USING STORY GRAMMAR STRATEGY IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG

THESIS

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THESIS

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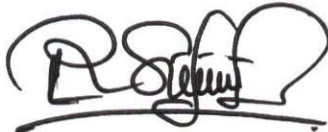FACULTY OF TEACHER TRAINING AND EDUCATION
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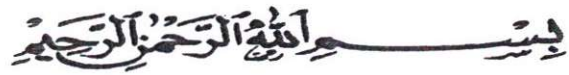FKIP UMP,

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ABSTRACT

Gusmantira, Aroh Ardi. 2017. *Using Story Grammar Strategy in Teaching Reading Comprehension of Narrative Text to the Eighth Grade Students of SMP Negeri 7 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education Muhammadiyah University Palembang. Advisors: (I) Prof. Dr. Rusman, M.Pd, (II) Rini Susanti, S.Pd., M.A.

Key words: Teaching, Reading Comprehension, Story Grammar Strategy.

The title of this thesis is "Using Story Grammar Strategy in Teaching Reading Comprehension of Narrative Text to the Eighth Grade Students of SMP Negeri 7 Palembang. The problem of this study was" Is it effective using story grammar strategy in teaching reading comprehension of narrative text to the eigth grade students of SMP Negeri 7 Palembang?" The objective of this study was "to find out whether or not teaching reading comprehension by using story grammar strategy to the eigth grade of SMP Negeri 7 Palembang". This thesis used pre-experimental method. The population of this study was the eighth grade of SMP Negeri 7 Palembang in academic year 2014/2015, with the total number 84 students. The sample of this study was 30 students. Pretest-posttest Nonequivalent-Group design was used in this study. The data were collected through a written test and analyzed by using SPSS (Statistical packages for the Social Sciences) 16.00. Based on the study, it was found that Question Answer Relationship strategy is effective for developing students' reading to the eighth grade students of SMP Negeri 7 Palembang. The mean score of pre-test experimental group was 69.23 and the mean score of post-test experimental group was 79.46. It indicated that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected because t-obtained exceed the value of t-table.

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Finally, the writer realizes that this thesis is still far from being perfect. Any comments, criticism or suggestion dealing with this thesis are warmly welcome, and it is hoped that this thesis may give some benefits for all of us.

Palembang,   February 2017
The Writer,

AAG

DEDICATION

Motto:

"As long as it gives advantage, just take it."

"Keep trying and pray to God."

"Accept the past, manage the present, work hard for the future."

This thesis is dedication to:

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CHAPTER I

INTRODUCTION

This chapter presents; (1) background, (2) problem, (3) limitation of the problem, (4) formulation of the problem, (5) objective of the problem, (6) significance of study, (7) hypotheses and (8) criteria for the hypoteses.

1.1 Background

English is very important language in the world. It is used as a medium of conveying knowlegde and it is very contributive language for learning various kinds of knowledge such as science, history, culture, politics, and economics and so on. English as a foreign language is not only used as a daily communicative, but it is also used to gain knowledge. Saleh (1998) says that "English has been chosen as the first foreign language to be taught as a compulsory subject from the first year of Junior High School up to the first year college (p.82).

According to Amer (1992) reading comprehension is an interactive process between the reader and the text, the reader interacts with the text and relates ideas from the text to prior experiences to contruct meaning and a part of this process requires that the reader understands how the author has organized his ideas (p.711).

Vaughn (1999) says "one of the text structures is narrative text". Text structure is organized to guide readers in identifying key information such as main character, plot, setting, problem, and resolution (p.76).

According to Richard and Schmdit (2002) narrative text is "the written or oral account of a real or fictional story". There are many kinds of narrative text such as

fable, legend, short story and so on. In this study the writer used one kind of story in narrative text is short story (p.349). According to Atwell (2002) short story tend to be less complex than novels and usually, a short story was focused on only one incident has a single plot, a single setting, a limited nummber of characters, and covers a short period of time (p.2).

