

CHAPTER II

TEACHING READING COMPREHENSION IN NARRATIVE TEXT BY USING STORY GRAMMAR STRATEGY

A. The Nature of Reading Comprehension

Reading comprehension was a process to find the point of the text that the reader read. Reading comprehension became very important in our real life, every day and every time we needed to read. According to Snow (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Therefore, in comprehending a topic, the readers interacted with the text relates to the question of the text to prior experiences of contract meaning which can be found in the text.

According to Klingner *et al* (2007:2) “Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading and world knowledge and fluently”. According to Pang (2003:6) “Comprehension is the process of making sense of words, sentence and connected text”.

Based on those definitions, it can be concluded that reading comprehension was the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers’ knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the

knowledge that readers have known. Reading comprehension must be mastered by the students to improve their knowledge.

B. Aspects of Reading Comprehension

In the reading comprehension, there were some aspects of reading. The aspects are needed by anyone who wants to be good in reading comprehension. Sadoski, in his book stated that, we will refer to these three fundamental competencies in the contemporary parlance of reading as *decoding, comprehension, and response* (2004: 59).

Based on Sadoski, the term of decoding, it means the understanding from the written form. It also means being able to transform what is read to spoken language. The next, it is comprehension. If decoding is about how to say something, comprehension is about understanding. Getting the meaning of something is the focus of the comprehension. Meanwhile, response is about the reflection of what has been read.

Another idea about the aspects of reading comprehension comes from Chesla (2001: 1) that, four basic reading comprehension skills: how to be an active reader, how to find the main idea of a passage, how to figure out what words mean without a dictionary, and how to tell the difference between fact and opinion. It can be concluded, according to Chesla, the aspects of reading comprehension are being an active reader, finding main idea, words meaning (vocabulary), distinguishing fact and opinion. Meanwhile, another expert stated. Mullis and Martin (2015: 12-13), mentioned that, aspects of reading experience include retrieve explicitly stated information, make straightforward

inferences and explicit reference, interpret and integrate ideas and information, evaluate and critique content and textual elements.

Based on all the mentioned ideas by the experts, the researcher resumessome aspects of reading comprehension. These aspects later will be considered to be used in testing students on their reading comprehension. The aspects are main idea, specific information, reference, and inference, vocabulary.

1. Main Idea

Main idea is the main topic that would like discussed in the text of the paragraph, the main idea is not always in the first paragraph but also it can be in the middle or in the last paragraph from the text. The reader is expected to understand the main idea.

For the example: Cinderella lived with her step mother and two step sisters. (It is called main or important idea because it will be developed by specific information or supporting idea and become paragraph 1).

2. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

For example: The Story of “Cinderella”.

a. Paragraph 1: Cinderella lived with her step mother and two step sisters. From the main idea the writer can develop the story by giving specific information.

Once upon a time, there was a girl called Cinderella. Cinderella lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in her life, Cinderella’s father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella’s father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework. It was quite true Cinderella even dressed in rags with dusty gray face from the cinders was a lovely girl. While her stepsisters no matter how splendid and elegant their clothes were still clumsy, lumpy and ugly.

The italic sentences are called specific information because it is developed from the main idea, in this case the specific information gives the detail information about the character of Cinderella and her two stepsisters and stepmother in that story as an example of bad character and facts about the new family of Cinderella. It was also the comparison between Cinderella a beautiful girl and her step sister an ugly girl.

3. Reference

In English as in other language it will be boring to have and repeat the same word or phrase every time you used it. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference in reading comprehension is the one of demonstrative pronoun in a reading text. The demonstrative can be like the use of, it, we, they, and other.

For the example: Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework. What does the word "they" in the sentence refer to? The word "they" refers to her stepsister and stepmother. The word "they" is called reference because it becomes pronoun to "her stepsister and stepmother".

