

## Improving Reading Skill through Story Grammar Strategy for the Eight Grade Students at SMP Muhammadiyah 4 Giri

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### Abstract

This study is to know the use of Story Grammar strategy to improve reading skill at eight grade students of SMP Muhammadiyah 4 Giri. The design of the study is classroom action research. The researcher played two roles in this research; as a teacher and a researcher. During implementing the strategy in the classroom, the researcher was accompanied by teacher partner. This research was conducted in one cycle, which was divided into four main activities; planning, acting, observing, and reflecting. The reflection was based on the findings during the observation and compared with criteria of success including: (1) students' average score is 60 (passing grade for English lesson), and (2) students can participate actively in the class. The research findings showed that this strategy was effective to teach reading comprehension at eight grade students of SMP Muhammadiyah 4 Giri. It was indicated on the students' average score of post test. The students' average score in the pretest was 37. After applying Story Grammar strategy the score improved in the post test. The students' average score in the post was 70,28. The improvement was also shown in the students' performances in the class. In the first meeting, some students could not join the activity in the classroom well. Day by day, students performed increased during teaching learning process until the fourth meeting. They showed their motivation and participation well. Finally, it can be concluded that Story Grammar strategy could improve students' reading comprehension skill. The researcher suggests for English teachers especially in teaching speaking to use Story Grammar strategy. Then for the future researchers can apply such technique more deliberately, so the reading comprehension problems could be solved well.

**Key words:** Reading skill, Story Grammar strategy.

### 1. Introduction

Reading is one of the important main skills in English. There are four main skills in English, those are reading, listening, writing, and speaking. Cline et.al (2006) states that reading is decoding and understanding written text. Further, Cline et.al (2006) in their second definition states that reading is a process of deriving meaning from the text.

When people reading, they have to understand what the contents is. Understanding the contents are not easy for some people. Harris (1962) defines reading is a process of building up the meaning. Means that by reading the reader have to translate the meaning of the text.

The reading ability is very important to the reader, especially to the students, to improve reading comprehension. Reading comprehension is a complex process that the teachers find to teach. Comprehension, based on Prado and Plourde (2005), is a process that involves thinking, teaching, past experiences, and knowledge.

Furthermore, Prado and Plourde (2005) states that comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement". Without all of these skills, one cannot comprehend properly and, therefore, not read properly. Jennifer (2010) stated that reading comprehension is a heart of what it means to really read by thinking and understanding and getting the meaning of the text. Harvey said that reading comprehension requires the reader to actually know and understand what they are reading. From the text, the students should be able to retell a text by their own words.

In order to be able to read and understand the English text, the students have to given many exercises to read. Many students low ability in reading because they did not have many exercises to do and the strategy given by the teachers was not effective. Students bored because the way the teacher explain the text did not interesting. It made students low ability in reading. Therefore, the teacher should help students to solve that problem by implementing new strategy. The suitable strategy would make the teaching learning teaching involvement between teacher and students and among students will be effective

Based on the preliminary study the researcher finds the Eight grade class SMP Muhammadiyah 4 Giri is the students have low ability in the reading text. Students' mean score of pre test was 37 from 28 students. The passing grade of that school is 60. It means that the ability of the students in reading was under passing grade. Most of the students have low motivation in learning English. Students seem shy to share the ideas. Some of them ignore teacher's explanation and chatting with others. Those problems have close connection and correlation each other.

Based on the finding above, the researcher wants to apply suitable and interesting strategy to solve the problems and increase students ability in learning English. There are many strategies can used to engage students in reading activities. This strategy was expected to motivate in comprehend in reading. Here, the researcher is interested to apply Story Grammar Strategy to solve the problem. In addition, Schmitt (1986) states that Story Grammar is a reading comprehension in improving the students' interaction to find out the important information of the story by using an organizational framework. It can be concluded that Story Grammar can develop reading comprehension of story.

Story Grammar evolved from analyses of folktales conducted by anthropologists in the early 1900s. Based on Joseph Dimino (2012) Story Grammar involves articulation of the character's problem or conflict, a description of attempts to solve the problem, and an analysis of the chain of events that lead to resolution. Story Grammar strategy can develop students' understanding of the text by explaining the features in the text. Amer (1992) states that story Grammar is the way to describe the narrative text by using the consistent features found in the text.

