

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
STORY GRAMMAR STRATEGY AT SMP NEGERI 08 SATAP DODA
BUNTA****Abdul Rabbi Arrasul¹, Yorib Lang²**¹PBI FKIP Universitas Muhammadiyah Luwuk, ²PBI FKIP Universitas Muhammadiyah LuwukEmail: arrasulabdulrabbi@gmail.com¹, yoriblang49@gmail.com²**Abstrak**

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman bacaan siswa melalui strategi tata bahasa cerita di SMP Negeri 08 Satap Doda Bunta. Penelitian ini menggunakan penelitian pra-eksperimental dengan desain satu kelompok pretest dan post test. Populasi penelitian adalah siswa kelas VIII di SMP Negeri 08 Satap Doda Bunta yang terdiri dari 28 siswa. Sampel penelitian ini adalah seluruh populasi penelitian.. Dalam mengumpulkan data, peneliti menggunakan tes. Tes terdiri dari pretest dan posttest. Data dianalisis secara statistik. Setelah dianalisis, hasil *t*-hitung adalah 9,245. Dengan derajat kebebasan 27, dan tingkat signifikansi 0,05, *t*-tabel adalah 1,703. Oleh karena itu, hasil *t*-hitung lebih besar dari *t*-tabel. Jelas bahwa, hipotesa dari penelitian ini dapat diterima. Dengan kata lain, strategi tata bahasa cerita dapat meningkatkan pemahaman bacaan siswa kelas VIII di SMP Negeri 08 Satap Doda Bunta secara efektif.

Kata Kunci: Pemahaman Bacaan, Strategi Tata Bahasa Cerita.

Abstract

The objective this research is to improve students' reading comprehension through story grammar strategy at SMP Negeri 08 Satap Doda Bunta. This research used a pre-experimental research design with one group pretest and posttest design. The population of this research was the students of VIII grade of SMP Negeri 8 Satap Doda Bunta consisted of twenty-eight students. The sample of this research was all the population of the research. In collecting data, the researcher used test. The test consisted of pretest and posttest. Data were analyzed statistically. After being analyzed, it was found that the result of the *t*-counted was 9,245. With 27 degree of freedom, and a the significance level of 0,05, the *t*-table was 1,703. Therefore, the result of *t*-counted is greater than *t*-table. It is clear that the research hypothesis is accepted. In other words, story grammar strategy can effectively improve the reading comprehension of VIII grade students at SMP Negeri 8 Satap Doda Bunta.

Keywords: Reading Comprehension, Story Grammar Strategy.

Introduction

Reading comprehension has the considerable role in the language teaching to strengthen other skills acquired by the students. Besides, the students have to be able to achieve reading competent as urged by the national curriculum. Silberstein (1993) said that Reading is communicative activity. Based on the definition above, reading is language acquisition to communicative between another reader. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

However, it is hard to achieve the competencies if there are some problems which are experienced by students of Junior high school. Such as feeling a strong fear of reading, and difficult to comprehend the idea from the written text. It also happened to the students at SMP Negeri 08 Satap Doda Bunta when it comes to reading comprehension activities. The researcher found a problem when he did his preliminary research at that school. The problem is when teacher asked one of the students to read the text aloud individually among the students, the student was not confident and did not want to read. This condition made insecure learning and tended to drop off students' motivation in learning.

To comprehend a narrative story, a Story Grammar Strategy is used. The Story Grammar strategy is a framework to students to use to analyze the major characters, setting, issues, events, and solution, as well as to write a story (Dimino, 1990). In addition, Schmitt (1986) stated that the Story Grammar strategy is a reading comprehension strategy that uses an organizational framework to improve students' interactions in order to find out the crucial details of the story. As a result, Story Grammar can help you improve your reading comprehension. Considering the facts above, the researcher provides an effective way to improve the students reading comprehension by using story grammar strategy.

Therefore, based on the problem of the background above, the researcher then lifts the research title "Improving Students Reading Comprehension Through Story Grammar Strategy at SMP Negeri 08 Satap Doda Bunta".

Reading Comprehension

Reading comprehension is derived from two words namely reading and comprehension. Edwards (1972) defined The first stage of reading Learning sound symbols that correlate to, either directly or by reading aloud sentences or words that have been mastered orally, is a developmental process. The kids are taught to read these words and sentences together. Hollingworth (2007) defined Comprehension is defined as being able to understand the printed symbols' meanings. While Pakhare (2007) stated that Reading comprehension refers to how well a reader comprehends a passage or content.

Levels of Reading Comprehension

Teachers must pay close attention to the fact that there are four different degrees of reading comprehension. The levels are as follows:

1. Literal Reading Comprehension

At this level, teachers ask pupils to research and find knowledge ideas that are stated explicitly in the text. For the benefit of readers, being able Fluency and knowledge of the English language are required to read for literal meanings word in the situation. It also includes an understanding of the text's plain meaning, such as facts, terminology, dates, times, and places. Day and Park (2005) This is the level entails understanding the surface within the context in which students/readers are reading, and answering literal interpretation comprehension question simply requires students to recall what is said in the text from memory. Literal comprehension, in other words, is the most basic degree of comprehension.