4. Inference

Making inference is a skill where the reader be prosecuted to know a conclusion from the text they read. In this aspect the reader need carefully attention to make logical prediction from the text. In other words, the readers can make conclusion after reading the text.

For the example: One day Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went

inside and found more riches alone. Did Aladdin enter the cave with Mustafa? No, he did not. Aladdin entered the cave alone (inference).

The inference or the conclusion from the sentences above is Aladdin entered the cave alone because from the sentences we can make the conclusion that Mustafa did not enter to the cave so, Aladdin entered the cave alone.

5. Vocabulary

Understanding the meaning of vocabulary it's mean that the reader can guessing the meaning from each sentences to know the words. in reading, understanding the meaning of vocabulary is very important for the readers. They can find unfamiliar words to the text and the topic of the text that they read before.

For the example: ... He took his plough and hit tiger. Then he said. "Now, you know about my intelligence even if you haven't see it". The antonym of the underline word is...? Cleverness. In this case, the question was usually about the antonym, synonym and meaning.

Based on the aspect, the researcher concludes that reading comprehension is an active process of transferring information from the text that the reader read, it is thinking process and interactive process for the reader. To be good reading comprehension students can identifying the main idea, identifying the factual information, understanding the meaning

of vocabulary, making inference and identifying reference. The researcher believes that the students can be achieved when they are good at these five aspects.

C. Narrative Text

1. The definition of Narrative Text

Narrative text is one of English text types. Narrative text is telling a story what happened in the text. It can be fiction story such as short story, or novel and non-fiction story like memories, certainly to entertain or inform the readers. According to Hutchinson (2005:6) when you write a narrative, you are telling a story. Meaning is when you read a narrative text you are reading a story. Narrative is kinds of text that tells about story. The story includes folks story, fable, tale, short story, novel, etc. Hornby (2000:13) defined that “Narrative is a description of even.

Narrative is one of the most powerful ways of communicating with others. A good written story asks the reader response to some event in their life as it were own. They not only understand the event, but they can almost feel it. As stated by Gallant (2008:2) narrative tells a story, it may include information that will help the reader understand the characters' feelings. A Narrative text consists of some steps. Narrative text has a structure, a shape or a pattern. From the definitions above, it can be concluded that narrative is a text that tells a story an event that

happened in the past, it can be a fiction story or also a legend in society to the reader and it can be ways of communicating with others.

2. The Generic Structure

In constructing narrative text, there are several steps that should be considered. The elements of them are also provided to guide the readers in narrative text. According to Anderson (1997:8) Generic structures of narrative text are:

- a. The orientation which is giving information about the setting of the scene that shows the place and the time of the story just happened, introduce the people in the story and what is involved in it.
- b. Complication which telling the beginning of the complication or problematic which leads to the climax or crisis of the main participant.
- c. Resolution, resolving the crisis or the problem either in a happy or in a sad ending.
- d. Re-orientation is closing remark to the story which consist a moral lesson and advice for the readers

3. The example of narrative text.

The Legend of MalinKundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his

mother. MalinKundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant.



With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone. Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her

mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail.



In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

D. Story Grammar Strategy

Story Grammar Strategy is one of reading comprehension strategies of graphic organizer to comprehend narrative texts. According to Dimino (1990:20), Story Grammar strategy is a framework to help the students in analyzing the main character, setting, problem, events, solution, and assist students to outline the story. In addition, Schmitt (1986:5) states that Story Grammar strategy is a reading comprehension strategy in improving

the students' interactions to find out the important information of the story by using an organizational framework. By using Story Grammar, the important information can be comprehended.

Story Grammar is a guided to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. Story Grammar Strategy is a reading comprehension strategy could be used as a foundation to answer the questions related to the story (Dimino et. 1990:23).

The benefit of the Story Grammar Strategy, it can be used at all levels. This strategy is not only can improve reading comprehension, but also enhance students' vocabulary, writing, and imagination. 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.

