the almighty Allah for the blessing and mercy so the writer could to finish this skripsi. Thanks to God were addressed to final chosen, religious messenger.

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In addition, The writer realizes this skripsi still far from perfection. So, the writer welcome respects to reader's criticism and suggestion. Finally, The writer hopes this skripsi can be useful for the reader May the almighty God bless all of them. Amin.

Makassar, 31 July 2017

The writer

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## CHAPTER 1

### INTRODUCTION

In this chapter the Researcher explains about the background, research question, objective of the research, significant of the research, scope of the research.

#### **A. Background**

Language is one of essential mean in human life. It means that, language as one of important communication mean to differentiated human and another creature in the world. In social relation, everybody could share one another by using language. Language can gave biggest improving for human life in every aspect of their activities. By language human can be express everything that they was said to the other. Language is used to express our purpose to the other can be done by verbal and non verbal language.

We know that the english language as means of international communication and it becomes more important nowadays. Therefore the government of indonesia places this language. In the curriculum not only the secondary schools, senior high school but also at in universitas or institutes. English as a foreign language involve four skills in language learning, they are: reading, listening, speaking, and writing. Beside the four language skills above,

Reading is an important skill which has an important contribution to the success of learning language. At every educational level, reading is a powerful tool for academic success because it provides students with access to information (Alderson, 2000:32).

Reading skills are an important tool for students to become academically successful. It appears that effective reading comprehension can take place only if readers actively interact with the text (Flowers, 2010:1).

Reading is a flexible for the students, because they can get information from the text they have read. Reading also is an active process identifying important ideas comparing.

The definition of reading is development process the first stage learning is sound-symbol correspondences, either directly or by reading aloud sentences and the words sentences pattern in new combination (Allen: 2003: 24) reading consists of some strategies to help the reader evaluate and understand the content of the material.

Reading comprehension is a complex process: the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. The more background information related to the text the reader possesses, the easier it is for him or her to understand the text. When reading the text he or she activates the previous knowledge about the topic. Moreover, each text is unique as regards the structure of the text, its

genre, vocabulary, and language. Several factors influence a reader's interaction: how easy the text is to read, how accurately it follows the conventions of its genre or structure, the language it is written in, and even the type and the size of font, (Blair-Larsen & Vallance, 2004:37). The mental process behind reading comprehension is an important aspect to teaching usable strategies to students because it allows the instructor to analyze which techniques will be most beneficial to learners.

Van den Broek and Kremer (2000:31) point to two textual qualities that influence a reader's comprehension level: content and structure. Amongst all reading strategies, awareness of text structure is of a paramount significance for the reader to know in order to be a successful reader. Identifying text structure is one of the influential reading strategies that is categorized as –while reading strategy. Applying this strategy would pave the way of expository text comprehension for the learners in reading classes.

Those cases were quite problematical and should be solve because they can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improve soon. As the effect, they will be continuously difficult to understand any other texts. Furthermore, they cannot pass the minimum passing grade determined by school. In this case, a teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension.

The teacher arrange a suitable and interesting strategy relate to students' condition. This strategy will expecte to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes (Watkins et al, 2002 in Afifah, 2011).The teacher and the researcher tried to find out an appropriate strategy to develop students' reading comprehension better that was through Story Grammar which considered as one way of reading comprehension strategies toward narrative text.

Story Grammar Strategy is use to comprehend a narrative story. Story Grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story (Dimino, 1990:19). In addition, Schmitt (1986:270-271) states that Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important informations of the story by using an organizational framework. So, Story Grammar can develop reading comprehension of a story.

Story Grammar strategy was chosen because based on the previous research of some researchers, this strategy has proven effective to improve the students reading comprehension. It is an effective strategy to build students' cognitive ability at independent learning in reading comprehension.The students are guided to find out the important information by using organizational framework of Story Grammar. They

can use the framework as a foundation to answer the questions related to the story. Thus, the researcher was confident enough that this strategy would effectively work to solve the problem.

There are several previous researches which found that Story Grammar is an appropriate strategy to improve students' reading comprehension. Mulyati (2011:1) conducted a research entitled "Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs Miftahul Mubtadiin Muncar Banyuwangi)" The result is the Story Grammar strategy was successful in improving the students' reading comprehension of narrative texts. She recommended to use Story grammar strategy in teaching reading comprehension of narrative text. Then, Putra (2013:1) conducted a research entitled "The Effect of Story Grammar Strategy toward the Eighth Graders' Reading Comprehension at Junior High School 11 Jambi". He found that story grammar strategy helps the students to improve their score in comprehending narrative and recount texts.

From those two classroom action researches about Story Grammar strategy, it can be seen 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, the researcher conducted a research entitled "Improving Students' Reading Comprehension on Narrative Texts



by Using Story Grammar Strategy at the eighth grade of SMPN 25 Makassar”.

### **B. Research Question**

Based on the background of the problem above, the researcher identified several problems in teaching. Does using story grammar strategy improve students' reading comprehension on narrative texts at the eighth grade of SMPN 25 Makassar?

### **C. Objective of the Research**

Referring to the research questions, the objectives of this research are: To explain the extent to which the Story Grammar strategy can improve students' reading comprehension on narrative texts at the eighth grade of SMPN 25 Makassar.

### **D. Significant of the Research**

This research is expected to give two contributions: theoretical and practical contributions. Theoretically, the result of this research will enrich the theory of teaching reading through Story Grammar strategy. This research can be used as the references for those who want to conduct are search in improving English reading comprehension. Furthermore, for the next researchers who conduct the Story Grammar strategy to improve reading comprehension in other areas or scope.

Practically, the result of the research will serve as an alternative strategy for teachers in teaching reading in junior high school and also for the students in improving their reading comprehension.

### **E. Scope of the Research**

This research will focus on the study to improve student's reading comprehension on narrative texts by using story grammar strategy at the eighth grade of SMPN 25 Makassar. Literal comprehension here covers main idea and detail. Reading comprehension here means that the students proficiency to understand the narrative text, answer the question and the students searching about orientation, complication, and resolution from the narrative text.

## CHAPTER II

### LITERATURE REVIEW

in the second chapter, the Research explains about Some Previous Related Research Findings, reading comprehension, narrative text, story grammar strategy, previous research, conceptual framework.

#### **A. Some Previous Related Research Findings**

There are some researchers who conducted research by using Story Grammar strategy in reading comprehension. This research find techniques that are more efficient, and easy in teaching learning process:

First, Mulyati (2011:1) conducted a research entitle *“Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs Miftahul Muftadiin Muncar Banyuwangi)”*. The objective of this research was to describe how the Story Grammar strategy can improve the eighth graders' reading comprehension of narrative text at MTs Miftahul Muftadiin Muncar. The subjects of the research were the eighth graders of second semester (VIII-3) of MTs Miftahul Muftadiin Muncar in the 2010- 2011 academic year. This research was conducted in two cycles. The implementation of the action encompassed three meetings in Cycle 1 and two meetings in Cycle 2. The comparison of the result of reading comprehension in the preliminary study and in Cycle 2 indicated that 21 students reached gain score of  $\geq 20$  points. Dealing with the students' interaction, it also seemed

that students were enthusiastic and actively involved in all activities. The result of this research shows that the story grammar strategy was successful in improving the students' reading comprehension of narrative texts.

Second, Putra (2013:1) conducted a research entitled "*The Effect of Story Grammar Strategy toward the Eighth Graders' Reading Comprehension at Junior High School 11 Jambi*". The aim of this research was to investigate the effect of story grammar strategy toward the eighth graders' reading comprehension at junior high school 11 Jambi. The method used in this research was quasi-experimental method that used pre-test & post-test and non-equivalent control group design. The population of this research was all eighth grader of junior high school 11 Kota Jambi in academic year 2012- 2013. The result of this research shows story grammar strategy helped the students to improve their score in comprehending narrative and recount texts.

Based on those two studies, it can be concluded that Story Grammar strategy is an effective strategy to teach in the classroom, especially in reading activity. In teaching reading, a teacher usually gives some texts to the students and asks students to answer some questions. But through varieties activities in the classroom, it can warm up classroom atmosphere. Story Grammar strategy is one of strategy which can be implemented in the classroom activity. It is effective to motivate students.

We can see from the both studies, Story Grammar strategy can increase students' ability in reading.

## **B. Some Partinent Ideas**

### **1. Theories of Reading**

#### **a. Definition of Reading**

Reading is to motivate and fluent coordination of recognition and comprehension. Reading is an active cognitive process of interactive with printing and monitoring comprehension to establish meaning.

The definition of reading is development process. The first stage learning is sound-symbol correspondences, either directly or by reading aloud sentences and the words sentences pattern in new combination, Allen (2003: 24).

Another Burn (2004: 10) also cites that reading is thinking process. In this extent reader must be able to use the information to made inferences.

According to Kustaryo in Alahya (2013: 24), reading comprehension in understanding what have been read. Thinking process that depends not only on comprehension skill but also the students experiences and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationship among word and concepts, organizing writer purpose.

Recognition of various written symbol, simultaneous association of these symbol with exiting knowledge and comprehension of the information and ideas communicated.

Reading also as an active process of with comprehension to establish the meaning, tries to identification and recognition of printed or written symbol and can build our experience about something.

Mansur (2000: 23) define reading as active cognitive process of interaction with print and monitoring comprehension of establish meaning, the readers from a preliminary expectation about the material, the select, the fewest, must productive cues necessary to confirm or reject this expectation.

The National Council of Teacher of English (NCTE) Commission on Reading (2004:2) states:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime.”

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

#### b. Reading Process

There are three models of reading process namely : Bottom – up model, top-down and linteractive model.

Eskey in simanjuntak (2008: 20) denotes that the bottom-up of reading process is reading a precise involving exact, detailed sequential perception, and identfication of letters, words, spelling patterns and larger language unit. This model assumes that a reader proccsed by moving his first talking in letter, combining these to the words. The combining of these two from the phrase, clause, and sentence of the text.

The top- down model of reading process deals with the general nation of the reading as the reconstruction of based on a skill sampling of the text and such specific nation as the used of the linguistic redundancy. The crucial role of prior knowledge in prediction and the necessity for a reading a reasonable rate in larger, more meaningful chunk of text. This model involves and interaction between though and language.

