

**IMPROVING THE ELEVENTH GRADE STUDENTS' READING  
COMPREHENSION OF NARRATIVE TEXT BY USING  
STORY GRAMMAR STRATEGY AT MA MA'ARIF  
NU KENCONG IN THE 2015/2016  
ACADEMIC YEAR**

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**ABSTRACT**

Since English is widely used by the people in the world to share information and knowledge, then English is determined as an important language. In Indonesia, English is chosen as one of language which is included in school subject starting from elementary school level. It doesn't come to a problem when English is only learnt, but if it is used as a standard in passing the exam, then it comes to a problem especially for senior high school students. Therefore, it is important to conduct a research entitled "Improving the Eleventh Grade Students' Reading Comprehension of Narrative Text By Using Story Grammar Strategy at MA Ma'arif NU Kencong in the 2015-2016 Academic Year.". In this research, the problem is "Can the implementation of Story Grammar Strategy significantly improve the eleventh grade students' reading comprehension at MA Ma'arif NU Kencong in the 2015-2015 Academic Year?", and the objective of this research referring to the research problem is "To Find out Story Grammar Strategy can improve the eleventh grade students' reading comprehension at MA Ma'arif NU Kencong in the 2015-2015 Academic Year". Based on the research problem and the relevant theory, the action hypothesis of this research is described as follows: the implementation of story grammar strategy can improve the eleventh grade students' reading comprehension at MA Ma'arif NU Kencong in the 2015-2015 Academic Year. by analyzing the element of narrative text using framework of story grammar strategy. Therefore, it makes the students easier to comprehend and understand the content of the text.

This research was done in 2 cycle using CAR (Classroom Action Research). The data was taken from observation and test. The research was conducted for the eleventh grade student at MA Maarif NU Kencong in the 2015-2016 academic year. The data was analyzed using percentage formula  $E = n/N \times 100\%$ .

The story grammar strategy improves the students' reading comprehension both the score and the active participation by analyzing the element of narrative text using framework of story grammar strategy. Therefore, it makes the students easier to comprehend and understand the content of the text. It was proven from the percentage of students' test score who get  $\geq 70$ , the percentage improve from 69.6% in the cycle 1 to 78.7% in the cycle 2. In other hand, the percentage of the students' active

participation improved from 45.1% and 60.6% in the cycle 1 to 70.9% and 75.7% in the cycle 2.

Based on the result, it can be concluded that story grammar strategy improves eleventh grade students' writing ability at MA Ma'arif NU Kencong in the 2015-2016 academic year by analyzing the element of narrative text using framework of story grammar strategy.

**Key words: Reading Comprehension, Narrative Text, Story Grammar Strategy**

## **1. Introduction**

Reading is one of skills that should be mastered by everyone who learn English. According to Linse (2005: 69). "Reading is a set of skills that involves making sense and deriving meaning from the printed words". From this definition, we know that reading has functions as a means to access information. One of the reasons why everyone need to learn reading English in getting the information is caused by most of important information and knowledge is written in English. As an international language, English is used for delivering information and important knowledge which is published internationally by the author.

Based on preliminary study conducted by the researcher on March 30th, 2016 at MA Ma'arif NU Kencong, the researcher got an information from an English teacher that students are low in reading comprehension. It was only 42% of students in this class got score higher than the standard score and 58% students got marks under the standard score while the standard score of English subject in this school is 70. The preliminary data was gotten from regular evaluation result in the second semester. In addition, based on the interview result with an English teacher in this school, there were some difficulties faced by the students in reading comprehension: First, they had difficulties to understand the context and get the information of the story. So, the students failed to understand longer reading materials such as stories. Second, most students had an ability to translate the individual words without conveying the message what the author extends. Third, the students were lack of motivation in reading English text. Consequently, they spent much time to answer the comprehension questions related to the text and copy their friends work.

