

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents one aspect, it is research finding. The research finding are based on the data obtained four main point they are: The practices in teaching narrative text by using story grammar strategy, the result teaching reading using story grammar strategy, advantages using story grammar strategy.

#### **A. The Practices in Teaching Narrative Texts by Using Story Grammar Strategy**

This section presents the practices in teaching narrative texts by using story grammar strategy. The teacher teaches presentation in the classroom and insert story grammar to make the students want to read and like reading, especially in narrative. A matter of fact all of students in this era do not like to read. It is one of the reasons why the teacher uses the story grammar strategy in MTs AL MA'ARIF Tulungagung. There are the steps that teacher with his students do in the classroom like as field note on 3<sup>rd</sup> february 2016 at 09.30. Teachers give students instruction:

1. The teacher asks the class if they remember how stories usually start (one upon time, long time ago, etc.). And how they usually finish (they lived happily ever after, they were happy forever, etc.)
2. The teacher asks Show a wall chart with story grammar maps and tell the students that most stories have many parts. Ask them to identify each part in the

story told them. Explain each part of the model and left their identify it with the story. For the students what must do and say, the teacher gives an outline.

3. For the third section teacher give practice time, students must tell the other story. After defied the class in to some of group teacher select one person to retell the story in front of the class. Let the students know that the outline is only to help them keep the information is an organized way, but that they do not have to use the labels when retelling the story they should tell everything they remember about the story. While one student is retelling the story, the other student should be listening carefully to check of the version contains all the elements of the story.

The teacher used story grammar to make all of students know that reading is not bored and difficult. He show to all of the students that reading is enjoy as far as they know what the purpose and what they get from the story that they read. Reading is something sweet activity when they are knew, reading is like we go to traveling. As far as we go to understanding, we felt want to read again. How important it like as when we want to eat every day, need supplement for our brain to make it grow and grow.

From this practice that must students do, the teacher has some exercises. One of them is like as in this example. The teacher gave one piece of paper which consists of some box inside. A piece of paper called” Story Grammar Map”, it was used to measure how far their students has deep comprehension from what the story that they read. In this story grammar map, there were some place to write

what the setting, theme, plot, and resolution from the story. This is the story grammar map:

Story Grammar Map		
Name of the story: .....		
Character	Place	Time
Theme		
Episode/ Plot		
Resolution		

Story grammar map

From the story grammar map on the top the researcher concluded how is story grammar strategy that used by the teacher in teaching narrative reading comprehension. This story map can make the students easy to comprehend from the story. By know the entire component of the story. The first component is setting, in this part the main character is introduced and time and location of the

story are started. The second one is theme, the theme represents the objective the main characters want to achieve. The third is the episodes or the plot of the story. Each story may have an indefinite number of episodes. Each episode consists of:

- a. Sub goals or attempts to attain the main objective.
- b. Problem to achieve the object
- c. Step to solve the problem
- d. Outcome is the final result of the episode.

The last is resolution from the story. It can be stated as an event or action, a state if feelings or a moral as in the case of fables. From this story grammar map the teacher can read a matter how far the students in eight grades MTs Al Ma'arif can understand about the story that he gives.

After the presentation, teacher gives to his students in eight grades MTs Al Ma'arif. He gave time to practice from the story, all of students must read the story that teacher choose for every group of presentation. The teacher said that his students will be active and enthusiastic if they needed in the classroom, so he used presentation method with inserts story grammar strategy, because this way can make all of students in the classroom can tell what the story that they read. They tell to all of their friends in front of the member of group after that one of them tells to all of classmate in random.

So every student will read and prepare to tell what they understand the story. From the explanation of the teacher who teaches in this class the researcher

get information that to comprehend in reading not just read in silent way, but the students must tell about all of that they know from what they read, answer the question that the teacher give and more practice in every time.