This interactive model of reading process deals with a particular type of cognitive behaviour. Which based on certain kinds of knowledge which from a part the readers cognitive structures.

### c. Levels of Reading

Levels of reading comprehension were originally described Burns in Lutfiah (2003: 16) states three levels of reading skills. that were:

#### a) Independent Reading Level

This is the highest level at which the students can read easily and fluently without assistance. With few words recognition errors, and with word comprehension and recall.

#### b) The Instructional Reading Level

In this level students can do a satisfactory reading provided. He or she receiver's preparation and supervision from the teacher. In this level, word and comprehension and recall were satisfactory.

#### c) The Frustratingly Reading Level.

The level at which the students reading skill breakdown, fluency disappears, word recognition errors were how amorous, comprehension is faulty, recallis sketchy and sign of emotional tension and discomfort become evident.

### d. Types of Reading

According to wood in Irawati (2008:28) indicate the types of reading were important categories as follow :

#### a) Skimming

The eyes run quickly, over the text discover what about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This



something called previewing, when the reader glances quickly through a news paper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes through a particular passage such as a news paper article merely to get the gist.

b) Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date static, or fact in writing. The eyes start quickly at the lines of writing.

c) Intensive reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the research concludes that there are three types of reading in reading skill. Those was essential for the students to read story or passage easily.

e. The Purpose of Reading

Reading is an activity with a purpose, someone may read for many reasons from instance to gain information of very exciting knowledge, or in order to critique a writer's ideas or writing style a person may also read for enjoyment, or to enhance knowledge of the language being read (Nuttal: 2000: 198)

The purpose for reading determines the appropriate type and level of comprehension. When reading for specific information, students read to

ask themselves, have I obtained the information I was looking for? When reading for enough understanding (intensive reading) students need to ask themselves do I understand the story line? Sequence of ideas well enough to enjoy reading this? When reading for through understanding (intensive reading) students need to ask themselves do I understand each main idea and how the author support it? Does what aim reading agree with my prediction, and if not, how does it differ? Reading really do not read unless.

They have a reason for reading, and in order to see it is meant by this he give three question :

- a. What sort of text each one comes (e.g., time table, novel)
- b. Why might be read (e.g., for pleasure)
- c. How it might be read (e.g, slowly)

For the three questions the reader would generally have no can salvos reason. For reading this, as seeing and reading would occur at the same in the case of effective reading, such involuntary reading is not an important aim for the foreign language learner thought. There maybe times he need to read single words rapidly for a purpose.

The second questions, the reader would not read all of this, but I look for particular train time. The last questions, these would be read for information. If the person was using the machine for the first time, he would probably read it all carefully and slowly, perhaps checking back from time to time.

#### f. Goals and Techniques for Teaching Reading

Teachers want to produce students who, even if they do not have complete control of grammar or an extensive lexicon, can fend for themselves in communication. Situations in this case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant information, and tolerate, less than word by word comprehension.

Byrnes in Luthfia (2008: 12) states that to accomplish this goal instructors focus on the process of reading rather than on its product.

- a. They develop students' awareness of reading strategies by asking students to think and talk about how they read in their native language.
- b. They develop students to practice the full repertoire of reading strategies with discovery reading tasks. They encourage students to read and how they have a discovery purpose for reading by giving students some choice of reading learning.
- c. When working with reading tasks in class, they show students the strategies that will work best for reading assignments. They explain how and why students should use the strategies.

#### g. Requirement of reading text

It may be better to use proffered material. However, reading text is important to the students. One difficulty is that teachers often have different views from their students on the general appeal and interest of reading text. It is important that a teacher does not show open disapproval of

reading text. Students tend to look reading text if the teacher is enthusiastic  
Ismail (1999: 186).

Ramirez as cited in (Ismail : 1999: 188) states that a reading text should :

- a. Serves as vehicle specific language structure and vocabulary
- b. Offer the opportunity to promote reading key strategies
- c. Present content that is familiar and of interest to the learners
- d. Correspond to the appropriate language level
- e. Be exploitable in the classroom by reading to broad range of language activities.

Based on explanation above, the research concludes that there are five requirement of reading text in reading skill. Reading text is important to the students. Those was essential for the students to read story or passage easily.

## **2. Theories of Reading Comprehension**

### **a) Definition of reading comprehension**

RAND (Reading Study Group) (2002: 11), state that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In classroom of students' reading activities, they are able to explore the potential that exists them selves in reading activities. The meaning of the text will be easy to know when they are expending the

thoughts in writing. To achieve it, the comprehension ability in reading is need.

Meanwhile, reading comprehension divided into three reading comprehension levels (Allonzo, et al, 2009:349) States:

- 1) In the literal comprehension level, reading comprehension occurs when readers recognize the form of words and the meaning so that the explicit information can be understood.
- 2) in inferential comprehension level, Reading comprehension is defined as an activity to understand whole text and to guess author's idea.
- 3) in evaluative comprehension level, reading comprehension is define as an activity to relate reader's knowledge and author's knowledge in order to make a new experience of understanding.

The purpose of pre-reading stage is to build the students' knowledge of the text and to motivate the students to Read. It is needed to focus the students' attention. To focus the students' attention, can be done by using a picture, asking some questions and analyzing word association. Then, the teacher could motivate the students by providing interesting texts. It will be difficult because each student has different interests. The different interests are caused by age, sex and cultural background. In this case, the teacher can motivate a class by some anticipation.

In whilst reading stage, the students read the text and try to understand both literal and implied meaning of the text. This activity can include identifying the main idea, finding details in a text, following a

sequence, inferring from the text, recognizing the writer's purpose and attitude, recognizing discourse features, and the teacher's role is to help both individual learners with their particular difficulties and the whole group.

The purpose of post reading is intended to review the content of the text. In this stage, the students work on bottom-up concerns such as Grammar, vocabulary and discuss features and consolidate what has been read by relating the new information to the students' knowledge, interest and opinion. The activities of this stage, for example the teacher asks some questions for evaluation, asks the students to write a Summary of the text, asks them to retell the essence of the text. There are two approaches that can be applied in the process of reading. The approaches are called bottom-up and top-down. Bottom up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some of order on the signals.

The purpose of reading also determines the appropriate approach to reading comprehension. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the

vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

#### b) Developing Reading Comprehension

In addition, Grabe (2002:9) stated that the objectives of reading into several points, they are as follows: 1) Reading to search information, 2) Reading to skim quickly, 3) Reading to learn (from text), 4) Reading to write (or search information needed for writing), 5) Reading to analyze the text, and 6) Reading for general information. Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read.

Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading that help people to: 1) Improve their vocabulary, 2) Increase their reading speed, 3) Improve their comprehension, 4) Improve their writing, 5) Gain more knowledge, and 6) Find the examples of many different ways people speak and write.

Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for

practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery (Richards,2001:192). Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it.

In addition, Nunan (2003:69) states that there are eight aspects to teach reading, they are: 1) exploit the reader's background knowledge, 2) build a strong vocabulary base, 3) teach for comprehension, 4) work on in creasing reading rate, 5) teach reading strategy, 6) encourage readers to transform strategies into skills, 7) build assessment and evaluation into your teaching, and 8) strive for continuous improvement as a reading teacher.

Based on the opinions above, there are many aspects influence in successful teaching reading. Firstly, the teacher will choose appropriate material related to the students' background knowledge and teach effective strategies on reading for them. Next, it will also inform and explain the strategy of reading efficiently and effectively. So, the students will have better reading comprehension with effective and efficient strategies. Finally, the teacher can also make appropriate assessment and evaluation toward the students' comprehension.

### **3. Narrative text**

Narrative text is one of English text types. narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social

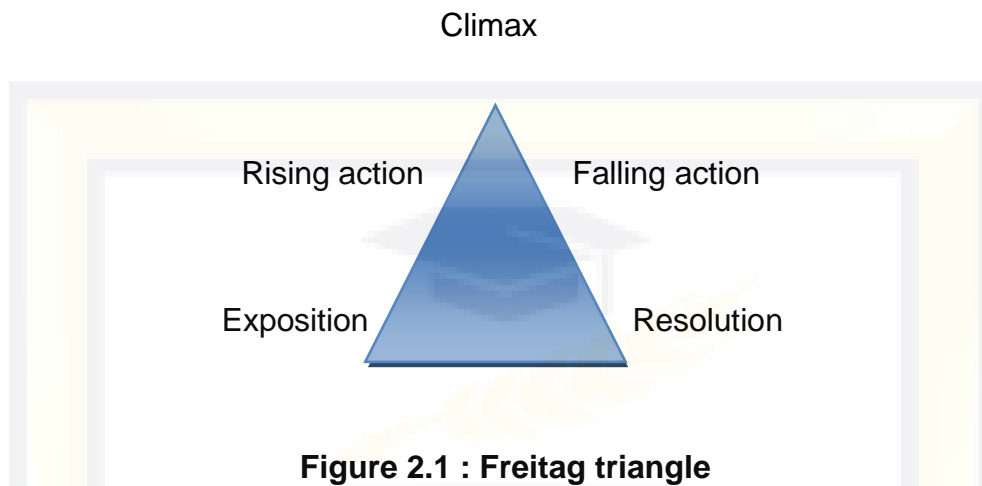


opinions and to show the moral of a story. According to Porter (2002:12) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005:52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels depict numerous episodes of action while short stories may only contain a few or even one episode. Nevertheless, both relate a causal chain of events: each event in the story leads to another, as the protagonist, or main character, tries to reach agoal or solve a problem.

A narrative text consists of some steps. Neo (2005:2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



That picture is known as the Freitag triangle. The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of: (a) the composition, it establishes the characters and situation. (b) Rising action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when problem/conflicts demand something to be done about them. (d) Felling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome. (Neo, 2005:2)

On the other hand, An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This

complication will involve the main characters and often serves to (temporally) toward them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.

There are language features of narrative text. The language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Besides that, the reader usually found direct and indirect sentences in narrative text and the writer uses past tense ; simple past, past continuous and past perfect tense.

In addition, there are some types of narrative. They are humour, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Neo,2005:58). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

#### **4. Story Grammar Strategy**

Story Grammar strategy is one of reading comprehension strategies of graphic organizer to comprehend narrative texts. According to Dimino

(1990:19), Story Grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story. By using Story Grammar, the important information can be comprehended.

Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. As Schmitt (1986:270-271) stated that Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important informations of the story by using an organizational framework. In addition, Story Grammar can be used as a foundation to answer the questions related to the story (Dimino et. al, 1990:32).

Then, Mahmoud (2010:75) also explained benefits of the Story Grammar strategy. It can be used at all levels. This strategy is not only can improve reading comprehension, but also can enhance students' vocabulary, writing, and imagination. Then, it can motivate students to be proud with their work. It is appropriate to be used for students who work individually, pair, group or the whole class discussion. Furthermore, the information in framework based on the assignment. So, Story Grammar is very helpful.

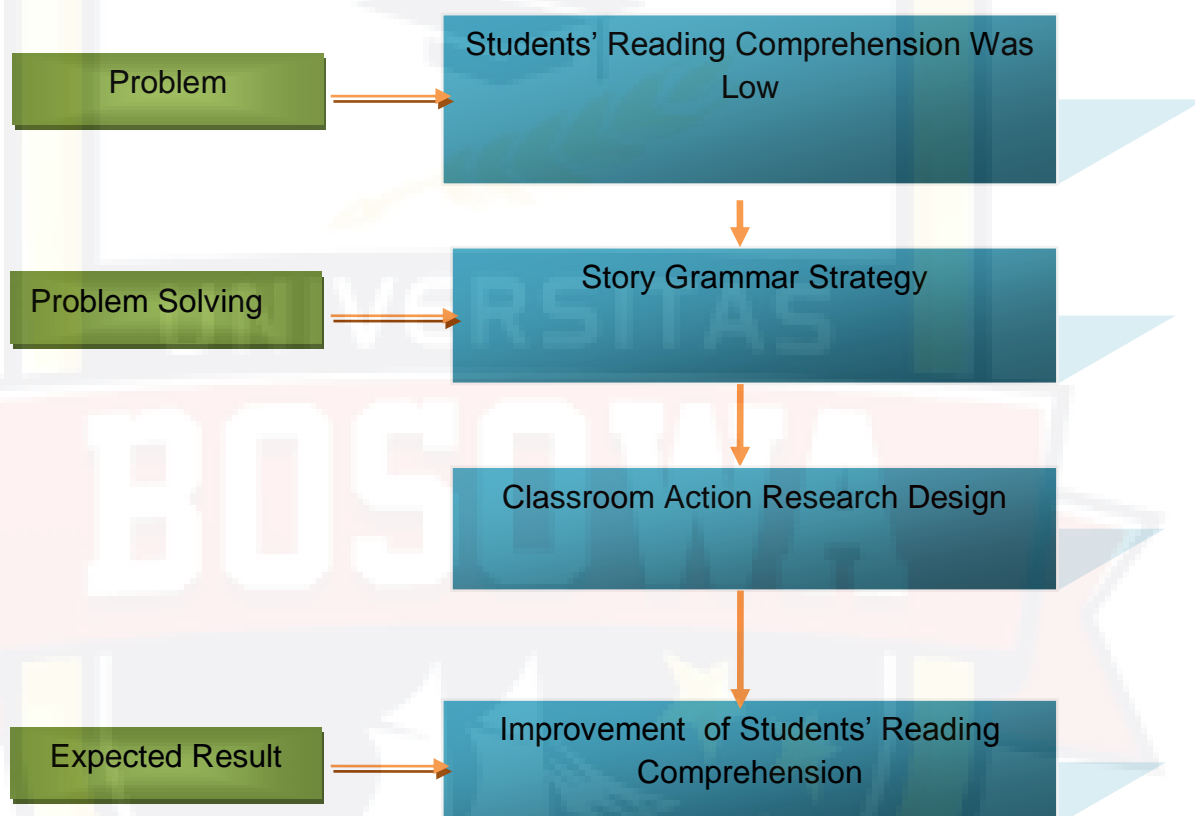
There are six steps of applying Story Grammar strategy. According to Short (1984:76), the steps are develop and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. The teacher

can develop the teaching learning activities and media based on his/her creativity. So, the strategy will be given motivation the students to learn reading a text better.

The teacher can start to develop and activate background knowledge of the students by showing a picture related the story and asking some questions related the topic. The teacher shows the format of Story Grammar on a whiteboard, explain the using of Story Grammar strategy to the students, explains how this strategy can help them in their reading comprehension and model how to apply this strategy. The teacher asks the students to read a narrative story, the story depends on students' level. After reading the story, the teacher asks the students to construct their own Story Grammar. The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using pictures or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information of the text and after that compare with other groups. The teacher controls the discussion and explain more about narrative text, generic structure and feature language. Then, the students answer the questions related the story using the information in Story Grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

### C. Conceptual Framework

Based on the theories, the researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure.



**Figure 2.2 : Conceptual framework**

The problem of this research is the low of students' reading comprehension. The students found difficulties to comprehend the text. The researcher use Story Grammar Strategy to solve this problem. Story Grammar Strategy is divided into six activities, they improvement of students' reading comprehension background knowledge, discuss the

strategy, model the strategy, memorize the strategy, support the strategy, and independent performance.

The researcher start to develop and active at background knowledge of the students by showing a picture relate the story and asking some questions relate the topic and then explain about narrative text, generic structure and feature language The researcher show the format of Story Grammar on a whiteboard, explained the using of Story Grammar strategy to the students, explained how this strategy could help them in their reading comprehension and modeled how to apply this strategy. The researcher asked the students to read a narrative story, the story depended on students' level. After reading the story, the researcher asked the students to construct their own Story Grammar. The students applied this strategy based on the organization of Story Grammar and the researcher guided the students, for example by using pictures or guided question to support this strategy. Besides, the students were divided into some groups to discuss the information of the text and after that compared with other groups. The researcher controlled the discussion. Then, the students answered the questions related the story using the information in Story Grammar. Last, the researcher evaluated the student's success through assessing increases in achievement.

Story Grammar strategy conduct in cycle 1 and cycle 2. This strategy expect can improve students' reading comprehension of narrative texts.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In the second chapter, the Researcher explains about research subject and time, research design, instrument of the research, procedure of the research, technique of collecting the data, and technique of analyzing data.

#### **A. Research Subject and Time**

The subject of this research was the students at the eighth grade of SMPN 25 Makassar in 2016/2017. It was located at Jln. Sanrangan Kom. BTN Dwi Darma' Sudiang, 60 minutes by using amotorcycle from Bossowa University.

This research was conducted at 24 until 29 July 2017.

#### **B. Research Design**

The research was classific as Classroom Action Research. Mettetal (2001:13) stated that a classroom action research was a method to find out the best strategy or technique in the classroom in order to improve students' skill. It means that to got the data and information that were needed, the researcher did the research by herself in the classroom. In doing this research, there searcher was helped by a collaborator to help defining and exploring certain problems and needs in the classroom. The researcher acted as a real teacher who taught reading to the students by using story grammar strategy. The collaborator acted as an observer who



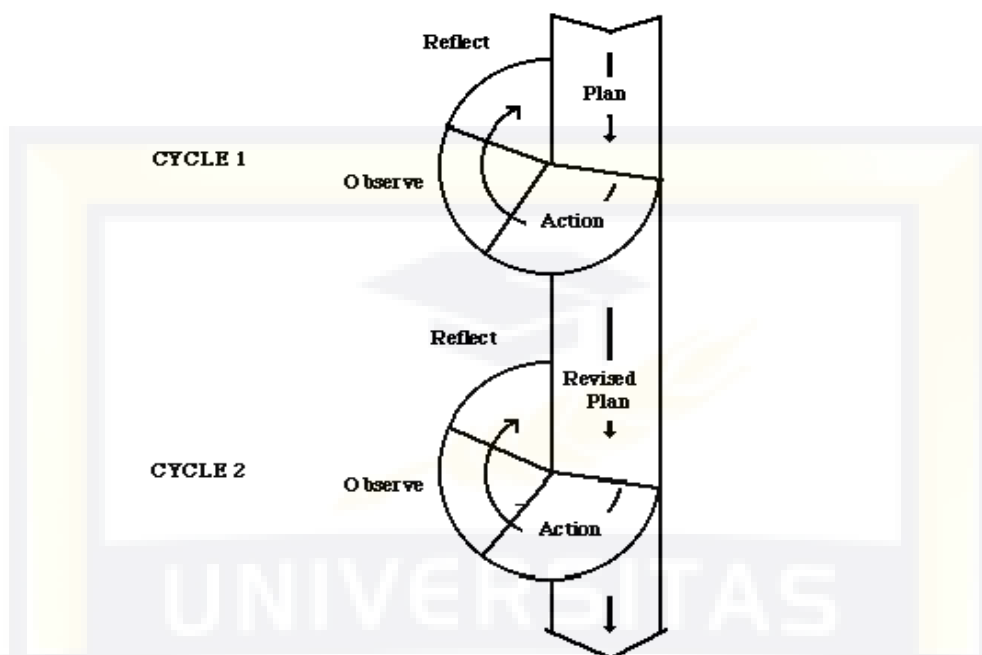
observed the researcher who apply Story Grammar strategy in improving students' reading comprehension.

### **C. Instrument of The Research**

The test was conducted to measure the students' reading comprehension after Story Grammar strategy has been taught. The test materials were based on the curriculum and syllabus. The test was given at the end of each cycle. In designing the test, the researcher was helped by the English classroom teacher of SMPN 25 Makassar as a collaborator. The test was taken from English textbooks and internet which containing of 30 multiple choice items of narrative text.

### **D. Procedure of the Research**

The design of classroom action research use in this study was a cyclical process which consist of four steps by Kemmis and McTaggart (in Burns, 2010:39), can be seen in the following figure.



**Figure 3.1: Model classroom action research (Kemmis and McTaggart, 2010:39)**

**a. Cycle 1**

In this action research, the researcher used steps as Kemmis and McTaggart stated : Plan, Action, Observe And Reflect.

**1. Plan**

The activities in the planning were preparing materials about narrative text, making lesson-plan, English workbook, and media to support the teaching-learning process.

The lesson plan was design for the first, second and third meeting. While designing a lesson plan, the researcher selected narrative texts that

used in teaching. The researcher prepared students' work sheet and students' answer sheet.