## **2. Methodology**

### **Purpose of the Research**

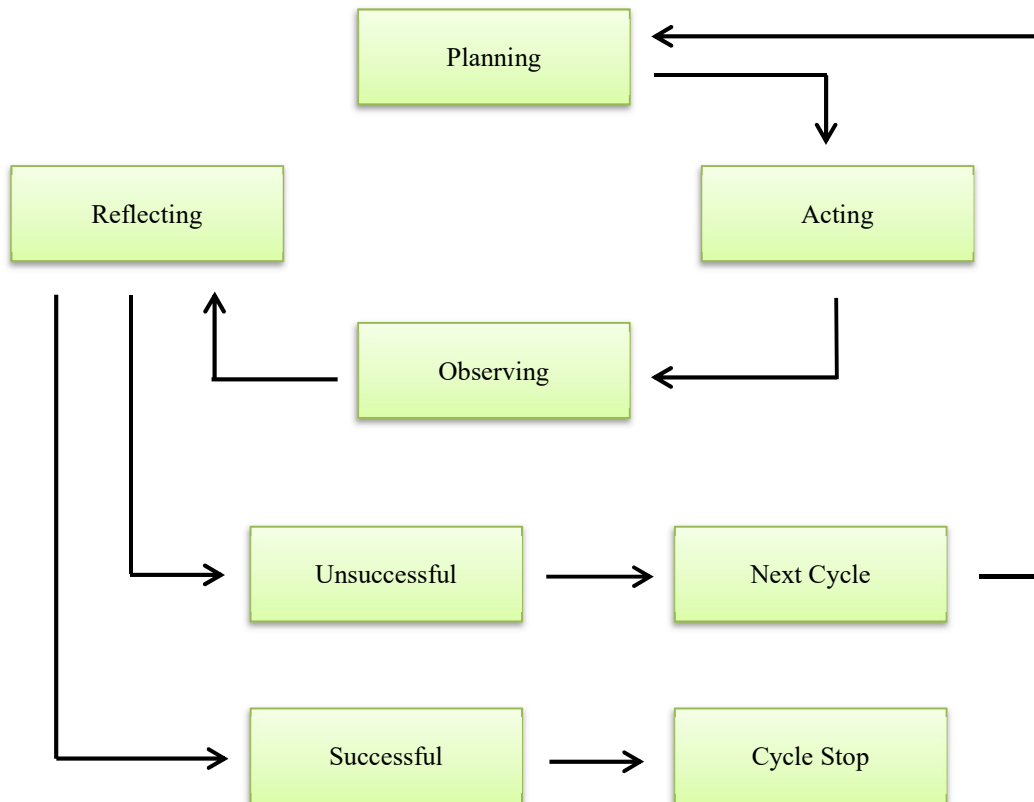
In line with the problem of the study, the objective is to improve the students how story grammar strategy can improve students reading comprehension on narrative text at MA Ma'arif NU Kencong, Jember in 2015- 2016 academic year.

### **Research Hypothesis**

Story Grammar Strategy can improve the Eleventh grade students' reading comprehension on narrative by using framework of story grammar strategy text at MA Ma'arif NU Kencong, Jember in 2015- 2016 academic year.

## Methods

Design of the research which is used by the researcher is Classroom Action Research (CAR). There are some experts who argued the model of Classroom Action Research (CAR) with different materials, but an outline there are four stage commonly passed, namely: planning, implementation, observation, and reflection. This is a chart of Classroom Action Research. According Kemmis and Mc Taggart in Arikunto (2013:137)



**The Model of Classroom Action Research**

## Participant

Subject of the research that will be taken in research usually referred to as the population. According to Arikunto (2013: 173) population is all the subject of the research. If the population size too large, then the research can take a portion of the total population, while for the small population of the entire population should be used as a source of data collection. The population of this research is the eleventh grade student at MA Ma'arif NU Kencong which consists of 33 students.

### 3. Instruments of the Research

#### 1. Test

This research reading test is used to collect primary data. According to Arikunto (2013: 150) test is a set of question, exercise, or other instruments which are used to measure skills, knowledge of the individuals or group. The test is used as research instrument in this research to measure students skill in reading comprehension. Moreover, this research, the reading test which is given by the students is objective test. The objective test is used to check comprehending.

#### 2. Observation Checklist

This observation checklist is used to record the students activities in learning process. The researcher uses checklist to collect the data. The researcher observes according to some indicator: paying attention, asking/ answering question, working in group, performing the task and also enthusiasm in teaching learning process. The activeness of the students is categorized successful if the active student are more than the passive students.

