

## **CHAPTER V**

### **FINDINGS AND DISCUSSIONS OF DATA FROM QUESTIONNAIRE AND INTERVIEW**

#### **5.1 Introduction**

Chapter 4 has provided the description of the teaching program used in this study. It presented how the implementation of story grammar strategy in teaching reading narrative text.

This chapter presents the data analysis gained from the questionnaire and interview. It aims to answer the second research questions regarding the students' responses toward the use of story grammar strategy.

#### **5.2 Data from Questionnaire**

The questionnaire was distributed after the teaching program. It was needed to answer the second research question. For this purpose, the questionnaire was given to the students in terms of yes, no questions and followed by the students reasons toward their chosen (Wray, et al., 1998 p. 174)

In the analysis of the result, the statements were categorized based on the theme. The first category was related to the students' opinion related to their understanding of narrative text before and after implementing story grammar. The second category was related to students' opinion of retelling the story. The third category was related to students' opinion towards the implementation of story grammar. The data was presented with the discussion of the questionnaire items that are divided into three categories and the students' responses towards each category that presented in average

of percented. The result of the questionnaire will be discussed in following sections.

### 5.2.1 Students' Responses toward Their Comprehension of Narrative Text

The table below is the data from the questionnaire that is related to the students' responses to their understanding of narrative text.

Table 5.1

Students' Responses toward comprehension of Narrative Texts

No	Aspect asked	Description of Students' Responses	F	%
1.	Students' understanding of narrative text before using story grammar strategy in teaching reading narrative text.	Yes, it's difficult to understand the content of the story in narrative text	22	77,3%
		No, It's easy to understand.	8	26,7%
2.	Students' understanding the setting of story after using story grammar strategy.	Yes, it help to understand the setting of the story. It is easier to find the setting of the story.	30	100%
		No	-	-
3.	Students' understanding of the main character of the story.	Yes, it help to understand the main character of the story	30	100%
		No	-	-
4.	Students' understanding the characteristic of the main character of the story.	Yes, it leads us to find the characteristic of the main character of the story.	28	93,3%

		No	2	6,7%
5.	Students' understanding of the problem of the story.	Yes, it helps us to find the problem of the story.	22	73,3%
		No, we still confused to determine the problem of the story.	8	26,7%
6.	Students' understanding of the resolution of the story.	Yes, it is helpful in understanding the resolution of the story.	27	90%
		No	3	10%
7.	Students' understanding of the events of the story	Yes, it helps us to find the sequences of the events of the story.	27	90%
		No	3	10%
8.	Students' understanding of ending of the story	Yes, it helps to find the end of the story.	29	96,7%
		No	1	3,3%
9.	Students' understanding of moral value	Yes, it is easier to understand moral value of the story	26	86,7%
		No	4	13,3%

Questions number one to number nine dealt with the students' responses related to their understanding of narrative text before implementing story grammar and after implementing of story grammar. From the result of the questionnaire, most students answered that narrative text is difficult to understand. It's about 73.3% of the total of 30 students. They said they could not easily understand the content of the story in narrative text. Therefore, it can be said that before implementing story grammar most students found difficulties in comprehending narrative text.

This is consistent with previous research in which stated that they found many students experience comprehension problem (Cornoldi and Oakhill, 1996; Pressley, 2006, cited in Dymock, 2007).

Questions number two to nine are related to the students' opinion about their understandings of narrative text after the teacher implemented story grammar. The questions asked were based on the parts of the story. Questions number two and three are related to the students' understanding of the setting and the character of the story. The result of the questionnaire shows that all the students (100%) said that story grammar help them to understand about the setting and the characters of the story.

Questions number four and five are related to the characteristic of the main character and the problem of the story. Two students (6.7%) found difficulties in understanding the characteristic of the main character and eight students (26.7%) found difficulties in understanding the problem of the story. They said that they still confused to determine the problem of the story.

In this case the researcher implemented "error correction" according to Gardill and Jitendra (1999). When students commits errors, direct them to the appropriate section of narrative text to reread it for correct answer, use guiding questions and modeling as necessary to help students to come up with an appropriate responses (Gardill and Jitendra, 1999).

The others 93.3% students responded to the questions by saying yes, which they understood easily about the characteristics of the main characters, and the others 73.33% students said that story grammar helps them in understanding the problem of the story.