Furthermore, Amer (1992) said that direct instruction in story grammar helping students to learn the elements of narrative text and use this element to improve their comprehension of the story. The teachers, in order to make the students comprehend, have to use the strategy and they will ask in guide reading and discussion. By asking the questions related to the text leads to improve student comprehension of the story.

Story grammar also is also same as narrative structure, story schema, or story elements. It has been defined by Stein and Glenn (1979) as consisting of two major components, those are setting and episode. Setting refers to the character and the context of the story.

The procedure in Story grammar will solve the problem find in the reading class. Direct instruction in Story Grammar involves helping students to learn to recognize the elements of narrative text and use that elements to improve their comprehension of the story (Amer; 1992). A strategy used by the teacher may use involves defining the story and developing comprehension questions that will ask in guiding questions and discussion.

Based on description above, the researcher will implement Story Grammar strategy because it supports students to improve students reading ability at Eight grade of SMP Muhammadiyah 4 Giri.

## 2. Methods

Research design used in this study aims to answer the question of study "How does Story Grammar strategy improve reading comprehension skill for eighth grade students at SMP Muhammadiyah 4 Giri?"

The design of this study is Classroom Action Research (CAR) by considering the problem at preliminary study. Classroom Action Research aims to improve reading skill through Story Grammar strategy at the Eight Grade students at SMP Muhammadiyah 4 Giri. Classroom Action Research, according to Michael J. Wallace, is a type of classroom research which carried out by the teacher in order to solve the problem or to find answer toward context-specific issues." It means that the researcher needs to identify and investigate problem within a specific situation to begin the CAR.

Definition of action research, based on Carr And Kemmis (1986) defined action research as following: "Action research is: "A form self-reflective inquiry undertaken by participants (teachers, students, or principals, for example in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out."

Action research is a problem solving action. The problem comes from the fact which is found in the class and it is solved by giving the solution in action. It is appropriate with Burns that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involve the collaboration and co-operation of researchers, practitioners, and laymen (Burns, 1994).

Considering students are poor of reading comprehension skill, so the researcher plans to apply the effective way to improve students' reading comprehension ability in understanding the text. The classroom action research here is purposed to improve students' reading ability using Story Grammar strategy.

In implementing this classroom action research, the researcher has two roles; as researcher and also as a real teacher. This research also focuses on a single classroom.

### The Subject of the study

The subjects of this study are the students in VIII.B class of SMP Muhammadiyah 4 Giri. Total number of the students are 28 students, consist of 16 boys and 12 girls. Based on the syllabus, they study English twice in a week and each meeting has time allocation around 80 minutes. They get the difficulties in English subject especially in comprehending the text.

### Action Research Procedure

This research starts with preliminary observation and finding analysis to find the problem that is faced by the teacher and students, and then the activity is followed by planning, implementing, observing, and reflecting. Every meeting is conducted in three parts of activities they are pre teaching, whilst teaching, and post teaching. These activities can be continued to the next cycles if the previous cycle fails. This research applied a cycle for the whole process. In order to be clear, the researcher would like to present the Kemmis and Taggart model of action research. It can describe as follows:

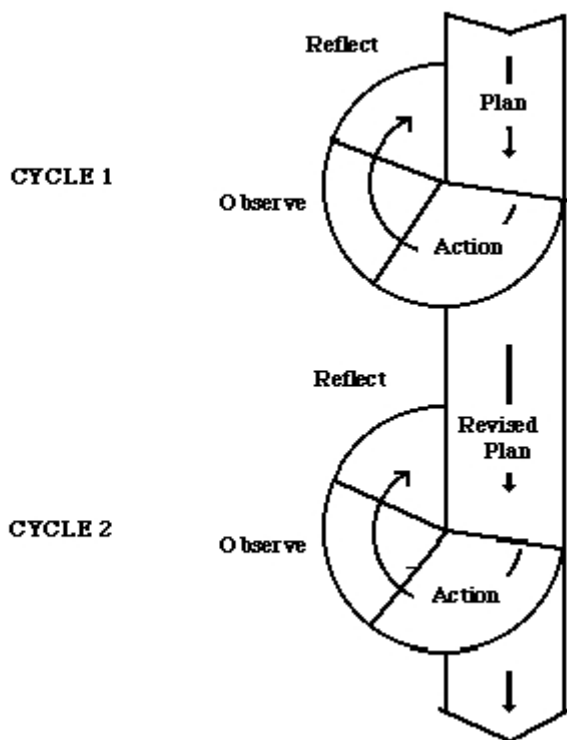


Figure 3.1: Kemmis, S., Mc Taggart, R. (1988)