To collect primary data in the form of the students' score of reading test are analyzed by using the percentage formula as follow:

$$E = \frac{n}{N} \times 100\%$$

E = the percentage of students who get the target score of 70 or more  
n = the total number of the students get the target score of 70 or more  
N = the total number of the students.

Arikunto, 2013: 221 state that reliability is a something instrument can be trusted enough to be used as a data collection tool because the instrument has been good. So, it can be created and get the valid data. Ary (2010: 236) state that the reliability of a measuring instrument is the degree of consistency with which it measure whatever it is measuring. To know the test item were reliable or not the researcher uses the formula of product moment as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Note:

$r_{xy}$  : The coefficient correlation.  
N : The number of populations.  
X : The total score of the odd test.  
Y : The total score of the even test.  
XY : The total score from variable X and variable Y

**Sperman-Brown's formula (Split half):**

$$r_{11} = \frac{2xr_{\frac{1}{2}\frac{1}{2}}}{\left(1 + r_{\frac{1}{2}\frac{1}{2}}\right)}$$

Note:

$r_{11}$  = Reliability of all test

$r_{\frac{1}{2}\frac{1}{2}}$  = Index correlations

**4.Result of the Research**

From the calculation, it was known that the percentage of students who got  $\geq 70$  was 69.6%, and the percentage of the student who actively involved in the teaching and learning in the first and the second meeting was 45.1% and in the second meeting was 60.6%. Based on the result of the test and observation checklist in the cycle 1, it can be concluded that standard requirement was not achieved yet. Therefore, the researcher continued to the second cycle because it was needed to achieve the action hypothesis of this research. The reflection was done after calculating the students' reading test and the observation checklist in the cycle 2. From the calculation, it was known that the percentage of students who got  $\geq 70$  was 78.7%, and the percentage of the student who actively involved in the teaching and learning in the first meeting was 70.9% and in the second meeting was 75.7%. Based on the result of the test and observation checklist in the cycle 2, it can be concluded that standard requirement has been achieved. Therefore, the cycle was stopped in the cycle 2.

**5.Discussion**

The implementation in cycle 1, the researcher explain about the narrative text included the definition, the structure, and all language features in narrative text in order to give more knowledge about narrative text as well as their background knowledge toward narrative text, because it has relation with story grammar that would be implemented in the second meeting. According to Lienemann and Reid (2006: 60), the stage are develop and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. Then, in the second meeting, the researcher showed the format of Story Grammar on a whiteboard, re-explained about narrative text (past tense) and the use 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 divided into groups of four, the researcher asked 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 guided questions to support this strategy, Dimino et. al, (1990) said that Story Grammar can be used as a foundation to answer the questions related to the story. In addition, According to Gurney et al (1990), said that in analyzing story grammar there are; identifying the main problem/ conflict, character clues, resolution, theme, guided practice phrase. Then, the students

found the information in the text and answered the questions related the story using the information in story grammar. After that, the researcher along with the students discussed the answer of the story grammar questions. After that, in the third meeting, the researcher gave the reading test to the students.

Based on the result in cycle 1, cycle 2 was needed to be conducted to improve and revise problems found in cycle 1. To cover the problems which have been explained above, the researcher re-explained more the narrative text, the structure, and the generic structure of narrative text. Then, the students asked to compare to the story that they have previously read and refill the story grammar strategy individually. By working individually, the poor students were also forced to think and analyzed the story and fill the story grammar strategy, they worked individually and fill the story grammar strategy independently. The problem was also found by Gurney et al (2001), he said that to remedy this difficulty, the researcher modeled how to make problem statements using examples from stories the students had previously read.

## **6. Conclusion**

The story grammar strategy can help students in comprehending text by filling story grammar question. The story grammar question help the student to get the important information of the story given. Thus, the students are easier comprehending the story or the text given by the teacher. It was proven from the test given by the researcher, based on the result, the percentage score of the students improved significantly from 69.6% to 75.7%. Therefore, in conclusion, Story grammar strategy can improve the eleventh grade students' reading comprehension at MA Ma'arif NU Kencong in the 2015-2016 academic year.

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