### **B. The Result of Teaching Reading Using Story Grammar Strategy**

The result of the study concluded that story grammar strategy that used in teaching reading comprehension narrative text is very useful for students. From the interview with the teacher the researcher know what the parameter from the teacher how far the students know about narrative reading comprehension text by story grammar strategy. The teacher know and give appraise from students activity in the classroom, the task that the teacher given, quiz and how students can make their own narrative story appropriate with the component of the narrative. This Story grammar strategy that teacher used in their classroom can build the students fight in reading classroom. The teacher said in the interview on January 28<sup>th</sup> 2016:

When I used story grammar strategy, the students more enthusiasm in reading classroom. Some of them have low comprehend in reading, but when they have pretension to know, they are go one step to comprehend what they read.

The students who have different ability in comprehending reading, it make the teacher must know what the suitable strategy and how the strategy must be applied in this classroom. As a good teacher, the teacher knows what he must do to his students who come from different level of ability and understanding in the subject.

The other result that the teacher gets many advantages from using story grammar strategy to make their students' comprehension in their reading narrative text. The advantages are: a) bring joy to reading b) enhances the meaning with mental imagery c) Strengthens a reader's relationship to the narrative text d) Stimulates the imaginative thinking e) allow readers to create mental images from words to text f) to train the ability to think g) improving comprehension h) add insight and knowledge i) sharpen the ability to write j) support the ability to speak in public k) improve concentration. This result of the study come from the classroom activity in reading comprehension, the teachers can know how far their students to know comprehend students ability in reading narrative text with teachers strategy.

Here we can know that reading is very useful, like as the data taken from the teacher that story grammar is the best choices to teaching English as second language, especially in reading comprehend. The teacher tells to the researcher that his students have three level of comprehension. The levels are low level, middle level and high level in the student's comprehension of reading.

The measuring understanding the story that students read have three levels, there are from the field note on February, 03<sup>th</sup> 2016 09.30,:

#### 1. Low levels comprehending

Like as the teacher of MTs Al Ma'arif said that this level are comprehend in reading by translate of the meaning. The students

comprehend the narrative text when they know the meaning or translation from the dictionary or by word.

## 2. Middle level comprehending

In middle level of comprehend the students can interpretation the narrative text that they read with the meaning in the text. So, the students can connect the meaning from the story in every word, sentence and paragraph.

## 3. High level comprehending

In high level comprehend in reading the students should be know what the implicit and explicit meaning of the story in narrative text. This level the students know what the meaning in the story and they can connect with the meaning in the real life. So, from the story they can know what the moral value that they get.

This level in how far the students can understood in reading comprehension about narrative text that teacher teaches in story grammar strategy. When the researcher comes to eighth grade in B class February, 03<sup>th</sup> 2016 09.30, she knows that every student has variation level of comprehension. Because this reason, the teacher uses story grammar strategy to make all of students have good comprehension in their reading ability. This is proven to be when the teacher uses story grammar strategy, his students have more understanding in narrative reading comprehension in narrative. The researcher knows from the deep interview from the teacher, that the teacher who used story grammar strategy to make his students

have good ability in reading comprehension. He gives assignment to his students make narrative text complete with the element in story. The result from this assignment, most of them can do it with well.

Strategy can make us know how far teacher and students can make collaboration in teaching learning process in classroom. Like as story grammar strategy that used in reading comprehension in eighth grade in MTs Al Ma'arif. The researcher can conclude from this research that teacher and strategy are the way to make students want to study, enjoy in their study, need to study especially in reading, because most of them have few interest in reading. Story grammar strategies makes them fond of reading and know that reading is not fear like as in his or her main. They know that reading is great and enjoy.

### **C. Advantages Using Story Grammar Strategy**

From this selection data from teacher especially in eighth grade his students got advantages of reading. The researcher got more information about the advantages of story grammar strategy that used by teacher from the interview and observation on the classroom.

#### **1. Bring joy to reading**

Not all of the reading activity make our brain tired and always need concentration. Reading can bring joy, because when the students read and get idea and open their mind to do everything that make joyful. For example when the students reading humor and funny story they



will smile and laugh. Like as the students said in the interview on 03<sup>rd</sup> February 2016 at 09.30.

