CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this phase, the researcher presents the result of research. It involves the way to improve students' reading comprehension in narrative text through Story Grammar Strategy at Eleventh Grade Students of SMAN 6 Pontianak in the Academic Year of 2017/2018. Furthermore, the research describes the teaching and learning situation when the strategy was implemented in the class.

1. Research Process and Quantitative Data Findings

First Cycle

a. Planning

The researcher planned to conduct the first cycle in twomeetings. The researcher designed the course grid for the cycle by consideringthe core competence and basic competence. The researcher also ask the teacher to be the collaborator.

In the first meeting the researcher planned to explain the narrative text tothe students. The researcher would explain the generic structure, the purpose andthe language features of a narrative text. The researcher would alsointroduce the students to the Story Grammar Strategy (SGS) and how the SGS willhelp them in comprehend readingnarrative text. For the next meetings, the researcher planned to always recall the students' knowledge on narrative textand SGS. They would be asked

to read a narrative text based on their knowledge. Story Grammar Strategy would be used as the strategy to help thestudents in comprehend reading narrative text.

During cycle one, the students were expected to pay attentionto the teacher's explanation, got interested and motivated by thelearning process, to achieve some learning indicators and to be moredisciplined in their learning process. To support the meetings, theresearcher preparedhandout for the students to help them in learning the materials.

b. Action

The action of the first cycle was done on Tuesday, May 8th 2018 and Thursday, March 10th 2018. At the classroom, the teacher implemented the teaching learning process based on the lesson plan had been made. Greetings and gave a motivation were the first activity did by the teacher at the classroom. Teacher also checks students' attendance. Then the teacher gave instruction to the students to make a group of seven. Later, the teacher tells the step of Story Grammar Strategy.After that, the teacher shows the format of story grammar on the whiteboard and thepurpose of it in helping them comprehending narrative text. The teacher distributes the copies of narrative text and asks the student to read story silently. From the story, the teacher explains the elements that are found in narrativetext, such as the characters, setting, events, conflict, etc. Teacher also corrects thegrammar that students used when telling the story, so the students

know what kindof tenses they must use when telling narrative story.After that, teacher discusses about the general structure and the languagefeatures that are used in narrative text.While the discusses, the teacher distributes the copies of story grammar sheet to the students. Then, then teacher ask the students work individually.In addition, there was a little students who showed their interested and enthusiastic through Story Grammar Strategy, in another side also there were only some of students who actively, asking and answering the teacher explanation. Furthermore, there were some of students who did not worked their task and see their friends' task.Eventhough, there were only some of them could finished their work individually.When the students commit errors, the teacher directs them to the appropriate section of the narrative to reread it for the correct answer. After the students finish their work, the teacher ask them exchange their sheet and check the answer based on their opinion. Later, the teacher guides the students checking their answer. Furthermore, the teacher and the students discuss the answer of the text.

On the second meeting in first cycle the process of research was similar with the earlier meeting. The teacher reviewed about the organization of narrative text which has been taught in the previous session and conducted the classroom by using Story Grammar Strategy. It was not only the teacher dominated in process but also the

students spoke out and shared about the text. The last meeting in first cycle the teacher gave the students reading test, multiple choice item that consist of 20 questions to know well the students' reading comprehension in narrative text.

c. **Observe**

In this phase, the observer noticed all activities that occurred in the classroom. The activities for instance, teacher's performance, students' respond in class activity, and class situation. According the lesson planning that has been arranged, at the beginning, teacher divided students become groups. During dividing students in a group, teacher needed more attention, because initially some of them did not want to sit in a group with other friends. Meanwhile, for several students, becoming in a group with their friends was a good session for them because they could discuss with their friend easily. Then, after all of them sit well, teacher showed the material about the Malin Kundang. The teacher began to explain the schematic structure of narrative text and selected text in narrative text. In that situation, few of students raised their hand and gave an idea. Sometimes, they could answer a question from the teacher. But the rest did not. Most of them were ashamed to answer the teacher's question. In the middle of the process, when the interaction between students and teacher occurred, many boys walked to another table and talked with their friends for other business. So was the girls, they talked in their group. Then, some