Questions number 6 and 7 are related to students' understanding of resolution and events of the story. The result of the questionnaire show that 27 (90%) students gave positive responses. They said that story grammar helps them in understanding resolution and events of the story, while the others, three students (10%) gave negative response.

Questions number 8 and 9 deal with the students' understanding of ending of the story and moral value. Most of the students gave positive response. 96.7% of 30 students said that story grammar helps them in understanding ending of the story and 86.7% of 30 students gave positive response too in understanding moral value or the lesson can get from the story.

The findings above indicated that students succeeded in the maintenance phase in the areas of character, setting (place and time), but had trouble in theme, outcome, and reaction in the first phase, at last it showed positive effects of story grammar/story map training in accordance with Boulineau et al (2004) research/findings.

Based on the data above, it can be explained that most of the students believed that before they were involved in the study they found difficulties in understanding narrative text but after their involvement in the study they realized that story grammar strategy can help them to understand parts of the story. As what some writers argue that explicit instruction of story structure or story grammar can help students with or without learning disabilities make gains in their comprehension (Dimino, Taylor, & Gersten, 1995; Duke & Pearson, 2002; Williams, 2002; Arthaud and Goracke, 2006) Furthermore, this explicit steps help students organize their thinking and generalized their understanding to new situations (Pressley, 2002a).

### 5.2.2 Students' Responses toward Retelling the Story

The table below is the data from the questionnaire that is related to the students' responses towards retelling the story.

Table 5.2

Students' Responses toward retelling the story

NO.	Aspect asked	Description of students responses	F	%
10	By knowing story parts in story grammar does it help to retell the story.	Yes, it helps us to retell the story by using the story map of story grammar.	20	66,7%
		No, not always	10	33,3%

In the data given, it can be seen that 66,7% of 30 students consider using story grammar to retell the story, by using their own language to tell the story, the most important thing is they could remember the parts of the story. The other 33,3% of 30 students say even they can retell the story they still have difficulties in retelling it using English. As the previous research has shown the structure of narrative text can facilitate first and second or EFL readers recall of events (Carrel 1984) and found that after teaching a story grammar model the students not only increased their recall of events , but also their oral fluency (Falencia, 1997; Gonzales, 1997).

### 5.2.3 Students' Responses toward the Use of Story Grammar

The table below is the data from questionnaire that is related to the students' responses towards the implementation of story grammar.

Table. 5.3 The Students' Responses toward the Use of Story Grammar

No.	Aspect asked	Description of students' Responses	F	%
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11.	Students' opinion of the implementation of story grammar.	Yes, using story grammar in teaching narrative text make students feel more interesting and excited	30	100%
		No	-	-
12.	Applying story grammar for future time.	Yes, to make the students understand the parts of the story it is important to apply this strategy in future time.	28	93,3%
		No	2	6,7%

Having the data above, it can be seen that all students (100%) viewed the implementation of story grammar was good and interesting. They said story grammar strategy was more interesting and exciting. While 93,3% of 30 students gave positive responses to the question by saying yes toward the applying of story grammar for future time, they said that it could help them to understand the parts of the story easily.

#### **5.2.4 Summary of Discussion of Data from Questionnaire**

Data from questionnaire showed that generally students gave positive responses towards the implementation of story grammar. They said that story grammar helped them in understanding narrative text. This could be seen from the students' answer to the questions related to their understanding of narrative text, retelling the story and the implementation of the teaching program. By comparing the result of questionnaire some indications are observed.

First, in relation to the understanding of narrative text most of the students responded “yes” that story grammar using story map increased their comprehension. This finding is in line with what the previous researchers said that for students with LD who read below grade level, even older students can benefit from explicit, effective instruction in story grammar and how to use it (Boulineau, et al, 2004; Dickson, Simmons, et al., 1998; Dimino, et al., 1990; Gardill & Jitendra, 1999). Research also supports the use of story mapping, the graphic counterpart of story grammar, as a tool for improving comprehension of narrative text by students with LD or reading problems.(Boulineau, et al., 2004; Gardill & Jitendra, 1999; Idol & Croll, 1987; Vallecorsa & deBettencourt, 1997).

Second, the students responses towards retelling the story after using story grammar also gave positive response, it's about 66,7% of 30 students. It is indicated that the students could retell the story because they understood the story after identifying the parts of the story. According to other research, the difference between student with and without LD in oral retelling is demonstrating knowledge of story structure (Griffith et al, 1985).