According to Arikunto (2009), there are four steps in doing action research: planning, acting, observing, and reflecting. Arikunto (2009) also said that the time to establish the action research is based on the material which will be going to teach. Furthermore, the criterion of success is developed from the problem that requires solving or the goal which needs to achieve. Further, criteria of success can be qualitatively or quantitatively. In qualitative data, it can be seen from the observation of classroom activity and field note. While quantitative data is taken from students' score. In this study, the problem that needs to be overcome is students' reading ability. The improvement of this study is from students' score and students' participation in the class. If the students get 60 or more and are able to participate actively in the class, the research can be stopped and the researcher achieves the goal of study.

#### Fact Finding and Analysis

During the fact-finding and analysis phase, the real situations including students' problems in learning English are described. In this phase, the students' reading achievement is measured using test. Test consists of twenty five objective questions and the students do it for about 80 minutes. The test was about reading comprehension of narrative text, there are: fable, fairy tale, and legend. The materials of the test take from internet and guidebook. The classroom teaching learning process, including students' and teachers' activities, lesson plan, and classroom atmosphere are identified and analyzed.

From the fact-finding and analysis phase related to students' reading, some problems are found, 00% of students in the class get reading score under average (the minimum score of English skill is 60). Another problem is most of the students have low motivation in learning English. They are not enthusiastic and do not courage enough to involve in the English learning process. They just make noisy and disturbing their friends. They also do not discuss with their friends about the material, or they just speak up unimportant thing. Although any students are actively receive the teacher's question.

#### The Planning

The researcher has to do the preliminary study to identifying the problem in the class. Before applying Story Grammar strategy, the researcher makes a plan. This phase includes some sub phases namely designing lesson plan, preparing material and learning media, preparing the criteria of success.

The researcher also makes a schedule before implementing Story Grammar. Based on the syllabus, the action will held in 4 meetings as well as pre test and post test. Each of them takes 80 minutes. The researcher is going to teach the class wice a week as the time scheduled of subject lesson. In order to be clear, the scheduled can be described in the table 3.1.

| No | Day/ Date            | Time        | Explanation                      |
|----|----------------------|-------------|----------------------------------|
| 1  | Tuesday, 28-11-2014  | 12.00-13.20 | Pre test                         |
| 2  | Thursday, 15-01-2015 | 10.00-11.20 | Meeting 1                        |
| 3  | Tuesday, 20-01-2015  | 07.15-08.35 | Meeting 2                        |
| 4  | Thursday, 22-01-2015 | 10.00-11.20 | Meeting 3                        |
| 5  | Tuesday, 27-01-2015  | 07.15-08.35 | Meeting 4                        |
| 6  | Thursday, 29-01-2015 | 10.00-11.20 | Post test                        |
| 7  | Friday, 30-01-2015   | 08.00-11.00 | Analysis the result of post test |

**Table 3.1: Schedule of Action Research**

#### Designing Lesson Plan

In this study, the researcher acts as the practitioner who teach the students and the English teacher acts as a collaborator and as the observer during this action research. At this stage, the researcher and her collaborator design the lesson plan as the guidance to conduct the instructional activities. The lesson plan is developed based on the syllabus of the School Based Curriculum and it is focused on the implementation of Story Grammar strategy to improve students' reading comprehension in narrative text. (Lesson plans designed are attached in the appendix 6)

#### Preparing Instructional Material

Based on the syllabus, the researcher conducts all the materials by using Story Grammar strategy. The types of narrative that will be given are fable, fairy, and legend. Every meeting consists of one narrative text and the implementation of Story Grammar Strategy. One meeting is about 80 minutes. By applying this material it is hoped that the students' reading comprehension will be improved.

