IMPROVING STUDENTS READING COMPREHENSION ON NARRATIVE TEXT BY USING STORY GRAMMAR AT GRADE VIII SMPN 4 WOJA

SKRIPSI

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ABSTRACT

Nurawaliyah Khumairatunnisah, 2021. *Improving Student's Reading Comprehension on Narrative Texts by Using Story Grammar at Grade VIII of SMPN 4 Woja*. S1. *Skripsi* English Education Departement. Faculty of Theacher Training and Education, University of Islam Malang. Advisors: (1) Dr. Muhammad Yunus, S.pd., M.pd (2) Fitri Awaliyatus Sholihah, S.pd.,M.pd

The design of this research was a classroom action research. This research aimed to explain the extent to which *Story Grammar* can improve students reading comprehension on narrative texts and find out what factors influence the changes of students reading comprehension. The subject of this research was the students at grade VIII of SMPN 4 Woja which consisted of 30 students. In this research, the researcher used quantitative data to see the improvement of the students reading comprehension and factors that influence the changes of students reading comprehension. The instruments of this research were reading comprehension test, pre test and post test. Based on the result of the test, the students who passed the standard score improved from 30% in the preliminary data to 72,30% at the end of the research. It means that, *Story Grammar* successfully improves the students reading comprehension.

Key words : Reading comprehension, Narrative text, Story Grammar.

CHAPTER 1

INTRODUCTION

In this section, the researcher explains the background of the research, research problem, research objectives, Importance of Research and definition of key terms.

1.1 Background of the study

Language is one of the important things that is often used in the world as an international language, English is very important to learn because English is an international language. In Indonesia, English is considered important to be learned at school to university.

They are four skills (listening, speaking, reading, and writing). Reading is one of the most important skills in learning a language besides listening, speaking, and writing. In the reading process, students are expected to gain knowledge and be familiar with what has been explained by the teacher, while in understanding students are expected to have more skills to understand the meaning in the text that has been conveyed by the teacher. Therefore, it is useless if someone does not have reading competence, because reading competence allows students to find information in reading a text.

Reading is a very important skill and has an important contribution to the success of language learning. Reading requires a very broad understanding to understand the context and get new information from the text. Based on the objectives of teaching English as stated in the Basic Competence of English Curriculum 2013 for Junior High Schools it is stated that students are expected to be able to respond to the meaning and rhetorical steps in short essays accurately, fluently, and acceptably. interact in daily life in descriptive, recount, narrative, and descriptive texts. Students are expected to have skills in reading, such as: (1) finding the main idea in sentences, explicit and implied information, synonyms, (2) responding to generic structures (3) responding to each linguistic feature.

Language is one of the important languages that must be learned in communication and is used as a means of communication between nations around the world. As an international language, English is very important for many people to learn. In Indonesia, English is considered the first foreign language that must be taught formally starting from elementary school to University.

Reading is considered as an interpreting skill that is, interpreting codes into ideas. Wallace (1993:4) states that reading is interpreting, which means reacting to written texts as part of communication. In other words, we assume some communicative intent on the part of the writer which the reader has some purpose in trying to understand. People consider reading as an important activity to do in order to add insight, so people usually say that reading is a window to the world. It is a means of seeing the world. By reading, people can get information widely without having to go anywhere.

In the 2013 Curriculum Guidelines (K13), there are slightly different perspectives for teachers to interpret competencies because many of them come from the psychomotor domain, discourse competencies derived from the language system (linguistic competence, sociolinguistic competence, discourse competence, and strategic competence), macro skills (productive: writing and speaking, and receptive skills reading and listening) and micro skills or elements of language (grammar, vocabulary, pronunciation and spelling).

There are many wrong interpretations of the previous curriculum framework such as the policy of one lesson plan covering one basic competency whereas in the English curriculum, one basic curriculum should cover four skills. Referring to the objectives of teaching English as stated in the 2013 Curriculum (K13) for English subjects, there are four skills that will be integrated because the notion of competence refers to the notion of communicative competence, namely listening, reading, speaking, and writing.

Based on a preliminary study conducted by researchers at SMPN 4 WOJA Dompu, the achievement and reading interest of class VIII students is very low. It was found that only 30% of students in this class scored higher

than the standard score and 70% of students scored below the standard while the standard score for English subjects in this school was 75. Initial data were obtained from the results of periodic evaluations. This class has the lowest achievement score among other classes.

The teacher develops suitable and interesting related to the students' condition. This is expected to motivate learning and reading comprehension. In addition, effective learning activities emerge when students participate in knowledge discussions to achieve learning objectives (Watkins et al, 2002 in Afifah, 2011). Teachers and researchers try to build the right strategy to develop students' reading comprehension better, namely through Story Grammar which is considered as one way of reading comprehension for narrative text.

Story Grammar is used to understand a narrative story. Story Grammar is a framework to help students analyze the main characters, settings, problems, events, solutions, and help students to outline a story (Dimino, 1990).

There are some previous researchers who found that Story Grammar is the right to improve students reading comprehension. The previous researches are Sri Rahmadhani Siregar, M.Pd (2018), Rama Sujaya (2013), Mulyati (2011), conducted a study entitled "Using Story Grammar to Improve Reading Comprehension of Narrative Texts for Grade VIII Students (at SMPN 4 WOJA)".