Third, 100% of students gave positive responses toward the implementation of story grammar. They said that in teaching reading of narrative text by using story grammar was more interesting and exciting. They said that the teacher should apply this strategy in teaching reading of narrative text for future time. This findings support the findings from the interview (it will be discussed in section 5.4.3) that the implementation of story grammar tend to increase the students' understanding of narrative text and the process of teaching learning was more interesting ( Reutzel, 1986; Taylor, Alber & Walker, 2002).



### **5.3 Data from Interview**

As outlined in Chapter 3 that the interview was conducted after the teaching program and the questionnaire. It was intended to find out their responses towards the teaching programs and to verify the finding from observation and questionnaire (Creswell, 2008; McMillan and Schumacher, 2001).

The data from the interview were transcribed, categorized and interpreted to answer the research questions. All the interview data were analyzed in steps. First, the interview questions were put into categories. Next, the thematic analysis was developed referring to each research question. After that the data from interview were presented in condensed body of information (Kvale, 1996; cited in Emilia, 2005).

#### **5.3.1 Students' Responses toward Comprehension of Narrative Text**

Most students said that before using story grammar strategy, it was difficult to understand narrative text but then they found it was easier to understand the story after using story grammar. First the parts of the story were introduced to the students then they identified parts of the story together with their friends. All the interviewees said that their understanding of narrative text increased. As what R#1 and R#4 explained:

It's helpful in understanding narrative texts. It is also help me in identifying the parts of the story (R#1).

The lesson is easier to understand although sometimes I open the dictionary to make sure about the meaning of the words. But at least it is more interesting and I felt my understanding progress. (R#4).

Asking the students about the parts of the story, which parts of the story were regarded easy to identify and which parts were difficult. In relation to the parts of the story all the interviewees said that setting, character, resolution and ending were easy to understand while problem of the main characters, and moral value were difficult to understand. As explained by R#3 and R#9:

In general I could identify the parts of the story but I felt hesitation in identifying the problem of the main character because there were several problems in the story.(R#3).

To find setting, character, problem, resolution, and ending were easy because it was written in the story while moral value was difficult to identify because we had to understand the story and then made the conclusion of the story in order to find moral value.(R#9).

These comments, that the students found difficulties in identifying moral value is parallel with what Arthaud & Goracke (2006) claimed that students with LD recall fewer elements of a story and seem to have trouble in identifying the more abstract elements of a story, such as theme. The previous studies suggested that interventions involving expansion of students' knowledge of story structure, might improve their reading comprehension (Arthaud & Goracke, 2006; Dimino, Taylor, & Gersten, 1995; Duke & Pearson, 2002; NRP, 2000; RAND, 2002).

Further, when they were asked about the lesson could they get from the stories, they said that they got many lessons especially they could learn about the good characteristics of the characters and the moral values existed in the story. First they learned about the good characters and then they could apply it in their daily life. See what the respondents said below.

The lesson I could get from the story that I could decide which one was right and which one was wrong. Then I could apply the right one in my daily life. (R#6)

I learned not only the good character and attitude of the main character but also learned about bad character. Good character to be applied in my life while bad character uses for self evaluation. (R#7)

The data above indicate that the students can get the lesson from the story. It is related to what Derewianka & Jones (2012) states that students learn from narrative text about various kinds of experience, the expression of emotion, the evaluation of qualities positively or negatively, and the judgment of human behavior.

### **5.3.2 Students' Responses towards Retelling the Story**

In relation to the students' responses towards retelling the story, six of nine students said that they could retell the story after using story grammar strategy. According to them they could retell the story based on the parts of story and they used their own language to tell it simply. The evidences are as what they revealed in the excerpt below.

I could retell the story. First I had understood about the parts of the story then I retold it by using my own language.(R#8)

Yes, after using story grammar I could retell the story. It needn't to tell it in detail we just told it what we have written in story map.(R#2)

By identifying the elements of story then I understood the content of the story. Therefore I could retell it directly. (R#1)

The data from interview above indicate that story grammar helped student in retelling the story. Although some of them still felt hesitation they could retell it or not. There are three of nine students who said that they still found difficulties in retelling the story because they had limited vocabularies when they had to retell it using English. This fact also found in the previous research that in the beginning few students had trouble but at last they showed positive effects of this activities (Boulineau, et al.,2004). See the excerpt below.