#### Preparing the Criteria of Success

The criteria of success should be in this concern to know students' reading improvement after implementing Story Grammar strategy of the action research. Based on the condition of the students, the criteria of success of the study are determined as follows:

1. The students' average score of reading test is 60.
2. The students are motivated to join teaching learning on the strategy

#### Acting

After planning stage, acting stage is the next. The acting is the implementation of the action research. In this step, the researcher implements Story Grammar strategy in teaching reading comprehension. Based on the syllabus, the researcher held in 4 meetings and each of them takes 80 minutes. The researcher is going to teach the class for twice a week as the time scheduled of subject lesson. Every treatment is based on the lesson plan that has been made on planning stage. Medina (2000) said that when designing tasks for students, one of the most recommended routines is to design tasks that follow the format of pre teaching, whilst teaching, and post teaching. Here, the researcher will apply Story Grammar strategy in the whilst teaching. The description as follows:

##### *a. Pre-teaching*

In pre-teaching, the researcher will give some questions related to the text to build students' background knowledge. This step would help students to understand the text.

##### *b. Whilst-teaching*

In order to build students' understanding the text, the researcher applies the steps of Story Grammar based on Amer (1992). The steps are: 1) Teacher introduce students the concept of Story Grammar (setting, characters, problem, action, resolution and theme). 2) Discussing the text. 3) Guiding question session. 4) Retelling the story

##### *c. Post-teaching*

On this stage, the teacher also gives feedback according to the material. The students also reflect, argue, and give point of view after interacting with the reading activity.

#### The Observing

The third step is observing. All of the data is found in the acting stage are collected in order to be analyzed. Therefore, the researcher uses some instruments to help in collecting data. The data collecting is done at the same time as

teaching learning process. The data are collected through observation, the data obtained are qualitative. After that the researcher must interpret the data so that she is able to understand the condition including the difficulties faced during the implementation of the action.

#### Research Instrument

As the characteristic of qualitative research, the main instrument of the study is the researcher herself. Besides, this study is supported by other instruments to gather the data. Those instruments are in the forms of observation checklist, field note, and test.

#### Observation Checklist

Observation Checklist is used to assess situation in teaching and learning process (Yemima: 2014). The researcher uses observation checklist of the process in observing the students and the situation in the classroom while teaching learning process. The researcher collects the data herself.

#### Field Note

Field note is used to make a note the facts dealing with the implementation of the actions that cannot be put in observation checklist. This note is focused on the interaction between teacher and students, and student with student. The interaction related to teacher is the one suitable with the steps described on the planning. The note related to students is the appropriateness between students' behavior with the behavior stated in the criteria of students' successes stated before that is the students' score is 60. From the result, the researcher draws a reflection on the framework and opinion that can be used as a basis of forming the following planning.

#### Test

The researcher will give two tests, there are pre-test and post-test. The first, teacher gives pre-test for the students in eight grade class of SMP Muhammadiyah 4 Giri. Pre-test was done on November 28th 2014 at 12.00 until 13.10. The researcher conduct pre-test because teacher wants to know the students ability in reading comprehension before applying the strategy. Test consists of twenty five objective questions. The researcher used twenty five questions because the material given for the students, indicators from syllabus and the time to do the test about 80 minutes. The test is about reading comprehension of narrative text, there are: fable, fairy tale, and legend. The materials of the test take from internet and guidebook.

Second is post-test. Post-test is conducted after applying story grammar technique in three meetings. The purpose of post-test is to know there are any improvement in students' reading skills. Same as pre-test, post-test also consists of twenty five objective questions and time to do that is 80 minutes. The topic is about narrative text, there are: fable, fairy tale, and legend. After students do the post-test, the researcher analyze the result.

Before conducting pre-test and post-test as an instrument of the research, the test should be tried out in term of its validity. To measure validity of the test, the researcher is checked by using content validity. In content validity, the researcher analyze the question of the test based on reading comprehension features.

#### The Reflecting

Reflecting is an activity that consists of analyzing, synthesis, and explaining the information obtains from implementation activity. In this stage, the researcher analyzes the data from observation and test. Then the researcher makes the reflection from the result of analysis. The result will be reported descriptively. Firstly is observation. The researcher analyzes the data from observation checklist and field note in determining students' performance and motivation in teaching learning process. If the students are motivate to join activity in the class, the researcher will stop the research. If the students' motivation and performance during learning process still low means that the strategy is not effective enough so the researcher will revise some of part lesson plan.

