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THE USE OF STORY GRAMMAR STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT FOR CLASS VIII OF SMPN SATAP FATUKOTO

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Abstract
The primary aim of this study is to investigate the effectiveness of story grammar strategies in improving students' reading comprehension skills. The research was conducted at SMPN Fatukoto with a total sample of 22 eighth-grade students. Employing a quantitative approach with a pre-experimental design, data were collected using multiple-choice and essay-based reading tests. The findings reveal a significant difference between students' pre-test and post-test scores. Statistical analysis shows that the t-calculated value (5.18) exceeds the t-table value (1.32) at a significance level with degrees of freedom (df) = N–1, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This confirms that the use of story grammar strategies in narrative texts positively influences students' reading performance. The mean pre-test score was 62.95, while the post-test score increased to 67.27. These results suggest that story grammar strategies not only enhance students' reading comprehension but also stimulate their critical thinking. Therefore, incorporating story grammar strategies into narrative text instruction can be an effective pedagogical tool for improving reading skills among junior high school students.

Keywords: Reading Comprehension, Story Grammar Strategy, Narrative Text.

INTRODUCTION

English is a very important language in the world, which is used as a medium of conveying knowledge and it is a very contributive language for learning various kinds of knowledge such as science, history, culture, politics, economics, and so on. English as a foreign language is used not only in daily communication but also to gain knowledge. Saleh (1997:1) 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 of college.

Reading comprehension is an interactive process between the reader and the text, when the reader interacts with the text and relates ideas fix the text to prior experiences it constructs meaning and a part of this process requires that the reader understands how the author has organized. According to (Alderson, 2000:32), "Reading is a basic foundation of all aspects of improving student learning. Other skills in English are speaking, writing, and listening, which come from what students have read". Reading requires understanding to understand a context and get new information from the text for eighth grade. One of the text types to achieve is narrative text. Other skills in English are speaking, writing, and listening, which come from what students have read. According to Anderson (1997:22), "Reading requires understanding to understand a context and get new information from the text for eighth grade, one of the text types to achieve is a narrative text".

Basically, the aim of teaching English at schools is to develop students' English language skills. One of the skills that cannot be learned is reading skills be-cause the success of student learning depends in large part on their ability to read. Clark & Silberstein (1987:34) confirm that reading is an active

process of inter-acting with printed material and monitoring understanding to construct meaning. By reading, students can access a lot of information that might otherwise not be available, especially in English textbooks. According to Amer, (1992:12), "Therefore, reading skills must be given more attention to achieve a better reading level". Even though reading is declared important as explained before, reading ability is still a problem. In addition, Kustaryo (1988:2), argues that most stu-dents still have difficulty understanding an English text. This problem could be because students reading in class only focus on asking students to read the text and answer questions based on the text without facilitating them to understand the text well so clear explanations and monotonous strategies used by the teacher do not support students to understand the reading therefore students are classified as English learners so the researcher wants to know the reading conditions of stu-dents SMPN at Fatukoto.

Facing the problems above, a teacher must provide suitable and interesting strategies related to conditions of students. These strategies can motivate students to learn and understand reading. According to (Schmitt, & O, Brien, 1986:270-271), "A Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important pieces of information in the story by using an organizational framework". Effective learning activities emerge when students participate to achieve learning objectives in using story grammar strategies to understand story narratives students who read narrative texts using grammar story strategy have more skills in understanding the meaning of the text conveyed. In addition, according to Nunan (2005:68), "Therefore, it is useless if they do not have reading skills because reading skills enable students to find information in reading a text and develop students' reading comprehension better, namely through Grammar stories."

Story grammar strategies are a framework to assist students in analyzing main characters, settings, problems, events, and solutions and help students de-scribe stories. Dimino et al., (1990:4) say that this technique will help students to read the text meaningfully, find out important information from the story, and add to students' vocabulary as well as writing and imagination. According to Rustan, Syam, & Daddi. (2021:143), "Strategy story grammar is the right way to improve students' reading comprehension therefore, using story grammar to solve those problems helps them improve students' reading comprehension in narrative text".

As well as students are also assisted to be independent in improving stu-dents reading comprehension using story grammar strategies and students are guided to find important information by using a story grammar strategy frame-work they can use a framework to answer questions related to stories. According to Schmitt & O'Brien (1986:72), "story grammar strategies can also help students improve students understanding of narrative texts".