## 2. Action

In action, for teaching and learning process especially in reading activity based on the lesson plan with Story Grammar strategy. There were three meetings for each cycle. In the first meeting, the researcher introduced the narrative text for the students, explained them about what is narrative text, the purpose, generic structures, and language features. Then, the researcher introduced the Story Grammar strategy and how it worked. After that, the researcher gave an example of narrative text and asked the students to find out some unfamiliar words.

The researcher and the students discussed and completed the story grammar together. The students were divided into four group, they answered the questions with their group. Then, in the second meeting the researcher applied the Story Grammar strategy to help reader improve their reading comprehension. The researcher start to develop and activate background knowledge of the students by showing a picture related the story and asking some questions related the topic. The researcher showed the format of Story Grammar on a whiteboard, re-explained about narrative text (past tense) and the using of Story Grammar strategy to the students, how this strategy could help them in their reading comprehension and how to apply this strategy. Besides, the students were divide into groups off our, the researcher ask the students to read a

narrative story and found some unfamiliar words. After reading the story, the students worked in group, applied this strategy based on the organization of story grammar and the researcher guided the students by using pictures and guided question to support this strategy.

Then, the students found the past tense in the text and answer the questions related the story using the information in Story Grammar. After that, they compared with other groups and the researcher control the discussion. Last, there searcher evalu at the student's success through assessing increases in achievement. In the third meeting the researcher gave a reading comprehension test for the students. The result of reading comprehension test at the end of cycle 1 was used in the reflect step.

### 3. Observation

In this phase, the students'.

- a. Students' participation and respond during teaching and learning process.
- b. Students' competence reading of narrative text.

### 4. Reflection

After the colecting the data, the researcher evaluate the teaching learning process. Then do reflection by seeing the result of the observation, the teaching learning process of improve reading comprehension thrugh story grammar strategy reaches criteria based on the narrative text result of first action.

## b. Cycle 2

Like as cycle I, cycle II also consist of planning, action, observation, and reflection as follows:

### 1. Planing

In this phases, the researcher was made the lesson plan by applying story grammar strategy and observation sheet.

### 2. Action

- a. The researcher was apply story grammar strategy in the class.
- b. The researcher selected the materials, problems/tasks.
- c. The researcher asked for the students' to read a narrative text.
- d. The researcher helped and clarification the tasks.
- e. The researcher checked students' understanding of the problem to be solved.
- f. The researcher stimulate interaction between students' and students'
- g. The researcher and students' discussed on narrative text.
- h. Then the students' was given the text to each material

(Suherman, et al : 2001)

### 3. Observation

In this phase, the students'.

- a. Students' participation and respond during teaching and learning process.
- b. Students' competence reading of narrative text.

#### 4. Reflection

After the collecting the data, the researcher evaluate the teaching learning process. Then do reflection by seeing the result of the observation, the teaching learning process of improve reading comprehension through story grammar strategy reaches criteria based on the narrative text result of first action.

In this second cycle, the researcher was made conclusion of the apply story grammar strategy improve students' reading comprehension at the second grade of SMPN 25 Makassar.

#### **E. Technique of Collecting the Data**

In completing the data, the next step of this research in collecting the data. The function of the data collecting was to determine the result of the research. The technique of data collection done in this research is as follows:

Test : the researcher was given reading test to the students' in order to know their improvement the type of reading test wich was use in this research in discussion.

#### **F. Technique of Analyzing Data**

The data from cycle 1 and cycle II was analyzed through the following steps:

1. The score the students' answer of test the writer used formula.

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$$

(Harmer In Risnawati, 2011:37)

2. Calculating the mean score of the students' reading text by using the following formula.

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$  = the mean score

$\sum x$  = the sum of all score

N = the number of students

(Gay, 2006: 302)

3. Giving score of students' reading by used the following classification :

The assessment of students' competence

Classification	Score	Criteria
Excellence	9-10	No or one error of exercise
Very good	7-8	Two-three errors of exercise
Good	5-6	Four-five errors of exercise
Poor	3-4	Six-seven errors of exercise
Very poor	1-2	Almost all errors of exercise

(Suharsimi in Arikunto, 2006: 24-26)

#### 4. Scoring competence

The analyzed the data by applying percentage technique through the following formula:

$$P = \frac{FQ}{N} \times 100 \%$$

Where :

P = percentage of questionnaire

FQ = the frequency of item

N = total number of student

(Gay in Islamiah, 2009: 27)

#### G. Indicator of Success

This research has two indicators to measure the successful of the research as the following:

- 1) The used of Story Grammar Strategy can improve students' reading comprehension score which was shown by at least 60% of the students in the class reach the score  $\geq 70$ .
- 2) The factors influenced the changes of students' reading comprehension score (students' interest, participation and attention) were found during implementation of story grammar strategy which was proven by the observation checklist and field notes, and interview.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension by using story grammar strategy and data collected through observation and evaluation to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

#### **A. Findings.**

The result of the finding indicated that teaching reading comprehension on narrative text by using story grammar strategy can improve the students' achievement in literal comprehension. The further interpretations of the data analysis were given below:

#### **Cycle I**

##### **1. Planning**

In cycle I, the writer made the lesson plan before doing classroom action research, the writer prepared a set up of equipment it learning such as, lesson plan, then the writer observed all the students' about the content of the whole of the text to know the students' ability in reading.

## 2. The implementation

In this step the writer entered to the class and introduced the material to the students' and asked for the students' to read a text. During the learning process, the students' showed their interest by taking part on the learning process. The writer and students' discuss the text. Then the students' were given the text to each material.

## 3. Result

The result of the test indicated that some of students' can not answer the question correctly. Based on the observation to the students', the problem was in cycle I was show, the content of the test is too long while the time was limited.

The rate percentage of the students' score was contained through the test, in order to know the students' reading comprehension on narrative text by using story grammar strategy.

## 4. Reflection

Based on the data presented in above, it can be stated that the implementation reading comprehension by using story grammar strategy, skill reading was not success fully yet. The criteria of success were if the means score of the students' 70. In terms of the students' activeness in the activity. The result of the observation showed that some students' can not do it well. Besides they did not like the of kind reading comprehension, they also looked confused in findings the correct answer because the writer gave the test with limited time.

Although some students' showed their ability and motivation, the cycle II needed to be conducted. This was done because some students' got score under the determined standard. The cycle II was conducted to find the appropriate strategy in improving students' reading comprehension by using story grammar strategy.

**Table 4.1. The Students' Gained Score in Cycle I**

NO.	STUDENTS' INITIAL	Cycle I		SCORE
		MAIN IDEA	CONTENT	
01.	A.D.K	20	30	50
02.	A.Z.M	20	30	50
03.	B.K.S	30	30	60
04.	D.G.P	30	20	50
05.	D.Y.P	30	30	60
06.	D.A.U	30	30	60
07.	F.M.A	30	20	50
08.	M.W.N	30	30	60
09.	MN	30	30	60
10.	MF	30	20	50
11.	M.I.L	30	30	60
12.	M.N.A	30	30	60
13.	MN	30	20	50
14.	M.R.P	20	30	50
15.	M.S.M.M	20	30	50

NO	STUDENTS' INITIAL	CYCLE I		SCORE
		MAIN IDEA	CONTENT	
16.	R.L.T	30	30	60
17.	A.S	30	20	50
18.	A.N	20	30	50
19.	A.S.A	30	30	60
20.	A.N.Z	30	20	50
21.	C.S.W	20	30	50
22.	D.A	30	20	50
23.	M.H	30	20	50
24.	M.	20	30	50
25.	N.	30	30	60
26.	S.N	30	30	60

Source : SMPN 25 Makassar

**Table 4.2. The Rate Percentage of Cycle I**

No.	Classification	Score	Cycle	
			Frequency	Percentage
1.	Excellent	90-100	-	
2.	Very good	71-80	-	
3.	Good	60-70	11	42.30
4.	Poor	40-50	15	57.69
5.	Very poor	0-30	-	-
<b>Total</b>			<b>26</b>	<b>100</b>

Source: SMPN 25 Makassar

Based on the data of the research in students' main ideas in indicated that some students' still lack of main idea in cycle I, where as in classification cycle I there were 15 (57,69) got poor, 11 (42,30) got good. Therefore, after evaluation in cycle I and Cycle II, there was a significant improvement of students' that shows clearly in the table after taking an action in two cycles by using story grammar strategy.

The following table showed the percentage of students' in achievement in reading comprehension by using story grammar strategy is significant. It was supported by the result of test value in cycle I the mean score of the cycle I as follow:

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{1410}{26} \\ &= 54.23\end{aligned}$$

## **Cycle II**

### **1. Planning**

For the cycle II, the learning plan implements on meeting and used 120 minutes. The writer made the lesson plan by applying story grammar strategy and prepared RPP, attendance list and students' work paper and gave explanation about material general. In this cycle, the writer still used reading comprehension to do the test, but using different strategy from cycle I.

The strategy applied was the writer gave more time and motivation of how to read the text reading comprehension.

### **2. Implementation**

As the same previous activities there were activities done the writer such as observed and seen students' work paper. In the second meeting the students became more relaxed and they began to the lesson reading teks. They were not afraid when they can memorize some of the words or phrases in the text. Furthermore, they can answer the question easy and correctly.

### **3. The Result**

The result of observation showed that most students' were very active and serious doing their taks. Before the time given was over, all students' submitted their taks. When they were can answer the question correctly and also stated that they and erstood the task and materials reading.

**Table 4.3. The Students' Gained Score in Cycle II**

NO	STUDENTS' INITIAL	CYCLE II		SCORE
		MAIN IDEA	CONTENT	
01.	A.D.K	60	40	100
02.	A.Z.M	30	40	70
03.	B.K.S	50	40	90
04.	D.G.P	60	30	90
05.	D.Y.P	60	30	90
06.	D.A.U	60	40	100
07.	F.M.A	60	40	100
08.	M.W.N	40	40	80
09.	M.N	40	40	80
10.	M.F	40	40	80
11.	M.I.L	40	30	70
12.	M.N.A	40	30	70
13.	M.N	60	30	90
14.	M.R.M	50	30	80
15.	M.S.M.M	60	30	90
16.	R.L.T	60	40	100
17.	A.S	60	40	100
18.	A.N	60	40	100

NO	STUDENTS' INITIAL	CHYCLE I		SCORE
		MAIN IDEA	CONTENT	
19.	A.S.A	40	60	100
20.	A.N.Z	30	60	90
21.	C.S.W	40	60	100
22.	D.A	60	40	100
23.	M.H	40	50	90
24.	M.	40	50	90
25.	N.	50	50	100
26.	S.N	50	50	100

Source: SMPN 25 Makassar

The percentage of the students' in cycle II reading comprehension.