Secondly is test. The researcher analyzes the data from the students' score as long as they do the story grammar instruction and the passing grade are 60. If the average score less of 60, the researcher will revise lesson plan and if the result of the study shows the passing grade more than 60, the students' reading comprehension and their participation in the class is motivate, it means that the result of the study fills the target or criteria of success, the researcher will stop the research.

After getting the result from students' score of those tests and finding of observation checklist, the researcher triangulates them based on the criteria of success, whether do continue to the second cycle or not. If the students' average score of test is 60 and the students show their motivation in learning speaking using Story Grammar strategy, it means that the criteria of success is reached. After the research has completed, the researcher concludes research findings as the answer of research question.

### 3. Findings

This chapter presents the research finding based on data collected in the implementation of Story Grammar strategy in reading comprehension skill. It is conducted in one cycle consisting of six meetings; pre test (1 meeting), implementing the strategy ( four meetings), and post test (1 meeting).

The first part of the chapter involves the preparation of the action research before going to the cycle. It consists of the preliminary study and conducting pre test to know student background knowledge in reading comprehension.

The second part focuses on the result of the cycle covering the way how to implement the story grammar strategy.

#### Reflection of the all Actions

This part deals with the analysis of the implementation of the actions during the cycle, which are obtained through observations and test.

#### Analysis of the Action

This section focuses to identify the effectiveness of implemented action in the first cycle. Data identifying the process of the first cycle, the writer presented two kinds of data gathered. Firstly, he data related to the students' learning results were obtained from the post test which conducted at the end of the cycle. Secondly, data concerning the teaching and learning process were taken from the observation sheet for teacher's activities and students' activities during the first, the second, third, and the fourth meetings.

#### Analysis of the Learning Result

On Thursday, 29th January 2015 'at 10.00-11.20 PM, the researcher conducted post-test. All students (28 students) joined post test. The topics was same as in the pre-test. It was chosen with the consideration that the material was suitable from the students' level. The post-test was conducted in the classroom with time allotment 80 minutes. The topics was chosen from the syllabus and suitable for the students' level.

The researcher took a texts from the book and internet. The form of the exercise was multiple choices with the total of item were 25 numbers (see appendix 4). As stated before, the mean score of the students' pre test of students was 3,7 and all of the students were not successful in the pre test (see appendix 5). After conducting post test, the researcher analyzed the result by herself. In the post test, the students' results were significant improved. The data of post test showed that the lowest score was 60 and the highest score was 84 so the mean score of post test was 70,28 (see appendix 5). All students were successful in the post test stage.

The minimum passing grade of English was 60. Based on the result gained, the researcher concluded that the students' score had reached the second criteria of success. So it was concluded that the use of Story Grammar strategy had already improved significantly the students' reading comprehension skill because it showed the improvement from pre test and post test results.

#### Analysis of Result of Observation

The result of the observation on teaching learning process obtained from the observation checklist and field note that the observer filled during monitoring students' activities in the teaching learning process at the first, second, third, and the fourth meeting.

From the observation results on teacher's performance at the first meeting, it was found that the implementation of Story Grammar strategy in reading comprehension had fulfilled the expected criteria. The incomplete steps were done by the teacher during the first meeting of the first cycle. It indicated that the strategy did not work well yet. The first fact showed the time consuming allocation because the students asked many difficult words. To solve that problem, the teacher revised and added the difficult words in the food note. In fact, that way could solve the problem.

During monitoring the main activity, there was the guiding questions, the students looked so shy and hesitated to answer the teacher's questions. Some of them kept silent or speak slowly with their friends. They were ignore new teacher who thought them. Besides, many students were confused to retell the story. To solve those problem, the researcher revised that in the whilst teaching the students would work in a group that consisted of four students.

The second meeting was significantly different from the first meeting because the teacher learn from the weaknesses from the previous meeting. The teacher's performance basically improved. As it had been stated above, at the second meeting the teacher had been prepared the text which was familiar and teacher also made the food note. It could cover time consuming at the first meeting and it was well done.

In the second meeting, the researcher analyzed that the students had already improved their performance in learning reading comprehension especially in sharing ideas at the guiding question section. The researcher found that any one or two students in each group were passive. They did not focus on discussion or just silent.

Farthermore, the researcher found that some students still confused in retelling the story stage. In fact, they could retell the story but they missed some important information. So that the researcher made some revisions, there were: the students would work in pair in order to make the students work effective and seriously. In retelling story stage, the teacher would guide and recall by using the questions and students took the important informations from the text.