The researcher chooses the use of story grammar can improve students' reading comprehension in narrative text as a medium so that it can help students enjoy learning process and develop their reading skills. Reminded about the ex-planation, the researcher is interested in researching "The use of story grammar strategy to improve students' reading comprehension in narrative text" for class VIII at SMPN Fatukoto. The research problem: Is there any Influence on reading ability using Story Grammar strategy for Grade VIII students of SMP N.Fatukoto and the purpose of this research to find out whether teaching is effective or not by story grammar strategies for class VIII students at SMPN Fatukoto.

RESEARCH METHODS

In this study, the authors used a quantitative method (Sugiyono, 2014:109), saying that a Pre-Experimental design is a design that includes on-ly one group or class that is given pre-test, treatment and post-tests. According to Arikunto (2010), a research design is a plan and procedure for research that is created by researchers as approximate activities to be implemented. This re-search follows the methodology in a descriptive quantitative approach because the writer wants to find out the effect of Story Grammar Strategy in teaching reading comprehension to grade students of class eight SMPN Fatukoto. The writer used Pre-Experimental research. In this study, the writer used a class called Pre-Experimental class. The Pre-Experimental group received treatment by using Story Grammar Strategy.

Table 1. Pretest-posttest in Pre-Experimental Design

Group	Pre-test	Treatment	Posttest
Experimental group	X1	T	X2

The subjects of this research were Class VIII students at SMPN Fatukoto, the research data was in the form of a direct test from researcher and reading comprehension using story grammar strategy in teaching narrative text at SMPN Fatukoto. Students' understanding of teaching reading skills from story grammar strategy material used as research data. The next step of the research process is to determine which sub-jects or school students are included as the population and sample the population is defined as all members of each well-defined class of people, events, or objects. So, the population in this study uses all eighth-grade students SMPN Fatukoto Public Middle School, totaling 42 students.

This sample is defined as a cluster population subject. The sample in this research was class VIII, totalling 22 students. The sample was divided into one group, namely Pre-Experimental class. Data collection technique are pre-test, The Pre-Test was conducted to find out the results and average scores of students using Story Grammar Developing a trial strategy (grade VIII), Treatment was given to the Pre-Experimental group at the other time. In this research, the writer teaches reading comprehension text to the Pre-Experimental group by using Story Grammar Strategy and the post-test is used to determine student scores after the learning process in the treatment class. After giving treatment to the Pre-Experimental group, the researcher gave the students a post-test in the form of story grammar to find out the results of the treatment.

Instrument in this research is story grammar. Students are given reading comprehension in narrative text. This test is to answer reading comprehension texts. Students are asked to read several narrative texts in story gram-mar as well as a reading comprehension test. These tests were the instruments. The test is a short story test. Two stories were prepared by the re-searcher. The author makes a pre-test and post-test in Pre-Experimental group to collect data in class VIII at SMPN Fatukoto.

Method of data analysis is very important in determining a quantity of da-ta after all data has been identified and collected. In analyzing the data, the writer uses descriptive Pre-Experimental to collect data about students' understanding of the material using reading skill material at SMPN Fatukoto. In this study the author uses a quantitative method, the data is analyzed qualitatively based on the research results in the form of a descriptive study of learning strategies using the reading skills method at SMPN Fatukoto. The researcher gave the individual scores on reading comprehension test using the formula: To find out how students scored pre-test and post-test, the researcher used the formula: To analyze the data, this research uses analysis of five categories such as excellent, good, enough, less and very less. According to (Arikunto, 2013). The table as follow:

Tabel 2. Scroing categories

The Score	Level of achievement
91 – 100	Excellent
81 – 90	Good
71 – 80	Enough
61 – 70	Less
51 – 20	Verry less

1. To get the mean score

   $X = \frac{\sum x}{N}$

2. To find out the Standard Deviation

$$D = \frac{\sum D}{N}$$

3. T-test

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

4. Calculating mean difference by using formula, the researcher uses the formula by (Arikunto,2014);

$$M_D = \frac{\Sigma D}{N}$$

Based on the indicator of success of this research, this research success if Story Grammar strategy improved the students' reading comprehension with the percentage of the students who reached the standard score of ≥ 70 at least 60% of the total students. To measure the success of this research, the researcher used the following category:

Table 4. The percentage of the students who passed the standard score

Category	Standard Score	Frequency	Percentage
Passed	≥70	……..	…….
Did not pass	<70	…….	……..