I like reading class because reading activity in the class has variation, my teacher gives question before we read. Then he give instruction what must we do after we read the text.

From this statement the researcher know that many variation in teaching make students feel enjoy and understand what they read.

## 2. Enhances the meaning with mental imagery

When the students like in reading, they will product much of the stimulus in their imagination. Automatically their brain will be save much of the information from what they read and the students will be enhancing the meaning from what they read in every sentence. The students will be happy when they must read in the classroom althought in croded situation because they have discuss the material like as what the students said in the interview on 03<sup>rd</sup> February 2016 at 09.30.

We can crowded in the classroom discus about the story that will we tell in front of the class. I so happy when reading and tell what we read. We can get new word, new vocabulary, improve our skill in understanding in reading and in speaking. Increase our new knowledge and make us like in reading, because reading is joyful and useful activity. I can enhance my imagery.

## 3. Strengthens a reader's relationship to the narrative text

Reading can build the relationship between the reader and the text, when the students read in narrative text they will know more what the element, step, content and all of about narrative text. So, the students that read will be have strengthens relationship to the narrative text. The researcher get the data that story grammar can make Strengthens a

reader's relationship to the narrative text from the field note January, 27<sup>th</sup>, 2016 at 09.30

Many elements in the stories that must to know, especially in narrative text. The teacher used framework to make the story can show what the content in the story with 5W 1H (What, Who, Where, When, Why, How) to know the setting, characters, problem, action, resolution and theme from the story. The material that used in the classroom is narrative text.

The elements that they know from the narrative text can make the students understanding what they read. They can strenghtnes their understanding from the text that they read.

#### 4. Stimulates the imaginative thinking

Activity in reading is like as transcriptions, when the students read a story they will think what the story about. In reading the goal of this teaching is the students understanding the total meaning of reading selection, but not all of them can understand with what they read.

The following is the result interview with English teacher on January 28<sup>th</sup> 2016.

The first reasons are the students like in this story about narrative text. The second reason, I used story grammar strategy that suitable with the theme narrative text. Third can Stimulates the imaginative thinking In story grammar strategy guide the students to build their main mapping and frame work when they are reading in their brain. So in this situation, they can understand narrative text story that they read in the text.

When they want to know the continuance from this story they will think and the stimulates the imaginative thinking will be work in

students brain. It make the students imaginative thinking work and grow.

5. Allow readers to create mental images from words to text

Good reader is they are who know the purpose of reading. When we are as a teacher and ask our students to read. They must know what for they read to answer the question, understanding the meaning or to analysis the content. When they are know what the purpose in their reading activity they will create mental images from words to the text, what the meaning and can conclusion from the text that they read.

From field note on 27<sup>th</sup>, 2016 at 09.30 In this story grammar strategy the students not only reading, but also they show the content of the narrative text story. To make effective classroom, the teacher used presentation to the students. All of students know what the purpose of reading from story grammar strategy.

6. To train the ability of thinking

The brain is like a sword, the more will be more sharply honed. The converse if not sharpened, will also be blunt. Is an effective tool to sharpen the brain? The teacher answer is read. In this way the brain will grow stronger. Read the book as much as possible. According to experts, the advantage of reading the book can provide a pleasant effect for our brains. Reading can make the habitual in thinking like as

the observation in the classroom on 27<sup>th</sup> January 2016. Reading also helps improve cognitive skills and increase vocabulary.

#### 7. Improving Comprehension

A concrete example of this benefit much felt by students as well as students. Where reading can improve comprehension and memory, which initially did not understand becomes clearer after the reading. The logic is simple, the student or students may not understand the subject matter / college if they did not read.

Most of them have good enthusiasm in story grammar strategy, the students can make clear about the elements in a story appropriate in their understanding from the story that they read. I think, in this strategy they will not boring. In this story grammar strategy the students not only reading, but also they show the content of the narrative text story. To make effective classroom, I used presentation to the students. So all of the students will be have same opportunity to read and tell to all of their friends about the story that they read in oral language.