students permitted to go to lavatory. Furthermore, it can be seen most of students did not pay attention to the teacher. Moreover, when the teacher requested to do the exercise, many of them did not do it well in a group work. Only few of students finished it and asked to teacher actively. The second action, the students received the reviewed material for the previous meeting. They seemed more enjoy obeying the teacher instruction carefully. They begin to listen and do what the teacher's instruction. In the last meeting the teacher gave the students reading test, the students did the test. The result can be seen in the table below:
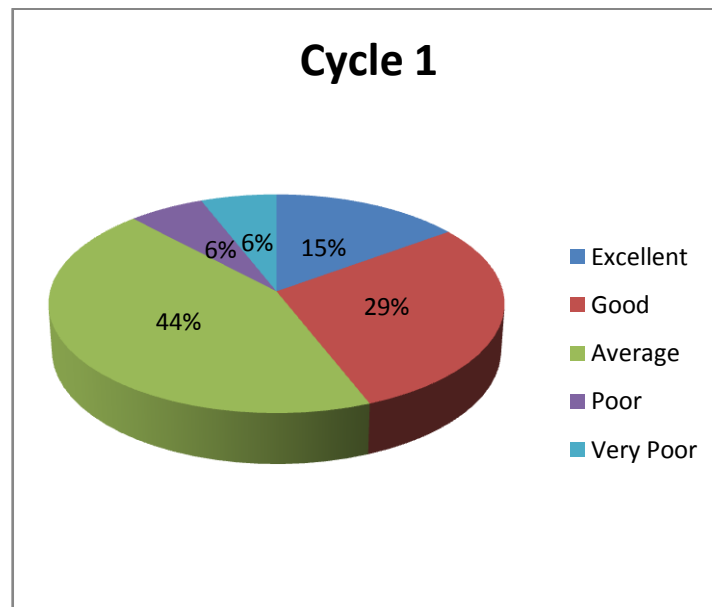

Table 1.1 data of reading test cycle I

From the percentage of the 1.1 chart above, it can be explained that the students' achievement percentage in understanding narrative text using Story Grammar Strategy. The students' qualification score were

unsatisfied. Where the students were 6% or 2 students still categorized in very poor level. It means that they were still hard to understand narrative text. Then, 6% or 2 students were categorized poor. There were 44% or 15 students as categorized average. Then, 29% or 10 students were categorized good. Then, 15% or 5 of students were categorized excellent. The total of students' score in cycle one were 2.285 with the mean score were 67,21. It means that the students' achievement in the first cycle was not improved, because it did not reached standard of grammar score in English subject of that school there were 76.

In conclusion, in this cycle most of students' score still not improved or low and was not reached standard of reading score. Because most of students still in average score with the category score 60-69, it means that the students achievement in understanding of narrative text after taught by Story Grammar Strategy was still low or not improved and the researcher had to continue it in the next cycle.

d. Reflect

After teaching learning process, the teacher and the researcher discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students participation were still low, because they did not pay attention and for active students, they were ashamed to ask and answer question orally. In addition, several students, they thought the question that was

given is difficult, so they would rather do other activities than answer it. The modification of the strategy is needed to apply when the teacher presented the Story Grammar for the next cycle. The researcher suggested explaining and teaching slowly and clearly. It has purpose in order to students could listen and understand the instruction well. Furthermore, the teacher is expected to give reward to whom could answer the question and giving an idea. So that, although the result of the students score has not reached yet, the teacher and the researcher realized that both of them must do more efforts to improve the students' reading comprehension through Story Grammar Strategy. It needed to have more improvement in the next cycle.

Second Cycle

a. Planning

The second cycle began from making new lesson plan with some revised part. It wasaimed to get better of implementation the strategy. Evaluation and second testwere prepared to know students' achievements in the end of this cycle. Theteacher also re-selected the topics and teaching aids to motivate students, so thatthey would get a better understanding of the texts.

The researcher also planned to give feedback in each meetingabout the activities that students had done, their mistakes and alsotheir progress from the previous meeting to avoid them in makingthe same mistakes in the next time. The researcher would also able to have

moreinteraction with the students which could reduce the habit of thestudents who usually crowded during the class.

b. Action

The action of the second cycle was on Tuesday, May22th 2018 and Thursday, May 24th2018. After reviewing the previous lesson at the beginning, the teacher started to divide the classroom into seven groups that the form was as same as with the previous meeting. Teacher made sure every student could sit well. Then the teacher show the power point. After that the teacher began to explain reading narrative text based on power point through Story Grammar Strategy systematically. The teacher opened the chance for all students to read the text showing in the power point. From the story, the teacher explains the elements that are found in narrativetext, such as the characters, setting, events, conflict, etc. While the teacher explain the material, the teacher distributes the copies of story grammar sheet to the students. Then teacher ask the students work individually. In Story Grammar Strategy, teacher allowed the students to look up dictionary. After comprehending and understanding about the text, the students and teacher made summary of the text orally.