In the third meeting, the students looked more active in teaching learning activities. It could be seen from their enthusiasm in learning reading, especially in teacher guiding question and retelling story. The problems happened in the first and second meeting were reduced. They tried to active in share ideas although they answered it by teacher's instruction. They also made the story telling better than previous meeting. In order to make them enjoy and were not bored, the teacher would make the next meeting as competition. The best performance would be the winner.

In the fourth meeting, the students worked in a pair but the class was more alive because they have to competed to get the best score. They looked enthusiast and did the implementation of the strategy more active. They looked serious in discussing the text in pair. This meeting was significantly different from the two previous meeting.

They improved their performance whether in sharing the ideas or in attitudes. So the researcher concluded to finish the implementation because day by day the students performed better in learning reading comprehension during in the classroom and she would continue to the post test stage.

From those results of observations, the researcher concluded that the first criteria of success in this study had reached. It could be proved from the result of observation checklist and field note that the teacher and teacher' partner filled during monitoring the students in action stages. Almost all students joined the teaching learning process well. The classroom atmosphere looked more alive and active after applying Story Grammar strategy.

Farthermore, based on findings taken from the result of post test also from the observation checklist and field note, it was finally concluded that the implementation of Story Grammar strategy in the teaching learning process had already shown significant improvement. It had fulfilled the minimum criteria determined before though it still needed improvement. However, for the thesis research, the study was assumed to be complete.

#### 4. Discussion

This chapter focuses on the discussion of the research findings elaborated from the previous chapter. It deals with two main topics. The first topic deals with the result of the study and theoretical perspective. The second topic concerns with the implication of Story Grammar strategy toward teaching and learning reading comprehension. The discussions are elaborated in the following points.

##### Result of the Study and Theoretical Perspective

This part is concentrated on the discussion on the students' learning achievement in reading comprehension throughout the research and the discussion of the implementation of Story Grammar strategy in reading comprehension.

##### Discussion of the Results of the Students' Learning Achievement in Reading

The result of students' achievement was gained from the results of post-test. Test consists of twenty five objective questions and the students did it for about 80 minutes. The test was about reading comprehension of narrative text, there are: fable, fairy tale, and legend. The materials of the test take from internet and guidebook.

Students improved their reading ability from pre-test stage to post-test stage. The pre- test results showed that students' reading ability was still under the criteria of success. As stated before that the students score in pre-test did not come up the criteria off success. All students' score was under 60, it failed. The lowest score was 16, the highest score was 52, and the mean score was 3,7. So students' speaking ability was low. In the post test, the students' results were significant improved. The data of post test showed that the lowest score was 60 and the highest score was 84 so the mean score of post test was 70,28. All students were successful in the post test stage.

##### Discussion of the Implementation of Story Grammar Strategy in Reading Comprehension

This part covers the discussion on the implementation of Story Grammar strategy through the action research from setting instructional objectives, planning, and its application in three phases of activities namely presenting the Story Grammar, teacher's guiding question, and retelling the story. The application of them was in the whilst-teaching stage.

Before implementing Story Grammar strategy, the instructional objective and planning were set up. Setting the objectives was very important because it determined the direction of teaching learning process and what the teacher should prepare and also what the teacher should evaluate. After the objectives were set up, the planning was organized.

Related to the time allocated in classroom activities, it was arranged wisely. The seventy minutes divided into 3 sections with a division 10 minutes for pre- teaching, 60 minutes for whilst-teaching (10 minutes for explaining Story Grammar strategy and discussing the text, 35 minutes for guiding question section, and 15 minutes for retelling the story) , and 10 minutes for post-test. Although the time was arranged carefully, it seemed that there were still the weaknesses especially in the first meeting. In the first meeting, the teacher spent much time in explaining the material and the strategy so that the applying of strategy section was cut. In the next meeting, it did not occur again because the students had already understood the material and the way to apply the strategy.

