CHAPTER I

INTRODUCTION

This chapter describes the general issues related to the study. These include background of the study, scope of the study, statement of the problem, hypothesis, aims of the study, research methodology, data collection, data analysis, clarification of term, and organization of the paper.

1.1 Background of the Study

English curriculum requires a four-skill approach to language teaching. It embraces skills of reading, listening, speaking, and writing. Reading plays important role in learning English. In obtaining good comprehension in reading, students need motivation, mental frameworks for holding ideas, concentration and good study techniques. In fact, many teachers do not provide the students with comprehension strategies. The students are not taught how to overcome their problem when their reading comprehension has failed. Reading in the classroom only focuses on asking students to read the text and answering the question based on the text without facilitating them to comprehend texts properly.

Based on this condition, teachers should find a reading strategy that is able to facilitate them to monitor students' comprehension and the students are also able to monitor their own comprehension of the text. Moreover, it also can help the students to comprehend, reorganize and retain the information of the text

given independently. Effective reading strategy is very important for student to be an independent learner (Smith, 1998)

In secondary schools, especially the tenth grade students, reading is focused on reading kinds of text such as: recount, narrative, procedure, descriptive, and news item. A kind of text that is usually used to learn English easier and more interesting is narrative. Narrative is a text that tells a story which is written in order to gain a readers' interest by entertaining them. A type of narrative text that usually used in reading is a story. According to Gabriel (2000), story can be seen as particular types of narrative. It is written in chronological order and set up one or more problems, which must eventually find a way to be resolved.

Teaching narrative text in secondary school emphasizes on teaching students to utilize story structure as an organizing framework for understanding critical aspects of the stories they read. To comprehend the story, students need to know about the general structure of the story. Research shows that teaching students about the plan or structure of a story lead to improved comprehension (Trabasso & Bouchard, 2002; Armbruster, Lehr, & Osborn, 2001). Story grammar is an effective reading strategy for developing reading comprehension used as an organizational guide when reading. According to Idol (1987), "The effectiveness of story mapping in improving comprehension has been demonstrated with both skilled and less readers."

Story grammar strategy provides practical means for helping the students to organize the story content. By using the story grammar strategy, the teachers

are also able to teach the text in a more meaningful way and facilitate them in monitoring the students in order to discover how much they understand about the text. Research has showed the use of story grammar instruction on students can help teacher to monitor students' comprehension of the text (Boulineau, 2004) Other researches have indicated that story grammar is a reading strategy which aims to improve students' comprehension in reading a source text as fully as possible by giving them a framework. Thus, the students will be easier to recall more relevant information about the story. Research has showed that the structure of narrative texts can facilitate first and second language readers' recall of events (Carrell 1984, Mandler and Johnson 1977, Meyer 1975, Ross 1986, Thorndyke 1977).

Because of the importance of reading strategy in improving students' comprehension of the source text, this study is conducted to find out the different performance between students in the class using story grammar strategy and in the class which does not employ story grammar strategy in reading narrative text.

1.2 Scope of the Study

This study is not only to investigate but also to improve students' comprehension in reading narrative text.

1.3 Statements of the Problem

In this research, the researcher has two questions that will give guidance to the researcher in conducting this research:

1. Does Story Grammar Strategy give significant result in improving students' reading comprehension of narrative text?

2. What is students' response to Story Grammar Strategy in improving their reading comprehension?

1.4 Hypothesis

The researcher suggests the hypothesis is H_0 or null hypothesis. It means that there is no significant different performance between students in the class using story grammar strategy and in the class which does not employ story grammar strategy in reading narrative text.

1.5 Aims of the Study

The research is aimed to find out if the Story Grammar Strategy gives significant result in improving students' reading comprehension of narrative text and to know students' response of Story Grammar Strategy in improving their reading comprehension of narrative text.

1.6 Research Methodology

The researcher used the quantitative method to find out the effectiveness of Story Grammar Strategy in improving students' narrative writing. The experimental study used is quasi-experimental design. This category of design is most frequently used in the evaluation of educational programs when it is not

feasible for researcher to use random assignment (Gribbons and Herman, 1997).

In this research the method used is quasi-experimental design with the formula:

<u>G1 T1 X T2</u>

G2 T1 T2

G1	: Experimental Group	T2	: Post Test
T1	: Pre-Test	G2	: Control Group
X	: Treatments		

1.6.1   Data Collection

1.6.1.1 Population and Sample

The first grade students of SMA Negeri 9 Bandung are taken as population. From the population, two classes are taken as the sample randomly. Sample is part of population that reflects the characteristic of the population.

1.6.1.2 Instrument

To answer the research question, the writer will use two kinds of instrument.

1. *Test Instrument* consists of short story, story grammar sheet and story summary.

2. *Non Test Instrument* is close questionnaire with Likert scale.

1.6.2   Data Analysis

The data obtained is numerical data that is analyzed into several statistic processes. First, analyze the experimental and control group's score in the pre-test using t-test formula in order to investigate whether or not the two groups are

equivalent. Second, analyze the students' scores of each group in pre-test and post test by using t-test formula in order to investigate whether or not there was a significant improvement in students' scores. The last, analyze the data obtained from questionnaire were by using Likert scale formula.

1.7   Clarification of terms

In order to comprehend the notions underlying the title of this paper, some terms will be clarified:

1. Reading comprehension: Reading comprehension is the ability to understand or get meaning from text.
2. Story Grammar Strategy: The system of rules used for describing the consistent features found in narrative text.
3. Narrative text: The text which tells the story that is written to entertain, stimulate emotions, motivate, guide, teach the readers.

1.8 Organization of the paper

The research paper is organized into five chapters. Chapter one contains introduction. This chapter is comprised of background of the study, scope of the study, statements of the problem, hypothesis, and aims of the study, research methodology, data collection, and data analysis, clarification of terms, and organization of the paper.

Chapter two provides the literature review that is relevant to the present study. Chapter three is research methodology. It contains research method applied

in this study. Chapter four presents the data presentation. It provides all the result from the data analysis. Chapter five will provide conclusions of the study and suggestions for further research.