As a teacher in teaching English, the teacher must know what method, technique, and strategies are suitable for them to teach reading for their students. in teaching reading comprehension of narrative text have many strategies such as story map strategy, story face strategy, story grammar strategy, skimming, scanning, and so on. In this study, the writer used the story grammar strategy in teaching reading comprehension of narrative text on short for eighth grade students of SMP Negeri 7 Palembang. This strategy would help and develop the student's reading comprehension.

According to Reid and Lienemann (2006) the story grammar strategy is a begining reading comprehension strategy that provides students with a plan for identifying important story information of narrative text on short story by asking themselves the five w and h question, giving them color-code sticky tabs, and giving them graphic organizer story grammar (p.23). Similarly, Vaughn (1999) finds that this strategy was help them from expectations about what they was read, organize incoming information, judge the relative importance of what they read, improve their comprehension, and enhance their recall (p.54).

Based on the fact above the writer is interested in doing the study entitled "Using Story Grammar Strategy in Teaching Reading Comprehension of Narrative text to the eighth grade students of SMP Negeri 7 Palembang.

1.2 Problem

The problem of this study are the first problem is that many students still confuses about the usage of tense when they speak and write sentence.

1.3 Limitation of the Problem

The problem of this study was limited with seven narrative text in teaching reading comprehension of narrative text by using story grammar strategy for identifying important story information of short story such as the main character, plot, setting, problem and resolution through five w and h question.

Table 1.1 The Topic

No	Activity (Topic)	Meeting	Date
	Pretest		
1.	Cinderella	1	....
2.	Baduy Comunity	2	....
3.	Malin Kundang	3	....
4.	Music	4	....
5.	Jaka Tingkir	5	....
6.	Animal Experiment	6	....

No	Activity (Topic)	Meeting	Date
	Post test		
7.	Archiplego	7	....
8.	My Trip to the Beach	8	....
9.	The book	9	....
10.	The Spory Boy and the Lazy Mother	10	....
11	Bawang Merah and Bawang Putih	11	....
12	Timun Emas	12	....

1.4 Formulation of the Problem

Formulation of the problem in this study is followed the question "is it effective to teach reading comprehension of narrative text by using story grammar strategy to the eighth grade students of SMP Negeri 7 Palembang?".

1.5 Objective of the Study

The objective of the study wasto find out whether or not it was effective teach reading comprehension of narrative text by using story grammar strategy to the eighth grade students of SMP Negeri 7 Palembang.

1.6 Significance of the Study

The significance of the study namely:

1. Teacher of English

This study will improve English teacher's ability to search and find many strategies is suitable for them in teaching learning process.

2. Students

Students can use this strategy to improve their comprehension in reading a text structure so that they can understand and know about elements in the text.

3. Writer

Doing this study is a chance to improve and enlarge him knowledge to developing one of strategy, method, media, and so on which is suitable for them in teaching learning process.

1.7 Hypothesis

According Sugiyono (2012) hypothesis is a tentative answer concerning formulation of the problem, where the formulation of the problem has clarified on the form of question mark (p.96). There are two kinds of hypothesis proposed in this study . They are null hypotheses and alternative hypothesis.

The hypothesis of this study are in the form of null hypothesis (Ho) and the alternative hypothesis (Ha).

Null hypothesis (Ho) : It is not effective in teaching reading comprehension of narrative text through story grammar strategy.

Alternative hypotehesis (Ha) : It is effective in teaching reading comprehension of narrative text through story grammar strategy.

1.8 The Criteria for Testing the Hypotheses

To test the hypotheses the criteria was used. It means to accept or to rejected the null Hypothesis will use t-table with degree of freedom ($df = n - 1$) and 5% as level of significance. The criteria for used testing the Hypothesis are as followed:

1) The alternative hypothesis (Ha) was accepted if the result of t-test calculation was the same or greater than that of the critical value as stated. It means that (Ho) was rejected.

2) The null hypothesis (Ho) will be accepted if the result of test calculation was less than of the critical values as stated in the t-value table. It means that (Ha) was rejected.

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