The result of Interview on January 28<sup>th</sup> 2016 , good enthusiasm will easy to improving the students comprehension. It is clear that reading was very instrumental in helping someone to improve their understanding of a substance / material being studied.

#### 8. Add insight and knowledge

Benefits of this one probably we've heard since we were kids. We certainly remember how many times we remind teachers that reading

is a means to open up the world. With a lot of insight and knowledge, we will be more confident in looking to the world. This knowledge that the students get from the text they read like as the researcher get from the field note on 20<sup>th</sup> January 2016 at 10.00.

#### 9. Sharpen the ability to write

In addition to adding insight and knowledge, reading can also hone the writing skills. In addition to the insights you to write more extensive material, you can also learn the styles of writing another person to read it. Through reading you can get abundant wealth of ideas for writing. Like as from the interview on 28<sup>th</sup> January 2016.

The students can improve their understanding come from the first level who knows when they know the translation. The second level they can correlate with the other text and the high level when they understanding from the text and connected with the implicit and explicit meaning from what they read. The students who can connect the text that they read with the other occur will easy in writing ability. When they read in and get many knowledge they easy to make sentence and write what they want to show to the reader.

#### 10. Supports the ability to speak in public

Reading is an activity that will open up horizons and knowledge against the world. In addition to getting information about the events, read also able to increase the mindset, creativity and verbal skills, because reading will enrich the vocabulary and the power of words. Increased mindset, creativity and verbal skills will be very supportive in enhancing the ability to speak in public. From the interview of

students on 3<sup>rd</sup> February 2016 they who have ability in reading will have brave to speak in public.

#### 11. Improve concentration

People who love to read will have more brain concentration and focus. Because of this focus, the reader will have the ability to have full attention and practical in life. It also develops the objectivity and decision-making skills.

The researcher gets the information from the observation on 3<sup>rd</sup> February 2016. Teachers gave all of students with many questions and exercises from the narrative text. From the questions, the teacher used component of story grammar that can build the main mapping in students mind. He used it with the variation of the questions. Teacher chooses in random way from the students in the classroom. So, all of the students will be prepared them self to answer the question. All of the students read, and understood what they read in narrative text. Teacher in this classroom used guessing from the component the story in narrative text like as setting, theme, plot and resolution. The teacher will give punishment for they will not seriously in the classroom. Like as when one of his students chatting with the other classmate, they will ask the students to out of the class. From all of the practice that the teacher does in the classroom the students can build their concentration.

Reading really can directly increase the holding capacity of the brain.

When read, the brain will be stimulated and the stimulation on a regular basis can help prevent brain disorders including. According to the other researchers, this activity stimulates brain cells to connect and grow.

Based on the advantages above it means that the function of story grammar strategy are expected to facilitated and help the students getting a good understanding of a story or text and supposed to comprehend the mean of whole text. The level of students' vocabulary knowledge is closely associated with reading comprehension and overall academic success. The students will felt enjoy with this strategy in learning reading comprehension. They easy to understood what is the story that the teacher given to read. From here, the students know what is reading and how reading was is useful.

In story grammar strategy make how students can guide when they read narrative text. From this strategy the reader or students can improve their reading comprehension by find out the important information of the story. They will know the meaning of the story, build imagine from the word to the text, from the text to the narrative story. Know more the relation between reader and story that they read, from this relationship students that read the story know the content in their story.

The next point were stimulates the imaginative thinking, the brain will be active and live when many stimulation come from outside like as reading activity.

The next important were bring the joy in reading, everyone want to joy in every situation and condition. When reading become joy activity, the students easy to do and easy to understanding what the meaning of the text or story that they read.

This relationship seems logical there is a significant positive correlation between vocabularies to reading comprehension. The ability of reading comprehension in English is not easy therefore students should increase vocabulary. Reading skills cannot be acquired suddenly. Reading skills acquired through learning, stage by stage and continuously. So with the passage of time students will be able to understand the reading well.

Beside the advantage the story grammar strategy in teaching narrative reading comprehension, there are some disadvantages of this strategy that used by the teacher in eight grades in MTs Al Ma'arif Tulungagung.