2. Interpretative Reading Comprehension

Readers/students in this class level go Read for deeper meanings beyond what is presented. Chang (2000) said that Students must be able to look at the connections between as a result, they must understand how ideas work fit together and the meanings of these concepts. Because all of the information, concepts, and meaning is implied or hinted. Students and readers are also included required to conclude, create assumptions and forecast results.

3. Critical Reading Comprehension

This level entails reading in order to evaluate and review ideas. This requires a lot of concentration as well. Students/readers must be able to distinguish between opinions, assumptions, and facts, as well as spot erroneous or illogical reasoning, false assertions,

emotional language, and so on. While Chang (2000) stated that Students at At this level, students are expected to possess skills such as the capacity to discern persuasive assertions, the ability to distinguish between fact and opinion, and the ability to assess the correctness of the information supplied in the text.

4. Creative Reading Comprehension

This level asks students/readers to think while they read and to apply their creativity in addition to the material supplied by the author. In addition, the students attempt to come up with a fresh or alternate solution to the author's suggestions. Dagostino, at all (2013) stated that This The term "level" refers to the height of anything. the capacity to perform an overall assessment of a specific piece of information or a concept that has been read, as well as the precision or applicability of a fresh idea's provided information. At this level, the reader is also encouraged to think in fresh and creative ways.

The Concept of Teaching Reading Comprehension

The goal of teaching reading comprehension in a language has traditionally been to help pupils to improve their reading skills and techniques so that they can read more efficiently and effectively. As a result, in order to attain teaching reading objectives, a suitable teaching strategy should be organized in order. Brown (2001) stated that pre-reading, during reading, and after-reading activities are the three parts of the reading technique. Pre-reading activity is the time for introducing a topic and activating students' schemata (students' knowledge). During-reading activity is the time for acquiring the information from the text. After reading activity is the time for checking students' reading comprehension.

Story Grammar Strategy

A Story Grammar strategy is also one of the graphic organizer's reading comprehension tools for comprehending narrative materials. Dimino (1990) writes that the Story Grammar method is a framework that aids students in assessing the primary characters, setting, issues, events, and solution, as well as assisting them in plotting out a story. The important information can be comprehended using Story Grammar.

Story Grammar is a tool for students to use when reading the book. Story Grammar makes it easier for pupils to understand the story. Meanwhile, Schmitt (1986) stated that the Story Grammar strategy is a reading comprehension strategy that uses an organizational framework to help students locate the key material in a story. Story Grammar can also be used as a framework for answering inquiries about the story (Dimino et. al, 1990).

Teaching Reading Comprehension Through Story Grammar Strategy

By showing a picture related to the story and asking some questions about the topic, the teacher can start developing and engage the students' prior knowledge. The teacher displays the Story Grammar format on a whiteboard, instructs the students on how to use the Story Grammar method, discusses how this strategy might aid their reading comprehension, and models how to use it. The teacher instructs the students to read a narrative story that is appropriate for their level. The teacher instructs the students to create their own Story Grammar after reading the story. The students use this method based on Story Grammar's organizing, and the teacher should lead them by utilizing illustrations or guided questions to promote this strategy. Furthermore, the students could be separated into groups to discuss the text's information and then compare it to that of other students. While Dimino (1990) reveals that there are six points to be considered in teaching reading using story grammar strategy. Here are the following points:

- 1) The researcher 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, researcher 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 researcher asks the students to read the story silently.
- 4) The students are asked to find out about the story, conflict/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.

Benefits and Weakness of Story Grammar Strategy

The implementation of story grammar Strategy in the classroom has benefit and weakness in its applying. There are some benefits and weakness of story grammar strategy according to Dimino (1990):

1. Story grammar strategy can help the students remember the details of a story because they know about the common structure that most stories follow.
2. Instruction in story grammar improves the performance in reading and writing for students.
3. Direct instruction in story grammar involves helping students to learn to recognize the elements of narrative text and use these elements to improve their comprehension.
4. Story grammar strategy also has weakness, using story grammar may make the students think that every type of texts has the elements.

Hypothesis

Based on the description above, the hypotheses of this research can be described as follows: The use of story grammar strategy can effectively improve the reading comprehension at SMP Negeri 08 Satap Doda Bunta.

Research Method

To conduct this research, the researcher employed pre-experimental research design with one group pretest and posttest design. Pre-test was accustomed to study the extent to which students reading abilities, and the researcher used pre-test at the first time and the result of pretest can be known to be more accurate because it can compare with the situation before being treated. Post-test was accustomed to understand the increase in reading comprehension of students and the post-test was carried out at the final stage.

