The Effectiveness of Using Story Grammar Strategy in Teaching Reading Comprehension on Narrative Text for the Students of MTsN 5 Jombang

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Abstract

Reading is one of the four basic in English skill. In teaching reading, teacher must find strategy or media that can help student easy to reading a text. In this study, researcher using Story Grammar strategy to teaching reading comprehension narrative text. This study aims to determine the effectiveness of story grammar strategy in teaching reading comprehension narrative text in the Junior School. In this research, researcher uses pre-experimental design by using two-group pretest and posttest design. The population of this research is tenth graders student of MTsN 5 Jombang in the academic year of 2020/2021. The samples is class IX-A and IX-D. The class is consists of 27 and 28 students. In collecting the data, the researcher has used (pre-test and post-test. The researchers analysis the data using Independent Sample T-test but before that the assumption that should be fulfilled is normality. The result of this research has shown that significant value is $p (0.000) < \alpha (0.05)$. The result of the analysis indicates that p-value was lower than α. The interpretation of this finding is students are taught reading comprehension narrative text by using story grammar strategy have better achievement than the students who are not taught. Based on the result of this study, the researcher concludes that story grammar strategy was effective in teaching reading narrative text to ninth graders student of MTsN 5 Jombang. In addition, it is recommended that teacher should apply story grammar in teaching reading comprehension narrative text.

Key Words: Reading Comprehension, Story Grammar Stategy, Narrative Text

Abstrak

Membaca adalah salah satu dari empat keterampilan dasar dalam bahasa Inggris. Dalam pembelajaran membaca, guru harus menemukan strategi atau media yang dapat membantu siswa dalam membaca teks. Dalam penelitian ini, peneliti menggunakan strategi Story Grammar untuk mengajarkan teks naratif pemahaman bacaan. Penelitian ini bertujuan untuk mengetahui keefektifan strategi tata bahasa cerita dalam pembelajaran membaca teks naratif di SMP. Dalam penelitian ini peneliti menggunakan desain pra-eksperimental dengan menggunakan rancangan dua kelompok pretest dan posttest. Populasi dalam penelitian ini adalah siswa kelas X MTsN 5 Jombang Tahun Ajaran 2020/2021. Sampelnya adalah kelas IX-A dan IX-D. Kelas terdiri dari 27 dan 28 siswa. Dalam pengumpulan data peneliti menggunakan (pre-test dan post-test. Peneliti menganalisis data menggunakan Independent Sample T-test tetapi sebelumnya asumsi yang harus dipenuhi adalah normalitas. Hasil penelitian menunjukkan bahwa nilai signifikansi p (0,000)

Kata Kunci: Pemahaman Bacaan, Stategy Tata Bahasa Cerita, Teks Naratif

Method

The research design used in this study is quasi experimental research because the researcher cannot choose the sample randomly. The participant to be used in this study was chosen by an English teacher without randomized. In this research there are two groups as the subject of the research, those are control group and experimental group. Experimental group is the group which will be taught by using story grammar strategy while control group will be taught without story grammar strategy. Both of groups will get a pre –test and post- test to examine the differences between two groups as the effect of treatment.

There are two variables in this study. The first is the independent variable and dependent variables. In this research the independent variable is story grammar. In this research the dependent variable is the students' achievement of reading comprehension that is represented by score at test

Reliability Statistics

Cronbach's Alpha	N of Items
,748	26

Reliability Statistics Cronbach's Alpha N of Items ,748 26 Based on table 3.2, the Cronbach's alpha value of the 20 test items is 0,748 which indicated a high reliability. Thus, the instrument is ready to be used to collect the data.

FINDING

1. **The Result of Normality Test**
   The normality test in this research is conducted by using One-Sample Kolmogorov-Smirnov test with the help of the SPSS program.