The application of story grammar strategy in improving students' contents in reading comprehension could be seen the difference clearly by considering the result of students' test in cycle I and cycle II.



**Table 4.4. The Rate Percentage of Cycle II**

No.	Classification	Score	CycleII	
			Frequency	Percentage
1.	Excellent	90-100	19	73.07
2.	Very good	71-80	4	15.36
3.	Good	60-70	3	11.53
4.	Poor	40-50	-	-
5.	Very Poor	0-30	-	-
<b>Total</b>			<b>26</b>	<b>100</b>

Based on the classification of the research in students' indicated that some of students' in know a little meaningful which relevance with the in cycle I there is significant improvement, where as 11 students' (42.30%) got good and 15 students' (57.69%) got poor. In cycle II, indicated that some of students' have improvement in reading comprehension. In the cycle II there are 19 students' (73.07%) got excellent, 4 students' (15.36%) got very good and 3 students' (11.53%) got good. The mean score of the cycle II.

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2350}{26} \\ &= 90.38\end{aligned}$$

#### 4. Reflection

The whole data above indicates that students' achievement in reading has improved. The result in cycle I is 66.15% it is improved became 90.38% in cycle II. It means that the reading comprehension by using story grammar strategy can improve the students' ability in reading narrative text. In comparison between the result in cycle I and cycle II can be seen in the following table.

**Table 4.5. The Result of Cycle I and Cycle II**

NO.	STUDENTS' INITIAL	SCORE	
		Cycle I	Cycle II
01.	A.D.K	50	100
02.	A.Z.M	50	70
03.	B.K.S	60	90
04.	D.G.P	50	90
05.	D.Y.P	60	90
06.	D.A.U	60	100
07.	F.M.A	50	100
08.	M.W.N	60	80
09.	MN	60	80
10.	MF	50	80
11.	M.I.L	60	70
12.	M.N.A	60	70

NO	STUDENTS' INITIAL	SCORE	
		CYCLE I	CYCLE II
13.	MN	50	90
14.	MR	50	80
15.	M.S.M	50	90
16.	R.L.T	60	100
17.	A.S	50	100
18.	A.N	50	100
19.	A.S.A	60	100
20.	A.N.Z	50	90
21.	C.S.W	50	100
22.	D.A	50	100
23.	M.H	50	90
24.	M.	50	90
25.	N.	60	100
26.	S.N	60	100

The result of observation of students' activeness in teaching and learning process toward the application of story grammar strategy in improving students' reading comprehension at eighth grade of SMPN 25 Makassar in class VIII-A 26 Students' which were conducted in 2 cycles during 4 meeting were taken by the observer through observation sheet. It could be seen clearly through the following table.

**Table 4.6 : The Average Improvement of the Students After Cycle I and Cycle II**

No.	Cycle	Average Score	Improvement
1.	I	54.23	36,15%
2.	II	90.38	

The table above explains about the average of students' activeness in teaching and learning process through observation sheet by observe. The table above shows the process of students' activity in each meeting. The percentage of cycle I from the first meeting to the fourth meeting are 42,3%, 57,7%, 65,4% and 73,1%. Moreover, the percentage of the cycle II from the first meeting to fourth meeting are 63,8%, 69,2%, 80,8%, 59,62% and in cycle II is 73,07%. Hence, the improvement of the students' activity is 13,45%. To know the improvement clearly, look at the following that students' observation in learning reading comprehension by using story grammar strategy by students' of class VIII-8 SMPN 25 Makassar. Presented students' situation during teaching and learning process in reading from cycle I to the cycle II. From the table it is know that there is a changing of students situation in learning is 54,23% and the changed to be 90.38%.

### **B. Discussion.**

In this part, discussion deals with the interpretation of findings derived from the result of findings about students' main idea and contents in reading comprehension. The applied of story grammar strategy in

teaching reading comprehension at the class VIII-8 of SMPN 25 Makassar can improved students' achievement and their ability to understand the material of reading comprehension in cycle I and cycle II inside the learning process and KKM in SMP specially English subject is 70.

Before taking a classroom action research by using story grammar the writer hold diagnostic test to measure students' prior knowledge in English reading. After gave diagnostic test, the writer found that students' main ideas at the Eighth grade of SMPN 25 Makassar was very poor, so it must be improved. The diagnostic test score of all students' got very poor. While diagnostic test the students' contents also is very good.

In diagnostic test and cycle I, the students' main ideas in reading comprehension is still poor. Contrary, in cycle II, students main ideas were improving, where as 2 students' (6,25%) got very good, 9 students' (28,12%) got good, 17 students' (53,12%) got fairly good, and 4 students' (12,5%) got fair. In diagnostic test the students' contents is very low. But, in cycle I, students content has improvement, where as, 21 students' (65,62%) got fair, 11 students' (34,37%) good poor. In cycle II, students' has improvement from the cycle I. where as , 4 students' (12,5%) got very good, 11 students' (34,37%) got good, and 17 students' (53,12%) Got fairly good.

To improve students' reading comprehension, writer decided to use story grammar strategy and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle I, the

writer found that students still difficult and confused to comprehend the text. The difficult of students in reading had been analyzed, so the writer had to think solution of the problem. The writer decided to do cycle II by doing revision in the lesson plan. In cycle II, the writer got a good response from students. Students were fair active in the classroom. They can enjoy the teaching and learning process, and their score was improved in cycle II.

The mean score of students' reading comprehension in diagnostic test was 4,81, in cycle I was 6,04, and in cycle II was 7,58. The students' improvement was from diagnostic test to cycle I was 24,30 and cycle I to cycle II was 90.38%. it means that students' reading comprehension improved significantly by using story grammar strategy.

The observation result of students' activeness in teaching and learning process improved significantly by using story grammar strategy in improving students' reading comprehension. It was proved by the improvement of the mean score of the students' activeness in cycle I namely 19,14% became 22,01% in cycle II. It also means that there is improvement of the students activeness in learning reading story grammar strategy.

After doing the research, the write found out that students can improve their reading and making the class more active. The students was enjoyed because the strategy does not make students bored.

When explain about story grammar strategy to the students, they felt calm and focused. This was due to the use of unique potential rhythm that can energize students motivation to focus on the presentation of linguistic material. As a consequence, the frequency of the students who produced poor result was higher in the cycle I. Some students were not motivated because they did the cycle I in the presence of being unable to performs the task well. When the students were the suggested in the cycle II, they were able to use their memory maximally. As result, the presentage of the students with the poor result in the cycle II decreased. The students were able to achieve this because there were external and internal factor in reading comprehension. Those were influences in the success in reading.

The important factor was motivation. The motivation was very important to the success and failure in reading. It depends on one's motivation to read, when the students have high motivation to read they will work hard to overcome the difficult material.

The factor was concentration very easy to do if we were interest in what we read, concentration was much needed in reading comprehension. Before the cycle II, the students felt nervous and did not have any confidence as I have mentioned before. So they produced freely of being unable to do the test well. When they got to close with the teacher during the cycle, they regained their self-confidence which the increased their energy to perform maximally.

Based on the discussion above, we can know that there was different result between cycle I and cycle II in teaching reading by using story grammar strategy. The writer may say that teaching reading by using story grammar strategy is a good way to improve students' reading comprehension.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. Based on the data researched and the result in research study and discussion.

#### A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer comes to the following conclusions.

1. The use of story grammar strategy in presenting the reading comprehension material at the SMPN 25 Makassar can improve students' achievement significantly. The findings indicates that the mean score of test in cycle II is higher than the mean score of test in cycle I.
2. The use of story grammar strategy is able to improve the students' literal reading comprehension at the students' class VIII-8 of SMPN 25 Makassar. By using story grammar strategy can improve the students' interpretive comprehension at class VIII-8 of SMPN 25 Makassar.

#### B. Suggestion

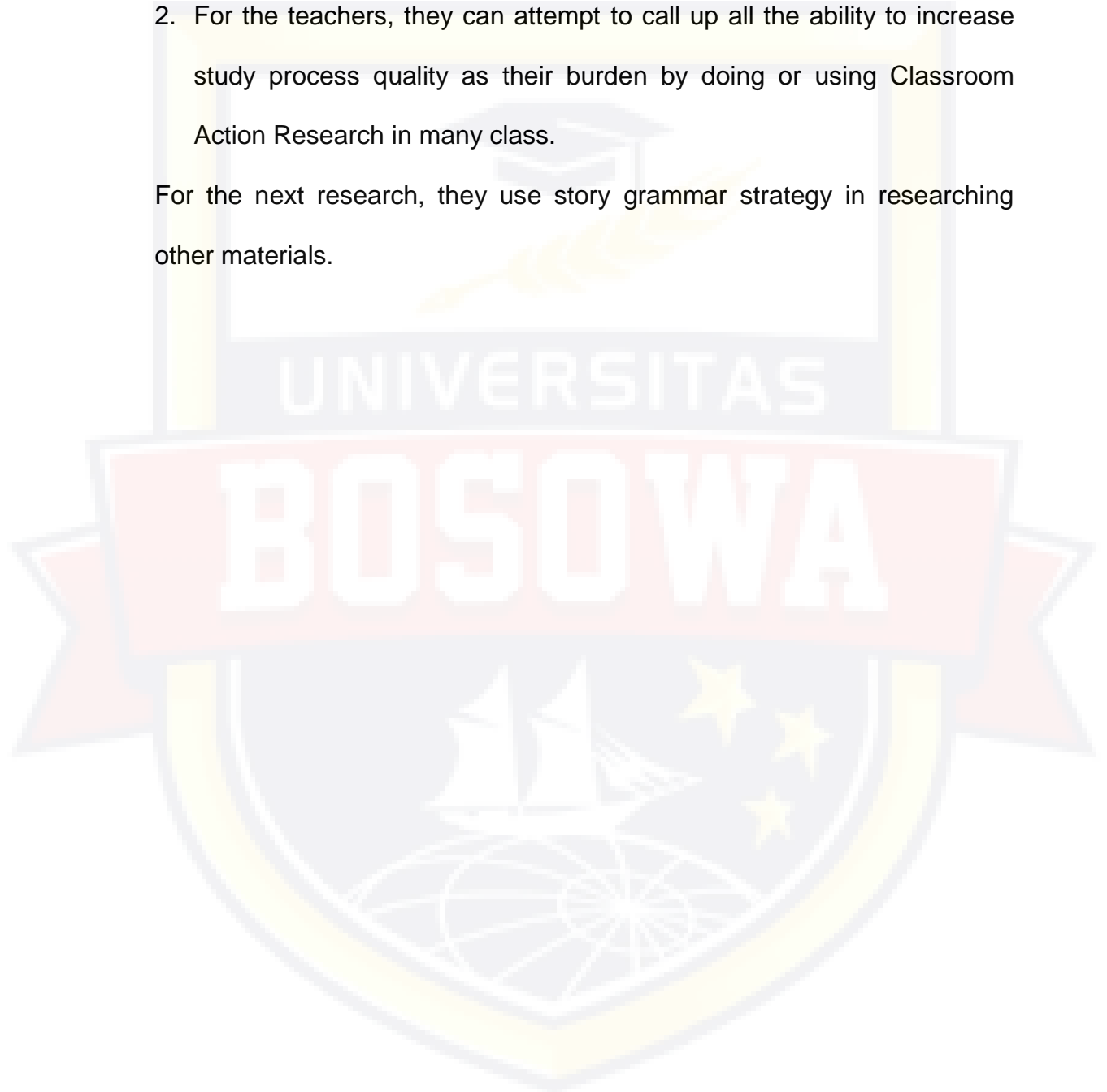
Based on the conclusion above, the writer addresses the following suggestion:

