

USING STORY GRAMMAR STRATEGY TO IMPROVE READING COMPREHENSION

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Abstract: Reading is a necessary skill that required by students because reading is a vital skill to get information. Story grammar strategy can be used to improve students' comprehension in understanding the text. The objective of the study was to find out whether or not there was a significant difference in reading comprehension between the students who were taught by using story grammar strategy and that of those who were not. The method used in this study was a quasi-experimental method. The sample of this study was 60 students which divided into two groups, namely experimental group (class XI IPA 2) and control group (class XI IPA 3). To collect the data, the written test in the form of multiple choices was administered. The t-test was to analyze the data. The result of t-test was 13.7 the significance level of $p < 0.05$ with df 58, the critical value of t-table was 1.9944 so that $13.7 > 1.9944$, it showed that the null hypothesis (H_0) was rejected and the research hypothesis (H_a) was accepted. It meant that there was a significant difference in reading comprehension between students who were taught by using story grammar strategy that of those who were not. In conclusion, story grammar can be used to improve students' reading comprehension.

Keywords: reading comprehension, story grammar strategy

INTRODUCTION

Reading is the process of looking and understanding at a series of written symbols and getting meaning from them. According to Nunan (2010, p. 5), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Thus, reading is a process of looking at a text to find out

the information and meaning from them.

In addition, reading is a necessary skill that required by students because reading is a vital skill in finding a good job. Many job applications require reading as a part of job performance. A person is limited in what they can accomplish without good reading and comprehension skills. Besides, reading

is important because it develops the mind. According to Janet (2010, p. 5), reading is a key or foundation to all basic academic for success in all other courses. By reading, students can get much information and knowledge. In short, reading as a gateway to personal development, social, economic and to get successful language aspects.

According to Blachowicz and Ogle (2008, p. 1), reading is comprehending making sense of what is read. Furthermore, the goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In addition, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND Reading Study Group, 2002, p. 17). Then, this process of interaction and involvement

with the text is a function of both reader and text variables that take place within a larger social context. Thus, reading comprehension is as a way which students can increase their knowledge and understanding of the written text.

However, students have many problems when reading. According to Westwood (2001, p. 4), many children will not make a smooth transition from the emergent reading stage to independent in reading without a great deal of skilled teaching. Then, Lyon (2001, p. 1) states that children having difficulty learning to read begin to feel less positive about themselves when they started school. Moreover, reading difficulties come from different sources such as poor interpretation of the text, poor vocabulary, the use of inappropriate reading strategies, and poor grammatical competence (Hamra, 2012, p. 1). It means that students have a problem in reading because of lack of

vocabulary, poor of grammatical, disability to select a good reading strategy and disability to get the idea of the text.

To solve students' problems in reading, it is better to use story grammar strategy. According to Murza, et. al (2010), story grammar strategy is the system of rules used for describing the consistent features found in narrative texts. A story grammar strategy involves articulation of the character's problem or conflict, a description of attempts to solve the problem and analysis of the chain of events that lead to a resolution. While Dimino, et.al. (1990) state that 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 strategy, the important information can be comprehended. Then, Mahmoud and Ayman (2010)

also explain that story grammar strategy can be used at all levels. This strategy is not only to improve reading comprehension, but also to enhance students' vocabulary, writing, and imagination. Then, it can motivate students to be proud of their work. It also appropriates to be used for students who work individually, pair, group or the whole class discussion. Meanwhile, the objective of the study was to find out whether or not there was a significant difference in reading comprehension between the students who were taught by using story grammar strategy and that of those who were not.

METHODOLOGY

The method used in this study was a quasi-experimental method. The population of this research was all the eleventh-grade students at SMA N 4 Kayuagung in the academic year of

2016/2017. Purposive sampling technique was used. To determine the experimental and control groups, the flip of the coin was used. As a result, class XI IPA 2 as the experimental group and XI IPA 3 as the control group. The number of the samples were 60 students. In this study, the experimental group got the treatment using story grammar. The procedure of teaching reading using story grammar (Dimino, et. al 1990):

- 1) The teacher explains to the students the purpose of the story grammar instruction that they would be learning a strategy that would assist them in understanding stories and answering questions.
- 2) Then, the teacher explains each story grammar component and show the story grammar component on the whiteboard. There are the story grammar component Reaction/ theme, character

information, conflict/problem, attempts/ resolution/twist.

- 3) The teacher asks the students to read the story silently.
- 4) The students are asked to find out about the story, conflicts/problems, and resolution of the text.
- 5) The students read aloud to understand the story, and then the teacher will ask some questions.
- 6) The students take a note of story and retell the story.

In collecting the data, the written test was used. In the study, the students were given reading comprehension test consisting of 30 multiple choice questions of the narrative text. content validity of the test was estimated. To find out the coefficient reliability of the test, Kuder Richardson Approach (KR21) was used. To analyze the data, a t-test was used.

RESULTS AND DISCUSSION

Based on the result of the test in the experimental group, the mean score in the post-test was higher than students' mean score in the pre-test and value of t-obtained (8.880) was higher than the critical value of t-table (2.0452). It meant that the students' reading achievement in the experimental group had progress because story grammar strategy helped the students in the experimental group to comprehend the reading narrative texts and to answer the questions easily, such as find out the theme, characters, problem, and resolution of the story.

Based on the calculation of the independent sample t-test between the post-test in the experimental and control groups, it was found that t-obtained (4.418) was higher than t-table (2.0017) and p-value (0.000) was less than α -value (0.05). It meant that the null hypothesis (Ho) was rejected and the

alternative hypothesis (Ha) was accepted. In other words, there was a significant difference in reading achievement between students who were taught reading by using story grammar strategy and that of those who were not.

Table 1
The Result of Independent Sample t-test

Post-test		Mean Defference Post Test Between Exp and Con	t-value Post Test Between Exp and Con
Mean Exp	Mean Con		
65.57	51.87	13.700	2.0017 ($p < 2.0017$)

The students who were taught by using story grammar strategy had improvement in reading comprehension achievement because story grammar strategy guided them to understand about reaction/ theme, character information, conflict/problem, attempts/ resolution/ twist. Before reading, the teacher explained the purpose and component of story grammar strategy. After the students' understanding about

the explanation by the teacher, the students read the story silently and find out about the theme, conflicts/problems, and resolution of the text. To know students' understanding, in the last phase the students read aloud of the story and the teacher asked some questions. Hence, the students gave good response and did not seem confused when they were reading because they knew what they did do during reading by using story grammar strategy.

Furthermore, this strategy helped the students more easily to investigate the distinct component of narrative text, explicit knowledge of narrative component on reading comprehension. In addition, the story grammar strategy made the students more easily to understand the story, especially narrative text. In conclusion, story grammar strategy could improve students' reading comprehension

especially reading the narrative text to the eleventh-grade students of SMA Negeri 4 Kayuagung.

CONCLUSION

Based on the result of independent sample t-test, it was found that t -obtained (4.418) was higher than t -table (2.0017) and p -value (0.000) was less than α -value (0.05). It meant that there was a significant difference in reading comprehension between the students who were taught using story grammar strategy and that of those who were not. In other words, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The students who were in the experimental groups were exposed to read a lot. By using story grammar strategy, students could understand the meaning of the text and comprehend the content of the text. As a result, the students could find the theme, character, setting, problem,

and resolution in the text. In short, the students who were taught by using story grammar strategy in the experimental group had better progress on reading comprehension.

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