Population and Sample

This research population was the students of VIII grade students of SMP Negeri 08 Satap Doda Bunta. It only consisted twenty-eight students. For the sample, researcher applied this technique of sampling because there is only single class of the VIII grade students of SMP Negeri 08 Satap Doda Bunta. So that, the researcher picked all the population as the sample.

Variables of the Research

This research has two variables, independent and dependent variables. Independent variable is story grammar strategy while dependent variable is students' reading comprehension.

Instrument of Data Collection

The instrument is the way which is employed by the researcher to collected data. The researcher used test to look for students’ reading comprehension achievement.

Experimental Procedures

1. The pre-test was conducted to the class in order to know students’ prior ability.
2. The researcher applied story grammar strategy to the class.
3. Posttest was applied to know the students’ reading comprehension achievement after the treatment was used in teaching. After that, the score was counted.

Data Analysis Technique

Data analysis performed was based on students’ test results. The test was multiple choice test that consisted of 15 questions. The researcher was used this following scoring rubric:

Scoring Rubric

Number	Test	Number of Questions	Correct Answer	Incorrect Answer	Total Score
1	Multiple Choice	15	1	0	15

When it comes to data analysis, the individual score was calculated by the researcher using a formula stated by Arikunto (2002) as follow:

$$\Sigma = \frac{x}{n} \times 100\%$$

Where:

Σ =Individual score

X =Score obtained

N =Maximum score

Then, the researcher calculated the main the students' score in pretest and posttest by using formula stated by Arikunto (2002):

$$M = \frac{\Sigma x}{N}$$

Where:

M =Average Value

Σx =Number of students score

N =Number of students

Next, the researcher computed the mean score difference of pretest and posttest. The researcher applied formula adopted from Arikunto (2002) as follow:

$$Md = \frac{\Sigma d}{N}$$

Where:

Md =Mean of difference between pretest and posttest

Σd =Number of deviations between posttst and pretest

N =Subject in the sample

After getting the mean deviation, the researcher computed the sum of square deviation by using formula proposed by Arikunto (2006) as follows:

$$\Sigma x^2 d = \Sigma d^2 \cdot \frac{(\Sigma d)^2}{N}$$

Where:

$\Sigma x^2 d$ =Total deviation score

Σd^2 =Number of score

N =Number of students

The last, researcher computed t-counted in order to analyze the effectiveness of the treatment by using formula proposed by Arikunto (2006) as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

T =t-counted

Md =Mean of difference between pretest and posttest

$\sum x^2 d$ =Sum of squares of deviation

N =Subject in the sample

Finding and Discussion

All the data are taken from pretest and posttest. Test was delivered to the sample. In the following table, the mean score of pre-test and post-test data from sample is listed with the summary of mean deviation and variance. Here is the interpretation of the table:

Sample	N	Mean Score of Pre-test	Mean Score of Post-test	Mean Deviation	Standard deviation	df	Sig. Level	T
One group pretest and posttest	28	50.46	89.82	39.57	13.89			
Equal Variances Assume						27	0.05 (1.703)	9.245

The above table represents the summary of statistic data. The mean score of pretest from the sample. After the treatment is conducted to the sample, the mean score of the post-test is effectively improved. It can be seen in the mean deviation score of the sample. To test the hypothesis and to make sure the significance different from the data obtained, the analysis used is independent sample t-test with degree of freedom 27 or equal to 1.703 in probability 0.05. the result of data computation t-counted is 9.245. It is greater than t-table (df= 27, 1.703). It is clear that the research hypothesis is accepted. In other words, story grammar strategy can effectively improve the reading comprehension of VIII grade students at SMP Negeri 8 Satap Doda Bunta.

In this research, it was found that students who were taught with story grammar strategy to improve students' reading comprehension. The results of this research also require a comparison between the experimental class, In the experimental class the average value at the pretest was 50.464.

After being given the pretest, the researcher gave treatment with the story grammar strategy. This is evidenced by the range of scores obtained by the experimental class at the pretest of 50.464 and at the posttest of 89.821 although it meets the minimum completeness criteria (KKM=75). The indication is that the story grammar strategy can improve students' reading comprehension. Students can read and understand quite well. This strategy the teacher can follow because this strategy can make students who are enthusiastic about learning.

In the pretest, the increase in the one class was significantly, and treatment, there was significantly students who were thought through story grammar strategy and students without special treatment. Based on the posttest results of the experimental class, the t count

was 9.245, while the t table was 27 degrees of freedom and a significance level of 0.05 was 1.703. So t-counted is greater than t-table. This means that Ho is rejected, Ha is accepted.

Conclusion and Suggestion

In conclusion, researcher concluded that use story grammar strategy can improving students' reading comprehension. The students are interested in learning reading comprehension through story grammar strategy. They are very enthusiastic to follow the learning process. Finally, from the hypothesis of this research, there is a significant effect of the use of story grammar strategy in improving students' reading comprehension at SMP Negeri 8 Satap Doda Bunta through story grammar strategy. It proves from the result of t-counted (9.245) is greater than the value of t-table (1.703).

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