1. It is suggested to the teachers, especially those who teach English of Junior High School to use a story grammar strategy as one alternative

among other teaching strategy that can be used in teaching reading comprehension.

2. For the teachers, they can attempt to call up all the ability to increase study process quality as their burden by doing or using Classroom Action Research in many class.

For the next research, they use story grammar strategy in researching other materials.



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**BOSOWA**

A large, faint watermark of a university crest is centered on the page. The crest is shield-shaped with a yellow border. The top section is a rectangle containing a graduation cap and a laurel wreath. Below this is a dark banner with the word 'UNIVERSITAS' in white. The bottom section is a shield containing a sailing ship, three stars, and a globe.

# APPENDICES

**Appendix 1. Lesson Plan****LESSON PLAN****Rencana pelaksanaan pembelajaran****(RPP)****Nama sekolah : SMPN 25 Makassar****Mata pelajaran : Bahasa Inggris****Aspek/ Skill : Reading (membaca)****Alokasi waktu : 2 x 45 Menit****1. Standar kompetensi**

Memahami makna dalam teks lisan fungsional dan bacaan pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

**2. Kompetensi Dasar**

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

**3. Indikator**

- a. Mengidentifikasi makna dalam esei pendek berbentuk narrative.
- b. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

#### 4. Tujuan Pembelajaran

- a. Pada akhir pembelajaran siswa dapat merespon makna dalam keseluruhan teks bacaan,
- b. menentukan main idea dan memberikan kesimpulan dari teks bacaan.

#### 5. Karakter siswa yang diharapkan

- a. Kreatif
- b. Bekerja sama
- c. Tekun

#### 6. Sumber Belajar

- a. Internet
- b. Buku teks yang relevan.

#### 7. Materi Pembelajaran

##### NARRATIVE TEXT

##### a. Pengertian Narrative Text

Narrative text adalah teks yang bercerita mengikuti alur waktu, seperti halnya recount text, anecdote text, spoof text dan news items text yang mana berfungsi untuk menceritakan kisah masa lampau dan untuk hiburan.

## **b. Tujuan Komunikatif Narrative Text**

Tujuan komunikatif narrative text seperti yang dijelaskan diatas adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita masa lampau yang bertalian dengan pengalaman nyata, khayal atau peristiwa – peristiwa pelik yang mengarah kesuatu krisis, yang pada akhirnya menemukan suatu penyelesaian.

## **c. Generic Structure Narrative Text**

Setiap jenis teks bahasa inggris (genre) memiliki struktur teksnya sendiri – sendiri. Struktire dari narrative teks terdiri dari tiga bagian yaitu :

1. Orientation: pada bagian orientation atau pengenalan berisi tentang pengenalan tokoh dalam cerita serta waktu dan tempat kejadiannya.
2. Complication : pada bagian complication berisi tentang gambaran munculnya krisis atau masalah yang dialami oleh tokoh pada cerita tersebut yang harus dipecahkan.
3. Resolution : pada bagian resolution berisi tentang bagaimana tokoh dari cerita tersebut memecahkan masalah yang ada pada bagian complication. Biasanya terdapat lebih dari satu resolution untuk satu complication.



Pada beberapa referensi tentang narrative teks, terdapat tambahan generic structure pada narrative text, yaitu penambahan Coda setelah resolution. Jadi susunan narrative text adalah orientation, complication, resolution dan coda.

Coda adalah bagian terakhir dari structure narrative text yang berisi perubahan yang terjadi pada tokoh dan pelajaran yang dapat dipetik dari cerita tersebut.

#### **d. Ciri Kebahasan Narrative Text**

Pada narrative text, terdapat beberapa ciri – ciri antara lain sebagai berikut :

1. Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : climbed, turned, brought, dsb.
2. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya: the king, the queen, dsb.
3. Menggunakan adjectives yang membentuk noun phrase. Misalnya : long black hair, two red apples, dsb.
4. Menggunakan time connectives dan conjunctions untuk mengurutkan kejadian – kejadian. Misalnya : then, before, after, soon, dsb.
5. Menggunakan adverbs dan adverbial phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : here, in the mountain, happily ever after, dsb.

### e. Contoh Narrative Text

Banyak sudah contoh mengenai narrative text yang telah dibuat, anda bisa melihatnya dicerita rakyat bahasa inggris sedunia. Tapi untuk lebih afdolnya, penulis hadirkan contoh narrative text sebagai berikut

#### **The Ant and The Dove**

**Orientation** : *introduces the characters and sets the scene.*

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

**Complication (1)** : *the main character faces a problem.*

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

**Resolution (1)** : *tells how the problem is resolved.*

She could have drowned if a dove on a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked of a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

**Complication (2)** : *the main character faces a problem.*

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

**Resolution (2)** : *tells how the problem is resolved.*

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away safely.

Adopter from: <http://hafiezona.blogspot.co.id/2017/03/contoh-soal-narative-pilihan-ganda-dan.html>

### Metode penelitian

Story Grammar Strategy

## 8. Langkah – Langkah kegiatan Pembelajaran

### a. Kegiatan awal

- 1) Memberikan salam/menyapa siswa pada awal masuk kelas.
- 2) Mengecek kehadiran siswa.
- 3) Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
- 4) Guru memberi motivasi sesuai kondisi yang ada dikelas.
- 5) Menjelaskan pentingnya materi ini.
- 6) Bertanya mengenai materi.

### b. Kegiatan inti

- 1) Guru menjelaskan dan memberi contoh tentang materi narrative text.
- 2) Membaca nyaring teks narrative.
- 3) Menjawab pertanyaan tentang isi teks.
- 4) Mengidentifikasi kesulitan – kesulitan siswa.

5) Mengidentifikasi tugas siswa.

c. Kegiatan akhir

- 1) Memberikan motivasi.
- 2) Menanyakan kesulitan siswa dalam memahami teks bacaan.
- 3) Menyimpulkan materi dan hal – hal yang telah dihapus.
- 4) Guru menutup kegiatan pembelajaran salam

## 9. Aspek Penelitian

Indikator	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
1. Siswa mampu membaca teks yang diberikan dengan strategy membaca	Tes lisan	Membaca nyaring	Read the story aloud.
2. Mengidentifikasi makna dalam teks berbentuk narrative.	Tes tertulis	Pilihan ganda	Choose the best answer by crossing (X) A,B,C or D according to the text.

## 10. Pedoman Penilaian

Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$$

Makassar, .....

**BOSOWA**

**Peneliti Mata Pelajaran**

Marselina Elji Solita Gembo  
NIM. 4513101081

## Appendix 2. Instrument of the Research

### INSTRUMENT OF THE RESEARCH

#### Test in cycle I

**JUDUL:** Improving Students' Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at the Eighth Grade of SMPN 25 Makassar.

#### KETERANGAN :

1. Peneliti ini bertujuan untuk mengetahui hasil dari penggunaan story grammar strategy terhadap kemampuan membaca siswa SMPN 25 Makassar.
2. Peneliti ini bertujuan sebagai bahan penyusunan skripsi pada strata satu(SI) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas Bosowa Makassar.
3. Peneliti mengharapkan agar para siswa membaca teks bacaan dan menjawab semua soal yang disediakan.
4. Atas kerja sama para siswa diucapkan terima kasih.

Nama	:	_____
Kelas	:	_____
No. Induk	:	_____

#### INSTRUCTION

1. Read each paragraph answer the following questions below!
2. Time : 45 minutes

**A. Read this text and then answer the following question!****The Birds and The Hunter**

Once upon a time, there lived a flock of birds in Aceh forests. The leader of the flock was a wise parakeet named king parakeet.

One day, while the flock was perching on the trees, a hunter came and caught them using a net. The net trapped many birds. The birds were so afraid. They panicked. The king had an idea. He ordered the birds to lay still. The birds did what the king said. When the hunter saw that all the birds lay still. He thought the birds were dead. He was so disappointed. "I cannot sell dead birds," he said. So he lifted the net. Immediately, the birds flew away. The hunter was so surprised.

Then, the hunter saw the king parakeet. He immediately caught the king parakeet. He took it home. The hunter put the king parakeet in a cage. The hunter hung the cage in front of his house.

One day, the birds from the jungle approached the cage of the king parakeet. They worked together to release the king parakeet. They pecked the latch again and again. Finally, the latch was open and the king parakeet flew out of the cage.