The teacher had to pay more attention to students' activity which was done by the students during the implementation of Story Grammar strategy. In this session the teacher fully controlled the students. After the implementation of Story Grammar strategy and observing students' activities during the teaching learning process at

each meeting, the researcher reflected on what the problem related to Story Grammar strategy happened in the meeting. By this reflection the researcher revised to reduce and omit the problem, so the students could join teaching learning activities well especially understanding the reading comprehension skill. By reading more the students could aware of an idea, understand it, and interpret it. As stated by Kennedy (1981) that reading comprehension was a thought process through which reader become aware of an idea, understands it in term of their experiential background and interprets it in relations to their own needs and purposes. By guiding questions from the teacher, the students could share the ideas based on the text.

In the discussing the text stage, the teacher let the students to discuss freely with their group or pair about the text given. Here, the role of the teacher was monitoring the students during discussing. As Doff (1988) stated that in reading activity, students can help each other to explore the meaning of a text, in a discussion activity students can give each other new ideas. In the first meeting some students did not focus in the discussion session because they still did not know the function of discussion in that meeting. In the second meeting, they joined the group discussion better until the end of meeting. In the first meeting, many students just listened the other students ideas of understanding the text, but it was better in the next meeting.

In the teacher's guiding question stage, the teacher found that the students was not brave in sharing the ideas. The teacher had been waiting the students' answer. Besides, the teacher also motivated them to speak up. Motivation in the class is needed to help the students become confidence and brave to share the idea and it is very important. Motivation was used to stimulate students to do a certainty activities that appropriate with the purpose. Motivation gives more energy to do activities. According to Sardiman (2007) the functions of motivation are to stimulate the students to do activities, establish with the actions, and selection the action. The motivation from the teacher was make the students bravery and confidence to share the idea in front of the other students.

In the retelling story stage, the teacher found that the students just copied the sentences from the text without changed it in their style. Here, the teacher guided them to remain the important informations through the question in guiding question stage. The teacher tried to allow students to shape experiences in a whole they can understand. As Collins (1999) stated that stories allow the children to mentally map experiences and see pictures in their heads.

As proved by the students' attitude, time by time the students could improve their confident and bravery in sharing ideas. In the first meeting there were three students that answer the teacher's questions. The other students was silent. Day by day, the students became braver and more confident to share the ideas. Based on the result of observation in this study, students' performance become better and better day by day. In the first meeting, they did not focus on teaching learning activity and afraid to share the ideas. They was silent in the whilst activity. Nevertheless, it did not happen in the second, and third meeting. They performed well. In the discussion, teacher's guiding session, and retelling the story stage, they were active and enthusiastic.

In general, the implementation of Story Grammar strategy had fulfilled students' need. It could change students' reading comprehension and also students' performance. Students' motivation in learning reading comprehension also well improved. They were motivated in joining the learning activities so that they fully participated in every step in teaching learning process.

The research was compared with the previous studies. The first study entitled "The Effect of Using Story Grammar on the Students' Achievements" (2005) by Ahmed Mahmoud and Ayman Nazzal. The subject of this study was all of the male and female students of the Methodology Department (English Methods) at An Najah National University in academic year 2004/2005. The result showed that there is a significant difference between the two groups in favor of experimental group due to the application of story grammar as an effective strategy in teaching.

The second, Joseph Dimino, Russell Gersten, Douglas Carnine, Geneva Blake also conducting the research about Story Grammar entitled "Story Grammar: An Approach for Promoting At-Risk Secondary Students' Comprehension of Literature". The results indicated that students who had Story Grammar instruction performed significantly better than basal, Story Grammar, and theme questions, and on written retells, than students who had traditional instruction.

Furthermore, the study was by Aly A. Amer entitled "The Effect of Story Grammar Instruction on EFL Students' Comprehension of Narrative Text". In this study the subject is EFL sixth grade students'. The result showed, from pre-test and post-test, the experimental group outperformed the control group in both test. The finding indicated that direct instruction in story grammar seems to help the students increase their reading comprehension of narrative text.

Fourth, the research was done by Yemima Alberti entitle "Improving Students' Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Eight Grade of SMPN 1 Pondok Kelapa Bengkulu Tengah (2014)". It was an classroom action research design. Based on the research analysis, the researcher found that the students who passed the standard score improved from 30% in the preliminary data to 73,33% at the end of the research. It means that Story Grammar improves students' reading comprehension that was influenced by students' factors (attention, interest, and participation) and teacher's factors (choosing the material and classroom management).