RESULTS AND DISCUSSION

These findings indicate that teaching reading comprehension in narrative texts by using story grammar strategies can improve Student achievements in reading comprehension and interpretation can be seen below:

4.1.1 The result of Pre-test and Post-test scores in Pre-Experimental group

The pre-test was given at the first meeting because the researcher wanted to see the students' knowledge and abilities before giving treatment. In the Pre-Experimental, 22 samples participated in a pre-test. Re-searchers assessed the components of students' reading skills: vocabulary, grammar, pronunciation, review, and fluency. After giving them a pre-test, the researcher gave them a score. Based on the pretest of the 22 samples taken, not a single student they have passed the student completeness score on the pretest. As presented in the table below:

Table 5. The result of students' scores on pre-test in Pre-Experimental

No	Name	Pre-test score	$X1^2$
1	A.R.S	46	2116
2	C.N.L	40	1600
3	E.S.K	75	5625
4	E.N	80	6400
5	E.N.K	66	4356
6	E.E.T	60	3600
7	F.H.K	80	6400
8	F.F.T	82	6724
9	I.T	65	4225
10	I.K	82	6724
11	I.F	75	5625
12	J.B	53	2809
13	K.B	66	4356
14	M.B	60	3600
15	M.B	75	5625
16	N.L.T	53	2809

17	S.L	40	1600
18	S.G.L	50	2500
19	S.D.T	46	2116
20	S.B	66	4356
21	S.A.B	70	4900
22	S.O	55	3025
	Total	1385	91091
	Mean		62.95

- Mean score pre-test

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

  $= \frac{1385}{22}$

  $= 62.95$

- Standard deviation pre test

  $Sd = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)2}{N}}{N-1}}$

  $= \sqrt{\frac{91091 - \frac{(1385)2}{22}}{22-1}}$

  $= \sqrt{\frac{\Sigma 91091 - \frac{(\Sigma 89706)2}{21}}{21}}$

  $= \sqrt{3.047.075 - \frac{38319}{21}}$

  Sd = 3.04

Table 6. The Data Percentage of Students' Scores of Pre-test

No	Classification	Score	Pre-Experimental Group	
			F	P (%)
1	Excellent	91-100	0	0%
2	Very Good	81-90	2	10%
3	Good	71-80	5	23%
4	Fair	61-70	5	22%
5	Poor	51-60	5	22%
6	Very Poor	0-50	5	23%
	Total		22	100%

The table above shows the students' scores on the pre-test. In the Pre-experimental group, the students were classified as very good, 2 students (10%) were classified as good, 5 students (23%) were classified as quite good, 5 students (22%) were classified as poor, 5 students (22%) were classified as very poor, 5 students (23%. After teaching the use of story grammar strategies to the Pre-Experimental group, they were taught to use story grammar strategies in narrative texts and given a post-test to determine whether there was improvement after being given treatment. The scores of students' post-test in both of the groups can be seen in the table below:

Table 7. The result of students' scores on post-test in Pre-Experimental

No	Name	Post-test score	$X2^2$
1	A.R.S	50	2500
2	C.N.L	45	2025
3	E.S.K	85	7225
4	E.N	80	6400
5	E.N.K	70	4900
6	E.E.T	60	3600
7	F.H.K	80	6400
8	F.F.T	85	7225
9	I.T	70	4900
10	I.K	82	6724
11	I.F	80	6400
12	J.B	60	3600
13	K.B	66	4356
14	M.B	65	4225
15	M.B	75	5625
16	N.L.T	60	3600
17	S.L	45	2025
18	S.G.L	55	3025
19	S.D.T	55	3025
20	S.B	70	4900
21	S.A.B	82	6724
22	S.O	60	3600
	Total	1480	103004
	Mean		67.27