<http://englishahkam.blogspot.com/2017/03/25contoh-soal-teks-tentang-narrative-text-latihan-.html#.UJ4ahIJ016>

**B. Choose the best answer by crossing (X) A,B,C,D or E according to the text above!**

1. Why did the hunter catch the birds?
  - a. He wanted to cook them.
  - b. He wanted to sell them to the market.

- c. He wanted to keep them in their house.
  - d. He wanted to take them to the king palace.
2. How did the king parakeet save the birds?
- a. By asking them to fly away immediately.
  - b. By telling them to pretend to be dead.
  - c. By surrendering himself to the hunter.
  - d. By pecking the hunter's net.
3. Where did the hunter keep king parakeet?
- a. Inside his house.
  - b. In the jungle.
  - c. In a cage
  - d. in a net.
4. "..., the birds from the jungle approached the cage..." (paragraph 4)  
The underlined word has similar meaning to...
- a. Came near
  - b. Looked at
  - c. Spied on
  - d. saw
5. What is the main idea of paragraph 3?
- a. The king parakeet was safe.
  - b. The king parakeet was alone.
  - c. The hunter caught the king parakeet.
  - d. The hunter put the king parakeet in a cage.
6. What can we learn from the story?
- a. Do not be careless.
  - b. Be careful in any situation.
  - c. It's good to help each other.
  - d. Being in a group is better than being alone.



## INSTRUMENT OF THE RESEARCH

### Test in cycle II

**JUDUL:** Improving Students' Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at the Eighth Grade of SMPN 25 Makassar.

### KETERANGAN :

1. Penelitian ini bertujuan untuk mengetahui hasil dari penggunaan story grammar strategy terhadap kemampuan membaca siswa SMPN 25 Makassar.
2. Penelitian ini bertujuan sebagai bahan penyusunan skripsi pada strata satu(SI) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas Bosowa Makassar.
3. Peneliti mengharapkan agar para siswa membaca teks bacaan dan menjawab semua soal yang disediakan.
4. Atas kerja sama para siswa diucapkan terima kasih.

Nama : \_\_\_\_\_

Kelas : \_\_\_\_\_

No. Induk : \_\_\_\_\_

### INSTRUCTION

3. Read each paragraph answer the following questions below!
4. Time : 45 minutes

**A. Read this text and then answer the following question!****MALIN KUNDANG**

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears.

Malin Kundang worked hard in big town. And in short time he became a rich man. However, he completely forget his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother hear about this news, she came to meet him. Malin Kundang pretended not to know her. He side, "you aren't my mother. Go away!". His mother became very sad and before she went away, she said, "oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn in to stone.

Someday later, his ship left the harbor. The sea was calm but when he reached open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed in to the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of west Sumatera Padang.

Adapted from: <http://englishahkam.blogspot.com/2017/03/25contoh-soal-teks-tentang-narrative-text-latihan-.html#.UJ4ahIJ0164>

**B. Choose the best answer by crossing (X) A,B,C, or D according to**

**the text above!**

1. Where can you see “Batu si Malin Kundang”?
  - a. In East Java
  - b. In South Sumatera
  - c. In West Java
  - d. In West Sumatera
2. What is the kind of the text above?
  - a. Procedure text
  - b. Report text
  - c. Narrative
  - d. Reccount text
3. Who is the main character?
  - a. The stone
  - b. Malin Kundang
  - c. The village
  - d. Mother
4. When did Malin Kundang’s ship the harbor?
  - a. Next time
  - b. Last year
  - c. Someday later
  - d. Some year later
5. Which of his mother expression correct?
  - a. Happy
  - b. Hungry
  - c. Angry
  - d. Sad
6. How is the character of Malin Kundang after becoming a rich man?
  - a. Kind
  - b. Cruel
  - c. Arrogant
  - d. Wise

7. What is the synonym of "sad"?

- a. Happy
- b. Unhappy
- c. Greedy
- d. Kind

8. Why did Malin Kundang feel ashamed to confess his mother?

Because.....

- a. He was rich
- b. His mother was a poor old woman
- c. His mother was a whore
- d. His mother did a big mistake

9. What kind of tenses was mostly used in the text above?

- a. Simple present tense
- b. Present continuous tense
- c. Past tense
- d. Future tense

10. Whose ship was hanging down in a harbor?

- a. Malin's
- b. The fishmen's
- c. The old woman's
- d. The farmer's

### Appendix 3. Research instrument in cycle I

Nama :

Kelas :

Read the following text to answer question number 1 – 6

#### The Birds and The Hunter

Once upon a time, there lived a flock of birds in Aceh forests. The leader of the flock was a wise parakeet named king parakeet.

One day, while the flock was perching on the trees, a hunter came and caught them using a net. The net trapped many birds. The birds were so afraid. They panicked. The king had an idea. He ordered the birds to lay still. The birds did what the king said. When the hunter saw that all the birds lay still. He thought the birds were dead. He was so disappointed. "I cannot sell dead birds," he said. So he lifted the net. Immediately, the birds flew away. The hunter was so surprised.

Then, the hunter saw the king parakeet. He immediately caught the king parakeet. He took it home. The hunter put the king parakeet in a cage. The hunter hung the cage in front of his house.

One day, the birds from the jungle approached the cage of the king parakeet. They worked together to release the king parakeet. They pecked the latch again and again. Finally, the latch was open and the king parakeet flew out of the cage.

1. Why did the hunter catch the birds?
  - a. He wanted to cook them.
  - b. He wanted to sell them to the market.
  - c. He wanted to keep them in their house.

- d. He wanted to take them to the king palace.
2. How did the king parakeet save the birds?
- a. By asking them to fly away immediately.
  - b. By telling them to pretend to be dead.
  - c. By surrendering himself to the hunter.
  - d. By pecking the hunter's net.
3. Where did the hunter keep king parakeet?
- a. Inside his house.
  - b. In the jungle.
  - c. In a cage
  - d. in a net.
4. "..., the birds from the jungle approached the cage..." (paragraph 4)  
The underlined word has similar meaning to...
- a. Came near
  - b. Looked at
  - c. Spied on
  - d. saw
5. What is the main idea of paragraph 3?
- a. The king parakeet was safe.
  - b. The king parakeet was alone.
  - c. The hunter caught the king parakeet.
  - d. The hunter put the king parakeet in a cage.
6. What can we learn from the story?
- a. Do not be careless.
  - b. Be careful in any situation.
  - c. It's good to help each other.
  - d. Being in a group is better than being alone.

**Appendix 4. Research Instrument in Cycle II**

Nama :
Kelas :

**C. Read this text and then answer the following question!****MALIN KUNDANG**

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears.

Malin Kundang worked hard in big town. And in short time he became a rich man. However, he completely forget his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother hear about this news, she came to meet him. Malin Kundang pretended not to know her. He side, "you aren't my mother. Go away!". His mother became very sad and before she went away, she said, "oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn in to stone.

Someday later, his ship left the harbor. The sea was calm but when he reached open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed in to the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of west Sumatera Padang.

Adapted from: [http://englishahkam.blogspot.com/2017/03/25contoh-soal-  
teks-tentang-narrative-text-latihan-.html#.UJ4ahlJ0164](http://englishahkam.blogspot.com/2017/03/25contoh-soal-teks-tentang-narrative-text-latihan-.html#.UJ4ahlJ0164)

**D. Choose the best answer by crossing (X) A,B,C, or D according to the text above!**

1. Where can you see "Batu si Malin Kundang"?
  - a. In East Java
  - b. In South Sumatera
  - c. In West Java
  - d. In West Sumatera
2. What is the kind of the text above?
  - a. Procedure text
  - b. Report text
  - c. Narrative
  - d. Reccount text
3. Who is the main character?
  - a. The stone
  - b. Malin Kundang
  - c. The village
  - d. Mother
4. When did Malin Kundang's ship the harbor?
  - a. Next time
  - b. Last year
  - c. Someday later
  - d. Some year later





## Appendix 5. The students' result in cycle I

Nama : Ahmad Dhamas katbila  
Kelas : VIII.8

Read the following text to answer question number 1 – 6

### The Birds and The Hunter

50

Once upon a time, there lived a flock of birds in Aceh forests. The leader of the flock was a wise parakeet named king parakeet.

One day, while the flock was perching on the trees, a hunter came and caught them using a net. The net trapped many birds. The birds were so afraid. They panicked. The king had an idea. He ordered the birds to lay still. The birds did what the king said. When the hunter saw that all the birds lay still. He thought the birds were dead. He was so disappointed. "I cannot sell dead birds," he said. So he lifted the net. immediately, the birds flew away. The hunter was so surprised.

Then, the hunter saw the king parakeet. He immediately caught the king parakeet. He took it home. The hunter put the king parakeet in a cage. The hunter hung the cage in front of his house.

One day, the birds from the jungle approached the cage of the king parakeet. They worked together to release the king parakeet. They pecked the latch again and again. Finally, the latch was open and the king parakeet flew out of the cage.

1. Why did the hunter catch the birds?

- a. He wanted to cook them.  
 b. He wanted to sell them to the market.  
 c. He wanted to keep them in their house.  
 d. He wanted to take them to the king palace.

2. How did the king parakeet save the birds?

- a. By asking them to fly away immediately.  
 b. By telling them to pretend to be dead.  
 c. By surrendering himself to the hunter.  
 d. By pecking the hunter's net.

3. Where did the hunter keep king parakeet?

- a. Inside his house       In a cage  
 b. In the jungle.       d. in a net.

4. "..., the birds from the jungle approached the cage..." (paragraph 4)

The underlined word has similar meaning to...

- a. Came near                      c. Spied on  
b. Looked at                      d. saw

5. What is the main idea of paragraph 3?

- a. The king parakeet was safe.  
 b. The king parakeet was alone.  
 c. The hunter caught the king parakeet.  
 d. The hunter put the king parakeet in a cage.

6. What can we learn from the story?

- a. Do not be careless.  
 b. Be careful in any situation.  
 c. It's good to help each other.  
 d. Being in a group is better than being alone.

Nama : NUR WAHDANITA

Kelas : VIII.8

Read the following text to answer question number 1 – 6

### The Birds and The Hunter

Once upon a time, there lived a flock of birds in Aceh forests. The leader of the flock was a wise parakeet named king parakeet.

One day, while the flock was perching on the trees, a hunter came and caught them using a net. The net trapped many birds. The birds were so afraid. They panicked. The king had an idea. He ordered the birds to lay still. The birds did what the king said. When the hunter saw that all the birds lay still. He thought the birds were dead. He was so disappointed. "I cannot sell dead birds," he said. So he lifted the net. Immediately, the birds flew away. The hunter was so surprised.