Related to the study above, three previous studies used experimental, and the last used Classroom Action Research. The researcher did this research by using Classroom Action Research because the condition of the students who need the improvement of ability and the motivation in reading comprehension. The researcher conducted the



strategy in Junior High School. The researcher used the various ways in implementing the strategy, for example: she not only used the title and the text, but also she used the picture. It was helpful because the students could be motivated in answering teacher's guiding question stage. From the explanation, the four researchers of the previous study had similarities with the researcher. The similarities of that studies located in the strategy used, that was Story Grammar. This study also had the similarity in procedure of Story Grammar. The procedure used in this research adapted from Aly A. Amer. The researcher used this procedure because it was easily applied and it was same condition with the problem faced. Not only the similarities, the researcher also had the differences. The differences is the researchers above only used the text in teaching comprehension but the researcher use pictures in order to make the explanation easier.

Comparing with the result of the researchers above and the result of this research, the researcher concluded that this result had the same finding that the implementation of Story Grammar strategy was effective to improve students' learning ability in reading comprehension. Besides, the researcher added that Story Grammar strategy could be performed on every level education. Here, the researcher tried to apply the technique in the Junior High School because the researchers of previous study had been done the strategy in the Elementary School, Senior High School, and University Level. The results of the study had good contribution and the students understood the text.

From the result above, the researcher concluded that Story Grammar strategy could improve students reading skill.

## 5. Conclusion

Based on the research finding, it could be concluded that:

- 1) The implementation of Story Grammar strategy in teaching reading comprehension could improve the students' reading comprehension ability. The discussion in a group helped them in sharing their knowledge because in this chance, the students could share their understanding of the text given. Besides, in teacher's guiding section the students had to pay attention to the questions and bravery to show the ideas. The retelling story stage trained their bravery in sharing the idea to be new same story to the other friends.
- 2) The implementation of Story Grammar strategy in teacher's guiding questions could improve students' participation and motivation in learning reading comprehension skill. The students looked enthusiastic in joining all activities during teaching learning process although in every meeting the researcher found some problems but it reduced day by day.

The conclusion drawn was specified into three main points: the major stages in Story Grammar strategy, the strengths and the weaknesses of Story Grammar strategy

### The Major Stages in Story Grammar Strategy.

The researcher implemented the strategy in whilst teaching stage. Before going to the main Story Grammar activity, the teacher explained how the Story grammar strategy works. It should be clear because it could make the next step run well. In this section, the teacher presented Story Grammar strategy, those are: the purpose, the elements of story grammar, and teacher's guiding questions in general. Teacher's guiding questions was the important one because by this section the students could understand the text well.

After explaining the Story grammar strategy, the teacher contributed the text and asked the students to discuss it with their group. This stage was important because the students could get the informations that would in the teacher's guiding question section.

After discussion the text stage, the next activity was applying teacher's guiding question stage. Teacher guide students' comprehension by giving questions and students answers the teacher's questions. Here, the students have to pay attention of the questions and bravery to show the idea through their answer based on the text. In this stage, the teacher knew the students ability in understanding the text and the motivation in learning English especially in reading comprehension skill.

The next activity was retelling the story. In this stage, the students tried to retell the story with their own words based on the concept of Story Grammar. This stage needed more monitoring from the teacher to guide them in making new same story. Teacher helped them by remembering the guiding questions and the students took the important information based on the text. Finally, it made the same story in various ideas.

### The Strengths of Story Grammar Strategy

In relation to the implementation of Story Grammar strategy, some strengths of the technique were elaborated. Firstly, Story Grammar strategy could help the students to increase their awareness of reading comprehension ability. As long as they learn English, understanding the text was bored. By this strategy, the students could enjoy understanding the text. The students would find the important information based easily. When they practiced more, they would master in understanding the text.

Secondly, Story Grammar strategy also improve students' reading comprehension skill. It was proved by the result of the research where this technique was effective in reading skill, which was shown by the students' score improvement in the research.

Thirdly, Story Grammar strategy increased students' motivation to get involved in the classroom activities. The implementation of the strategy gave them challenges to participate actively during teaching learning process. Direct

discussing made them to show their ideas freely.

#### The Weaknesses of Story Grammar Strategy

The weaknesses of Story Grammar strategy applied were drawn as follows. *Firstly*, it was same guiding questions type in each meeting that made some students bored to answer. *Secondly*, this strategy was difficult apply in the class with low motivation in sharing the ideas.

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