

CHAPTER V

DISCUSSION

This chapter presents discussion based on finding of the study.

A. Discussion

Based on research finding the researcher get two point there are: the practice how teacher using story grammar and the advantages. The data in this study was collected from the teacher as the main subject of the study. The teacher used story grammar strategy to make their students understand in the comprehension of reading especially in narrative text.

The teacher of MTs Al Ma'arif Tulungagung teaching narrative reading comprehension used story grammar strategy in first section are the teacher asks the class if they remember how stories usually start, the second 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. The third section teacher give practice time, students must tell the other story in front of the class.

There are the advantages of reading that the researcher got from the observation in classroom and interview the teacher 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.

Here the researcher can show that story grammar strategy can make the students get advantages. It can be used at all levels. This strategy can not only improve reading comprehension, but also enhance students' vocabulary, writing, and imagination. Teacher gives narration how to understand in reading using story grammar strategy that he applied in the classroom. Then it can motivate students to be proud with their work. It is appropriated to be used for students who work individually, pair, group or the whole class discussion. Furthermore, the information in framework based on the assignment. So, Story grammar is very helpful.

To know how far the students can understanding in the teaching the material, the teacher also give questions to their students. As stated by Ricards & Renandya (2002:37) that for further clarification of success of a lesson, teacher can ask their students at the end of class and the answer can assist teacher with future lesson planning. The teacher can conclude that they were success to teach their students when they know the end of the lesson

Story grammar strategy can motivate students to be proud with their work. It is appropriated to be used for students who work individually, pair, group or the whole class discussion. Story grammar strategy can used at all of levels, in junior level like as in MTs al Ma'arif in Eighth grade was suitable because in this level the students need to build reading habit and narrative more suitable to increase

their imagination moved. So the students will enjoy reading and they will be easy to make it comprehend with their partner, group or individually. After students understand the individual work, they read in the texts, new brain areas need stimulation and practice to recall the words long enough to understand complete sentences. The students also need practice make stories after read, so they can comprehend all of component in the stories of narrative text.