- Mean score post test

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

$$= \frac{1480}{22}$$

$$= 67.27$$

- Standard deviation of post test

$$Sd = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)2}{N}}{N-1}}$$

$$= \sqrt{\frac{\Sigma 103004 - \frac{(\Sigma 1480)2}{22}}{22-1}}$$

$$= \sqrt{\frac{\Sigma 2.087.396 - \frac{(\Sigma 1480)2}{21}}{21-1}}$$

$$= \sqrt{4.067.861 - \frac{1043}{21}}$$

Sd = 4.67

Table 8. The Data Percentage of Students' score of Post-test

No	Classification	Score	Pre-Experimental Group	
			F	P (%)
1	Excellent	91-100	0	0%
2	Very Good	81-90	4	18%
3	Good	71-80	4	18%
4	Fair	61-70	5	23%
5	Poor	51-60	6	28%
6	Very Poor	0-50	3	13%
	Total		22	100%

The table above shows the post-test scores of students in the Pre-Experimental group. This shows that in the Pre-experimental group, it was students who were classified as very good, 4 (18%) students who were classified as good, 4 (18%) students who were classified as quite fair, 5 (23%) students who were classified as poor, 6 (28%) students who were classified as quite good, 3 (13%) students who are classified as quite good. This means that there is an increase in students who are taught using story grammar strategies in narrative texts. The pre-test and post-test results are shown in the following table.

Table 9. The Score of Pre-test and Post-test of Pre-Experimental Group

No	Name	Pre-test score	$X1^2$	Post-test score	$X2^2$
1	A.R.S	46	2116	50	2500
2	C.N.L	40	1600	45	2025
3	E.S.K	75	5625	85	7225
4	E.N	80	6400	80	6400
5	E.N.K	66	4356	70	4900
6	E.E.T	60	3600	60	3600
7	F.H.K	80	6400	80	6400
8	F.F.T	82	6724	85	7225
9	I.T	65	4225	70	4900
10	I.K	82	6724	82	6724
11	I.F	75	5625	80	6400
12	J.B	53	2809	60	3600
13	K.B	66	4356	66	4356
14	M.B	60	3600	65	4225
15	M.B	75	5625	75	5625
16	N.L.T	53	2809	60	3600
17	S.L	40	1600	45	2025
18	S.G.L	50	2500	55	3025
19	S.D.T	46	2116	55	3025
20	S.B	66	4356	70	4900
21	S.A.B	70	4900	82	6724
22	S.O	55	3025	60	3600
	Total	1385	91091	1480	100605
	Mean	62.95	41.40	67.27	45.72

- Mean score of pre-test

$$M = \frac{\Sigma X}{N}$$
$$= \frac{1385}{22}$$
$$= 62.95$$

- Mean score of post-test

$$M = \frac{\Sigma X}{N}$$
$$= \frac{1480}{22}$$
$$= 67.27$$

- Standard deviation of pre-test

$$Sd = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma x)2}{N}}}{N\text{-}1}$$
$$= \sqrt{\frac{\Sigma 91091 - \frac{(\Sigma 1385)2}{22}}{22\text{-}1}}$$
$$= \sqrt{\frac{\Sigma 91091 - \frac{(\Sigma 1827)2}{21}}{21\text{-}1}}$$
$$= \sqrt{3.246.838 - \frac{158949}{20}}$$
$$Sd = 3.38$$

- Standard deviation of post-test

$$Sd = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma x)2}{N}}}{N\text{-}1}$$
$$= \sqrt{\frac{\Sigma 100605 - \frac{(\Sigma 1480)2}{22}}{22\text{-}1}}$$
$$= \sqrt{\frac{\Sigma 100605 - \frac{(\Sigma 2375)2}{21}}{21\text{-}1}}$$
$$= \sqrt{1.679.619 - \frac{26860}{20}}$$
$$Sd = 5.02$$

The table above shows the post-test scores of students in the Pre-Experimental group. This means that there is an increase in students who are taught using story grammar strategies in narrative text. The Mean score of pre-test and post test showed in the following table:

Table 10. The mean score and standard in story grammar strategy in narrative text of pre-test and post-test

Group	Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Pre-Experimental	62.95	67.27	3.38	5.02

The table above shows that the main pre-test score for Pre-experimental group students is 62.95 and the main post-test score for students is 67.27. The standard deviation of the pre-test score is 3.38 and the standard deviation of the post-test score is 5.02. This shows that the students' scores in the Pre-experimental group were very good. To know the level of significance score of the Pre-experimental group the researcher used t-test analysis and the formula as follows:

Table 11. The Score of Pre-test and Post-test of Pre-Experimental Group

No	Students Initial	Score					
		X1	X2	$X1^1$	$X2^2$	D(X1-X2)	$X2^2$-$X1^2$
1	A.R.S	46	50	2116	2500	2070	2450
2	C.N.L	40	45	1600	2025	1560	1980
3	E.S.K	75	85	5625	7225	5550	7140
4	E.N	80	80	6400	6400	6320	6320
5	E.N.K	66	70	4356	4900	4290	4830
6	E.E.T	60	60	3600	3600	3540	3540
7	F.H.K	80	80	6400	6400	6320	6320
8	F.F.T	82	85	6724	7225	6642	7140
9	I.T	65	70	4225	4900	4160	4830
10	I.K	82	82	6724	6724	6642	6642
11	I.F	75	80	5625	6400	5550	6320
12	J.B	53	60	2809	3600	2756	3540
13	K.B	66	66	4356	4356	4290	4290
14	M.B	60	65	3600	4225	3540	4160
15	M.B	75	75	5625	5625	5550	5550
16	N.L.T	53	60	2809	3600	2756	3540
17	S.L	40	45	1600	2025	1560	1980
18	S.G.L	50	55	2500	3025	2450	2970
19	S.D.T	46	55	2116	3025	2070	2970
20	S.B	66	70	4356	4900	4290	4830
21	S.A.B	70	82	4900	6724	4830	6642
22	S.O	55	60	3025	3600	2970	3540
	Total	1385	1480	91091	103004	89706	101524
	Mean	62.95	41.14	67.27	45.72	40.77	46.14

- To calculate the t-test value, the formula is:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-2)}}}$$

$$t = \frac{40.77}{\sqrt{\frac{91091 \frac{(103004)^2}{22}}{22(22-1)}}}$$

$$t = \frac{40.77}{\sqrt{\frac{91091 - \frac{11913}{21}}{484}}}$$

$$t = \frac{40.77}{\sqrt{\frac{91091 - 90523}{484}}}$$

$$t = \frac{40.77}{\sqrt{\frac{9090}{484}}}$$

$$t = \frac{40.77}{\sqrt{18.78}}$$

$$t = \frac{40.77}{34.09}$$

$$t = 5.18$$

Sig.0,05 (22) = T-test: 5.18 and T-table: 1.32

Based on the t-test above, the significance level used by the researcher was 0,05 with a sample size of 22, resulting in a significance value of 5.18 and t-table 1.32. It can be compared with the t-table. To find out the degree of freedom (df), the writer used the following formula:

$$df = N - 1$$
$$= 22 - 1$$
$$= 21$$

The significance level (α) is 5% and (df) is 21 and the table value is 1.32. while the t-test value is 5.18. This means that the t test value is greater than the t-table ($1.32 \leq 5.18$). It can be concluded that story grammar in narrative text has an influence on students' reading abilities.

Based on these results, the hypothesis in this research is:

(Ho): There is no influence in teaching reading comprehension of narrative text through story grammar strategy in class VIII at SMPN Fatukoto

(Ha): There is an influence in teaching reading comprehension of narrative text through story grammar strategy in class VIII at SMPN Fatukoto.

Table 12. The result of t-Test Calculation

Variable	t-Test Value	t-Table Value
X1 – X2	5.18	1.32

The table above indicates that value of t-Test 5.18. It was higher than the value of t-Table was 1.32 with significant level (P) = 0.05 and df = N-1, then the value of t-Table was 1.32 while the value of t-Test (5.18>1.32). It means that hypothesis was accepted.

CONCLUSION

Based on the results of data analysis, the writer concluded that the use of the story grammar strategy effectively improved students' reading comprehension of narrative texts at SMP N Satap Fatukoto. This conclusion is supported by the t-test results, where the t-observed value (5.18) was higher than the t-table value (1.32) at df = N–1 and a significance level of 0.05. The students' post-test scores in the Pre-Experimental group were also higher than their pre-test scores. The average post-test score was 67.27, compared to the pre-test average of 62.95. This indicates a significant difference in students' reading comprehension after the treatment using the story grammar strategy. Furthermore, the findings show that there was a statistically significant improvement in the reading comprehension of eighth-grade students at SMP N Satap Fatukoto after being taught narrative texts using the story grammar strategy, as evidenced by the post-test score distribution in the Pre-Experimental group.

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