The result is that Story Grammar is successful in improving students' reading comprehension of narrative texts. He recommends using the Story grammar in teaching reading comprehension of narrative texts. He found that story grammar helped students to improve their scores in understanding narrative and recount texts. From the two classroom action research on Story Grammar, it can be seen that the Story Grammar can be the right strategy to improve students' reading comprehension. Therefore, to solve the identified problems and provide efforts to increase students' reading comprehension levels with the support of theory and previous research, the researchers

conducted a study entitled "Improving Student's Reading Comprehension in Narrative Text by Using Story Grammar in Grade VIII SMPN 4 WOJA Dompu ."

1.2 Problem Identification

Based on the background of the problem above, the researcher identified several problems in learning reading comprehension.

a) Students' reading comprehension is low.

b) Students have difficulty understanding the context and getting information from the story.

c) Most of the students have the ability to translate individual words.

d) Students lack motivation in reading English texts

1.3 Problem Limitation

Based on the identification above, this research focuses on reading skills in understanding a story. Reason the researcher focuses on this problem is because of the early reading problems faced by most of the eighth grade students of SMPN 4 WOJA Dompu.

1.4 Research Objectives

referring to the research question, the objectives of this study are:

a) Explain the extent to which Story Grammar can improve reading comprehension of narrative texts for grade VIII SMPN 4 WOJA Dompu.

b) Explain the factors that influence changes in students' reading comprehension in narrative texts for grade VIII students of SMPN 4 WOJA Dompu.

1.5 Importance of Research

This research is expected to provide two contributions, namely theoretical contributions and practical contributions. Theoretically, the results of this study will improve the theory of teaching reading through Story Grammar. This research can be used as a reference for those who want to do research in improving English reading comprehension. Then, for the

next researcher who will do Story Grammar to improve reading comprehension in other areas or scopes. Practically, the results of this study will be an alternative for teachers in teaching reading in junior high schools and also for students in improving their reading comprehension.

1.6 Definitions of Key Terms

Explanations of key terms are given so that the title is easy to understand.

1. Reading comprehension is a student activity to understand and find important information from the written text that has been provided by the researcher.

2. Narrative text is a text that aims to entertain the reader or listener which is used as a medium for learning reading comprehension.
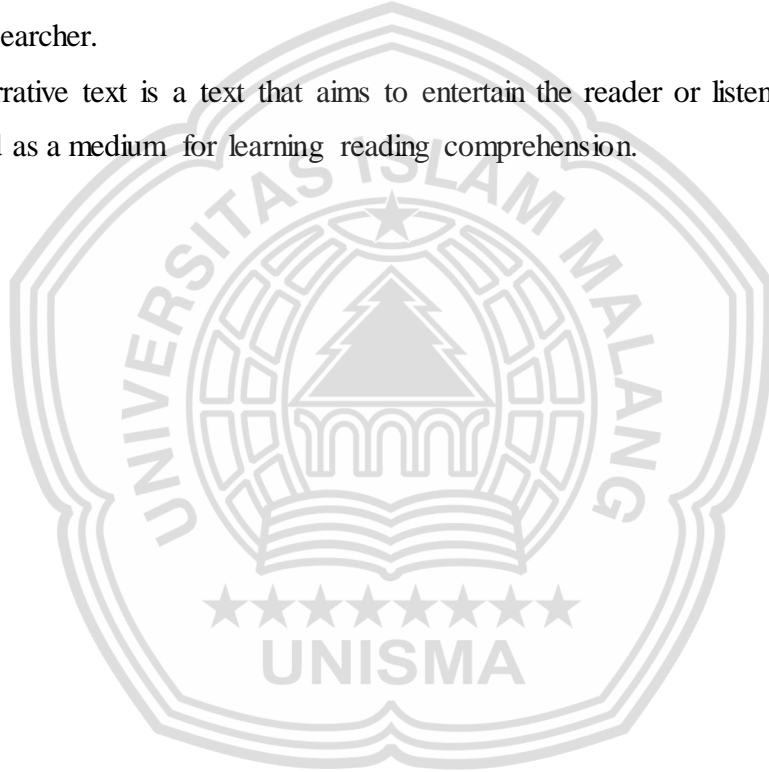
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents some points about conclusion and suggestions of the research related to what has been analyzed and discussed.

5.1 Conclusion

Based on the results of my research entitled "Improving Students' Reading Comprehension on Narrative Text Using by Story Grammar in Class VIII SMPN 4 Woja" which has been carried out in two cycles, the researcher concludes that:

The Story Grammar improves students' reading comprehension on narrative texts in class VIII of SMPN 4 Woja from only 30% of students who pass the standard score on the initial data to 72.30% of students who pass the standard score on the results of cycle 2.

In short, the researcher concludes that the Story Grammar improves students' reading comprehension on narrative texts for class VIII SMPN 4 Woja in the academic year 2020/2021 which is influenced by student factors (attention, interest and participation) and teacher factors (choosing materials and class management).

5.2 Suggestion

Based on the results of this study, the researcher would like to provide some suggestions that may be useful for further research on the following points:

1. English teachers can apply the Story Grammar as an alternative to improve students' reading comprehension and improve their academic achievement by carefully considering the time allocation for each phase of the procedure and text difficulty.

2. For further researchers, the use of the Story Grammar can recommended to be applied to other English skills, such as Talking, Listening, and Writing.

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Watkins et al, 2002 in Afifah, 2011. Teachers and researchers try to build the right strategy to develop students' reading comprehension better, namely through Story Grammar which is considered as one way of reading comprehension strategies for narrative texts.

Nunan, 2003. States that there are eight aspects to teaching reading.

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