E. The procedure of Story Grammar Strategy

Procedures of Teaching Reading through Story Grammar Strategy These are the procedures of teaching reading comprehension through Story Grammar Strategy.

1. The teacher gives brainstorming to the students to activate students' schema by asking them about narrative text.
2. The teacher shows the format of story grammar on the whiteboard and the purpose of it in helping them comprehend narrative text.

3. The teacher asks one student to tell a story that she/he has, it can be story from a book or movie that she/he knows.
4. From the story, the teacher explains the elements that are found in narrative text, such as the characters, setting, events, conflict, etc. Teacher also corrects the grammar that students used when telling the story, so the students know what kind of tenses they must use when telling narrative story.
5. After that, teacher discusses about the general structure and the language features that are used in narrative text.
6. The teacher orders the students to work in pair.
7. The teacher distributes the copies of narrative story to the students.
8. The teacher asks the students to read silently.
9. The teacher and the students discuss the structure of the story. The students must answer the guiding questions that teacher asks to them. The guiding questions may be similar to the following (adapted from Cooper 1986: 382-284):

Setting	Where did the story happen? When did the story happen?
Characters	Who was the story about? Who were the people in the story? Who was the most important person in the story?
Problem	Did the people have a problem? What was the big problem that the story was about?
Action	What did the people do to solve the problem? What were the important things that happened in the story?
Resolution	How did the people solve the problem? How did the story end?

Theme	What lesson could we learn from the story?
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10. After the discussion, teacher distributes the story grammar sheets to the students. Students work individually.

11. When the students commit errors, the teacher directs them to the appropriate section of the narrative to reread it for the correct answer.

12. After the students have completed the activity, the students are told to exchange their sheet to their pair.

13. The teacher asks the students to check their pair sheet based on their opinion. The teacher guides the students checking the sheet.

14. The teacher gives evaluation test.

15. The teacher makes reinforcement by discussing the answer with the students.

16. The students submit their work to the teacher.

17. The teacher closes the meeting.

F. Advantages and Disadvantages of Story Grammar Strategy

The implementation of Story Grammar Strategy in the classroom situation, also have advantages and disadvantages in its applying. There are some advantages of teaching reading using Story Grammar Strategy:

1. Story grammar strategy can help the students remember the details of a story because they know about the common structure that most stories follow.
2. Instruction in story grammar improves the performance in reading and writing for students.

3. Direct instruction in story grammar involves helping students to learn to recognize the elements of narrative text and use these elements to improve their comprehension.

Story grammar strategy also has disadvantages, that is using of story grammar may make the students think that every type of texts have the same elements. Even within in narrative writing, different stories may not include the same elements. In addition, using Story Grammar Strategy only can apply on narrative text.

The advantages and the disadvantages of the strategy are information before implementation of strategy itself. The purpose of knowing the disadvantages of Story Grammar Strategy are to make the teacher has anticipation of the problem will be happen then.

G. Previous Study

There are several studies that have been done by researcher in using story grammar strategy in reading comprehension. First, Yemima Alberti (2014) conducted a research entitle *“Improving Students’ Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII d of SMPN 1 Pondok Kelapa Bengkulu Tengah”*. The objective of this research was to describe how the story grammar strategy can improve the students in eighth grades reading comprehension of narrative text at SMPN 1 Pondok Kelapa Bengkulu. The subjects of the researcher were the eighth grades of students at SMPN 1 Pondok Kelapa Bengkulu. The researcher used Class action Researcher to know how significant the story grammar strategy in

reading comprehension by using storygrammar for narrative text. The second researcher is Mulyati (2011) conducted a research entitled "*Using Story Grammar to improve the Eighth Grades' Reading Comprehension of Narrative Text*". This research was designed to describe how the story grammar can improve the eighth grades' reading comprehension text at MTs MuftadiinMuncar. This study was directed to solve the student's problems in comprehending narrative texts in terms of recognizing meaning of words in the text, meaning sentence in the text, topic of the text, and rhetorical structures of the narrative text.