I thought I wasn't able to retell the story. I felt hesitation to retell the story I have read. Moreover it was hard for me if I was asked to retell it in English because I have limited vocabularies. (R#6)

I sometimes have difficulties in retelling the story using English, I prefer to retell it in Indonesian. (R#4)

I couldn't retell the story because I felt not confidence to retell it.(R#9)

The data above has shown that a few students still had difficulties in retelling the story because of their limited vocabularies and their self confidence. This fact showed that the teacher should give more opportunities and support to the students who used a number of hesitations, pauses, or repetitions in retelling the story because of their limited of vocabularies and lack of confidence.

First the teacher should explore more about vocabularies in the first session of the lesson. Discussing about vocabularies is important. This is parallel with what Hudson (2007) claims that vocabulary is a considerable factor in reading ability and facilitates comprehension. Regarding to students' lack of confidence when retelling the story, Gebhard (2000) states that providing chances for the students to express themselves in meaningful ways potentially contributes to creating an interactive classroom. Furthermore, he explains:

Genuine communicative interaction is enhanced if there is an appreciation for the uniqueness of individuals in the class. Each student brings to the classroom unique language-learning and life experiences (both successful and un successful), as well as feelings about these experiences (including joy, anxiety, and fear). As teachers, we need to be sensitive to each individual's background and affective state, to increase a classroom atmosphere conducive to interaction.

In this case, based on Gebhard's explanation, the teacher should not interrupt the students while retelling story, although his utterances were

error. The teacher must let him continue his retelling in order to provide a classroom atmosphere conducive for students to express their ideas freely without being distracted. This is in line with what Thornburry (2005) states that one of the speaking task criteria is to provide a convenient classroom atmosphere for learners to feel confident in order that they may use a target language autonomously without being distracted of over-correction from the teacher.

### **5.3.3 Students' Responses towards the Use of Story Grammar**

Referring to the questions related to students' responses towards the implementation of story grammar, all students said that story grammar helped them to understand the content of narrative text and they said it was important to use story grammar to make the learning process interesting and exciting. See what they said in the excerpt below.

The implementation of story grammar helped us to understand the story through identifying the parts of it, so the implementation of story grammar in teaching narrative text was very good. (R#2)

Teaching reading of narrative text using story grammar was more interesting and exciting and also the students were easier to understand the story by identifying the parts of story and wrote it in story map.. (R#4)

I wanted story grammar strategy was always applied in teaching reading narrative text because it was made us more understand the content of the text. (R#8)

The data above indicate that the students could understand the general content of the text after using the implementation of story grammar. This is parallel with what Stetter and Hughes (2010) said that one way for teachers to support students' comprehension of narrative text is to actively instruct them in using story grammar strategies. Story grammar provides students with a framework to help them understand narrative text and includes common element such as plot, character, setting and theme. All the

students said that they were more focus in understanding the content of the story when they identified the parts of story using story map. These findings also show that the implementation of story grammar by using story map led to better comprehension of narrative text by students with learning disabilities or reading difficulties (Boulineau, et al., 2004; Gardill & Jitendra, 1999; Idol, 1987; Vallecorsa & deBettencourt, 1997).

#### **5.3.4 Summary of Discussion of Data from Interview**

This section is to summarize data from the interview. It was found that students' responses toward the teaching program are positive. The Responses are related to three main points, they are students' responses regarding to their understanding of narrative text including what the lessons they could get from the story, their responses about retelling the story based on the story map and their responses toward the implementation of the story grammar.

First, related to the students' understanding of narrative text. According to the students, story maps helped them understand narrative text by identifying part of the story. Through these activities not only were they more focus on the content but it was also easier to understand the text. They also got many good lessons from the story. By identifying the moral values of each story they could learn good characters and they could apply them in their daily life.

Second, related to their responses about retelling the story based on the story map. Six of nine students said that they could retell the story because they had known the parts of the story and they claimed that it was not necessary to tell the story in detailed, they could tell it simply by using their own language. But three of nine students said that they still felt

hesitant to retell the story because of their limited vocabularies and their lack of self confidence.

Third, their responses toward the implementation of story grammar, all the students said that story grammar strategy was good to be applied in teaching reading of narrative text because it made them more focus and easier to understand the text. They also said that the process of teaching and learning were more interesting and exciting.

#### **5.4 Conclusion of the Chapter**

This chapter has focused on detailed description of the findings from observation regarding to the development of students' reading comprehension and questionnaire and interview regarding to the students' responses toward the teaching program. The following chapter will present the conclusion, the limitation of the study and recommendation.