Then, the hunter saw the king parakeet. He immediately caught the king parakeet. He took it home. The hunter put the king parakeet in a cage. The hunter hung the cage in front of his house.

One day, the birds from the jungle approached the cage of the king parakeet. They worked together to release the king parakeet. They pecked the latch again and again. Finally, the latch was open and the king parakeet flew out of the cage.

1. Why did the hunter catch the birds?

- a. He wanted to cook them.
- b. He wanted to sell them to the market.
- c. He wanted to keep them in their house.
- d. He wanted to take them to the king palace.

2. How did the king parakeet save the birds?

- a. By asking them to fly away immediately.
- b. By telling them to pretend to be dead.
- c. By surrendering himself to the hunter.
- d. By pecking the hunter's net.

3. Where did the hunter keep king parakeet?

- a. Inside his house.
- c. In a cage
- b. In the jungle.
- d. in a net.

4. "..., the birds from the jungle approached the cage..." (paragraph 4)

The underlined word has similar meaning to...

- ✓ a. Came near                      c. Spied on  
b. Looked at                      d. saw

5. What is the main idea of paragraph 3?

- ✓ a. The king parakeet was safe.  
b. The king parakeet was alone.  
c. The hunter caught the king parakeet.  
d. The hunter put the king parakeet in a cage.

6. What can we learn from the story?

- ✓ a. Do not be careless.  
b. Be careful in any situation.  
c. It's good to help each other.  
d. Being in a group is better than being alone.

**Appendix 6. The students' result in cycle II**

100

**Nama :** Ahmad Dhamas Karbila**Kelas :** VIII-8**A. Read this text and then answer the following question!****MALIN KUNDANG**

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears.

Malin Kundang worked hard in big town. And in short time he became a rich man. However, he completely forget his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother hear about this news, she came to meet him. Malin Kundang pretended not to know her. He side, "you aren't my mother. Go away!". His mother became very sad and before she went away, she said, "oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn in to stone.



Someday later, his ship left the harbor. The sea was calm but when he reached open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed in to the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of west Sumatera Padang.

Adapted from: <http://englishahkam.blogspot.com/2017/03/25contoh-soal-teks-tentang-narrative-text-latihan-.html#UJ4ahIJ0164>

**B. Choose the best answer by crossing (X) A,B,C, or D according to the text above!**

1. Where can you see "Batu si Malin Kundang"?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> a. In East Java | <input type="checkbox"/> c. In West Java                |
| <input type="checkbox"/> b. In South Sumatera       | <input checked="" type="checkbox"/> d. In West Sumatera |

2. What is the kind of the text above?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> a. Procedure text | <input checked="" type="checkbox"/> c. Narrative |
| <input type="checkbox"/> b. Report text               | <input type="checkbox"/> d. Reccount text        |

3. Who is the main character?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> a. The stone     | <input type="checkbox"/> c. The village |
| <input checked="" type="checkbox"/> b. Malin Kundang | <input type="checkbox"/> d. Mother      |

4. When did Malin Kundang's ship the harbor?

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> a. Next time | <input checked="" type="checkbox"/> c. Someday later   |
| <input type="checkbox"/> b. Last year            | <input checked="" type="checkbox"/> d. Some year later |

5. Which of his mother expression correct?

a. Happy  c. Angry

b. Hungry  d. Sad

6. How is the character of Malin Kundang after becoming a rich man?

a. Kind  d. Arrogant

b. Cruel  c. Wise

7. What is the synonym of "sad"?

a. Happy  c. Greedy

d. Unhappy  b. Kind

8. Why did Malin Kundang feel ashamed to confess his mother?

Because.....

a. He was rich

b. His mother was a poor old woman

c. His mother was a whore

d. His mother did a big mistake

9. What kind of tenses was mostly used in the text above?

a. Simple present tense  d. Past tense

b. Present continuous tense  c. Future tense

10. Whose ship was hanging down in a harbor?

a. Malin's  c. The old woman's

b. The fishermen's  d. The farmer's



90

**Nama :** Musdalifah**Kelas :** VIII.8**A. Read this text and then answer the following question!****MALIN KUNDANG**

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears.

Malin Kundang worked hard in big town. And in short time he became a rich man. However, he completely forget his poor old mother.

Some years later, he sailed to a harbor near his village. When his mother hear about this news, she came to meet him. Malin Kundang pretended not to know her. He side, "you aren't my mother. Go away!". His mother became very sad and before she went away, she said, "oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn in to stone.





### Appendix 7. The Students' Gained Score in Cycle I

NO.	STUDENTS' NAME	Cycle I		SCORE
		MAIN IDEA	CONTENT	
01.	Ahmad Dhamas Karbila	20	30	50
02.	Ahmad Zakir Mubarak	20	30	50
03.	Bayu Kamusi Segeriyadi	30	30	60
04.	Daniela GilangPratama	30	20	50
05.	Dicky Yoga Prabowo	30	30	60
06.	Dwiangga A. Usman	30	30	60
07.	Faeryl Muchlis Azis	30	20	50
08.	Moslem Wahyu Nograho	30	30	60
09.	Muh. Nurhidayat	30	30	60
10.	Muh. Fhizal	30	20	50
11.	Muh. Ilham L	30	30	60
12.	Muh. NurAlqadri	30	30	60
13.	Muh. Nursalim	30	20	50
14.	Muh. Restu Mapparewa	20	30	50
15.	Muh. Syehk Maulana M	20	30	50
16.	Renal LM Tombi	30	30	60
17.	Aida Swastika	30	20	50
18.	Andi Nurmauliza	20	30	50
19.	Anniza Saffa Azzahrah	30	30	60
20.	Azizah Nur Zaqinah	30	20	50

21.	Citra SukmaWardani	20	30	50
22.	Dwi Ariestawati	30	20	50
23.	Mitta Huljannah	30	20	50
24.	Musdalifah	20	30	50
25.	Nurwahdania	30	30	60
26.	St. Nurhaliza	30	30	60

Source : SMPN 25 Makassar

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{5423}{26}$$

$$= 66.15$$

### Appendix 8. The Students' Gained Score in Cycle II

NO	STUDENTS' NAME	CYCLE II		SCORE
		MAIN IDEA	CONTENT	
01.	Ahmad Dhamaskarbila	60	40	100
02.	Ahmad Zakir Mubarak	30	40	70
03.	Bayu K.Segeriyadi	50	40	90
04.	Daniela GilangPratama	60	30	90
05.	Dicky Yoga Prabowo	60	30	90
06.	Dwiangga A.Usman	60	40	100
07.	FaerylMuchlisAzis	60	40	100
08.	Moslem W. Nograho	40	40	80
09.	Muh. Nurhidayat	40	40	80
10.	Muh. Fhizal	40	40	80
11.	Muh. Ilham L	40	30	70
12.	Muh. NurAlqadri	40	30	70
13.	Muh. Nursalim	60	30	90
14.	Muh. RestuMapparewa	50	30	80
15.	Muh. SyehkMaulana M	60	30	90
16.	Renal LM Tombi	60	40	100
17.	Aida Swastika	60	40	100
18.	AndiNurmauliza	60	40	100

19.	AnnizaSaffaAzzahrah	40	60	100
20.	AzizahNurZaqinah	30	60	90
21.	Citra SukmaWardani	40	60	100
22.	DwiAriestawati	60	40	100
23.	Mitta Huljannah	40	50	90
24.	Musdalifah	40	50	90
25.	Nurwahdania	50	50	100
26.	St. Nurhaliza	50	50	100

Source : SMPN 25 Makassar

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2350}{26} \\ &= 90.38\end{aligned}$$

## Appendix 9. Pictures of the Research



**Picture 1.** The researcher was explaining about the Narrative text.



**Picture 2 .** the students were answering the reading text in cycle I.





**Picture 3.** The researcher was explaining about the Story Grammar Strategy.



**Picture 4.** The students' were answering the cycle 3



# UNIVERSITAS BOSOWA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : A.294/FKIP/Unibos/IV/2017

Makassar, 24 Juli 2017

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada

Yth. : Kepala SMP Negeri 25 Makassar  
di –  
Tempat

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : MARSELINA ELJI SOLITA GEMBO  
NIM : 4513101081  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Bosowa  
Makassar

Judul Penelitian :

### IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY GRAMMAR STRATEGY AT THE EIGHTH GRADE OF SMPN 25 MAKASSAR

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Dekan,  
Wakil Dekan I  
  
Drs. Lutfin Ahmad, M.Hum.

Tembusan:

1. Rektor Universitas Bosowa Makassar.
2. Arsip.



PEMERINTAH KOTA MAKASSAR  
 DINAS PENDIDIKAN  
 SMP NEGERI 25 MAKASSAR (UNGGULAN)  
 NSS : 2011196011178, NPSN : 40311916, AKREDITASI "A"  
 Alamat : Kompleks BTN Dwi Darma Km.15 Sudiang Rava Tlp.515363 Makassar



### **KETERANGAN PENELITIAN**

Nomor : 421.3/428/SMP.25/VIII/2017

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25 Makassar menerangkan bahwa :

Nama : MARSELINA ELJI SOLITA GEMBO  
 NIM : 4513101081  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Universitas Bosowa Makassar.

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar

Dalam rangka penyusunan Skripsi dengan judul penelitian :

**"IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY GRAMMAR STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 25 MAKASSAR"**

Demikian untuk dipergunakan sebagaimana mestinya.

Makassar , 2 Agustus 2017

Kepala Sekolah,  
  
  
 DRS. NURHADI TAIYA  
 Pangkat : Pembina Tk.I  
 NIP. 19661231 198903 1 126

## BIOGRAPHY



MARSELINA ELJI SOLITA GEMBO was born on June 28, 1995 in Flores from the marriage of her parents Kosmas Gembo and Veronika Nganut. She has six sisters. She started her study in 2001 in Elementary school at SD Impres Ntala Flores and graduated in 2007. Then she continued her study to SMPN 2 Beokina Flores and graduated in 2010 and then continued her study to SMAN 2 Langke Rembong (Flores) and graduated in 2013. In 2013 she continued her study to Universitas Bosowa Makassar by taking English Language Education Program, Faculty of Teacher Training and Education and graduated in 2017.