Table 4.1 Result of Test Normality

One-Sample Kolmogorov-Smirnov Test

		Pre-test	Post-test
N		55	55
Normal Parameters[a,b]	Mean	59,8182	74,0909
	Std. Deviation	10,58316	7,70347
Most Extreme Differences	Absolute	,125	,147
	Positive	,112	,117
	Negative	-,125	-,147

Kolmogorov-Smirnov Z		,927	1,090
Asymp. Sig. (2-tailed)		**,356**	**,186**

a. Test distribution is Normal.

b. Calculated from data.

The result of the normality test is presented in table 4.1, in the experimental class using Story Grammar Strategy, the significance value is 0.356 and the control class without using Story Grammar Strategy has a significant value of 0.186. From the above data it can be concluded that the data is normally distributed because in the Kolmogorov-Smirnov table it focuses on the significant value of the two classes by more than 0.05.

2. The Result of Homogeneity Test

After the normality test, the data analysis researcher used a homogeneity test to find out homogeneous or heterogeneous data. The results of the homogeneity test are shown in the table below:

Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	,465	1	53	**,498**
	Based on Median	,415	1	53	,522
	Based on Median and with adjusted df	,415	1	52,955	,522
	Based on trimmed mean	,469	1	53	**,496**
Post-test	Based on Mean	2,065	1	53	,157
	Based on Median	2,139	1	53	,149
	Based on Median and with adjusted df	2,139	1	47,832	,150
	Based on trimmed mean	2,185	1	53	,145

From the above data it can be concluded that the significant based on mean table shows the value is 0,498 and 0,157, it means that the variant 2 groups are homogeneous because the significant value is more than 0.05.

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	,465	,498	,759	53	**,451**	2,17593	2,86580	-3,57214	7,92399
	Equal variances not assumed			,761	52,822	,450	2,17593	2,86077	-3,56249	7,91435
Post-test	Equal variances assumed	2,065	,157	5,367	53	**,000**	9,06085	1,68812	5,67491	12,44678
	Equal variances not assumed			5,400	48,799	,000	9,06085	1,67787	5,68868	12,43301

From the table above, the significant value of prost-test is 0.000. It means that the significant value of is lower than 0.05. While the significant value of pre-test is 0.451. It means that the significant value of is higher than 0.05.

Discussion

In analyzing the data, the researcher analyzed the hypothesis of pre-test and post-tests in experimental and control class. This step is the main to know the effectiveness of using story grammar strategy than students who are taught by conventional methods on students reading comprehension narrative text of nine grade Student of MTsN 5 Jombang. Both of group is given pretest and post-test that is related, then the researcher analysis by conducting Independent Sample T-test to test this hypothesis.

The researcher can show that story grammar strategy is effective to teach reading comprehension narrative text. It proved on the result post-test was analyzed using SPSS 20.0 showed that sig (2-tailed) was lower than significant level (0,000<0,05). Thus, null hypothesis (H0) was rejected, and result of means score in post-test for experiment class was higher than control class (78,70>69,64). Furthermore, story grammar strategy is effective in teaching reading comprehension narrative text.

This result is supported by some of previous study. Surbakti (2017) explain story grammar strategy was more significant and more effective to the students than

without using story grammar strategy. It can be seen from the result of the students' reading after using Story Grammar Strategy, the students' result of average score of in reading comprehension who were taught by using Story Grammar Strategy is 78.17. The other researcher has proven that can develop on students' writing skill. Ni'mah (2018) concluded that story grammar strategy was effective to improve students' comprehension of fairy tales because there was a significant difference between the students' scores before and after the treatment. The result showed that the mean of post-test (68,29) is higher than pre-test (57,07). Ho was rejected and Ha was accepted, because T- test > T-table, 3, 364 > 2,052 and P value = 0,002 < 0,05.

Conclusion

The researcher found a significant difference between the experimental and control group. It can be proven from the significant value was lower than alpha level; **0.00 <0.05**. It means that Ha was accepted while Ho was rejected. Thus. it can be concluded that the students taught by story grammar strategy can improve their reading comprehension than the students who do not taught by story grammar strategy. In final consideration, the researcher stated that the use of the story grammar strategy in teaching reading comprehension about narrative text for the ninth grade students in MTsN 5 Jombang is effective to students' reading comprehension.

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