On the second meeting in second cycle the process of research was similar with the earlier meeting. The teacher reviewed about the organization of narrative text which has been taught in the previous session and conducted the classroom by using Story Grammar Strategy.

It was not only the teacher dominated in process but also the students spoke out and shared about the text. The last meeting in second cycle the teacher also gave the students reading test, as same as same as with the previous test. Multiple choice item that consist of 20 questions to know well the students' reading comprehension in narrative text.

c. **Observe**

In the second cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own chair. In addition, the teacher use power point. This media make the condition was easy for teacher to explain and give correction feedback to the students. In the process of Story Grammar Strategy, when the teacher let students predict and ask questions, many students raised their hand to give their idea prediction, and asked many question related to the text, for example the schematic structure of narrative text, the identification, the characteristic and the rest about the vocabulary. There were no students walked to another table and talked with their friends in a group when the teacher was explaining the lesson. They focused and followed the teacher instruction. The teacher also made a competition among other groups in that activity in order to they had a spirit to be the first to ask the question, and gave their idea, predicted, and looked up their dictionary quickly, and gave detailed opinion about the text. Students were active at the classroom. Moreover, they did the discussion in a group collaboratively and correctly. The second action,

the students received the reviewed material for the previous meeting.
They seemed more enjoy obeying the teacher instruction carefully.
They began to listen and do what the teacher's instruction. The last
action of the second cycle the teacher gave the students reading test for
the second time. Based on the result of the reading test in first cycle, the
mean score of the class is 77.06. For the result of reading test in second
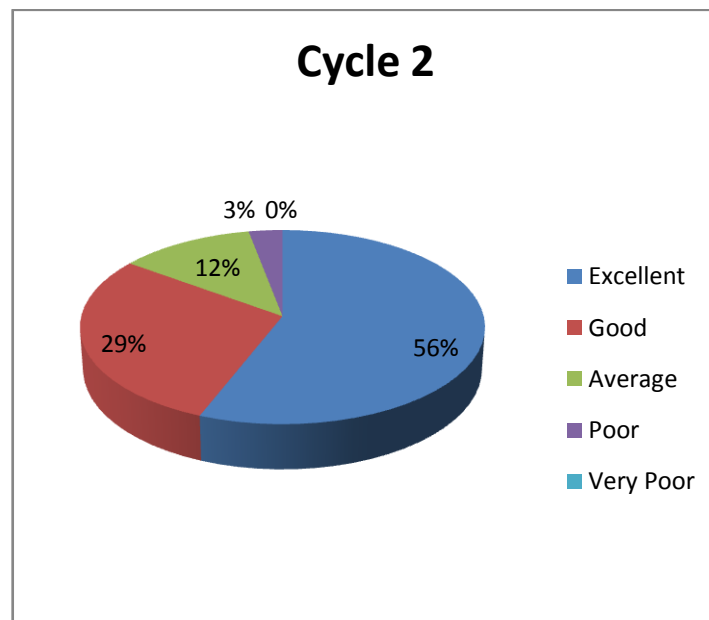cycle can be seen in the table below:

Table 1.2 data of reading test cycle II

From the percentage of the chart 1.2 above it can be seen that
students' score qualification was improved from the first cycle. In this
second cycle, there is a good improvement of the students' score. It was
proved by the data showed in the chart above which 56% or 19 students
categorized excellent. Then, 29% or 10 students was categorized as
good and 12% or 4 students was categorized as average. 3% of students

were still in categorized poor level. The total score of students in this cycle were 2.620 by the mean score result 77,06. In conclusion, from those data of students' score qualification showed that there was a good improvement of students' skill in reading especially understanding narrative text by using Story Grammar Strategy.

Based on the detail explanation above, this research had succeeded to be implemented by the researcher to solve the students' problems in understanding narrative text exactly to the class XI IPA 3of SMA 6 Pontianak.

d. Reflect

From the reflecting phase,based on the result of acting and observing toward teaching learning process in this cycle the researcher and the teacher were satisfied because of their work hard to improve students' reading comprehension in this case narrative text had been reached. There were many improvements after applying the second action of research. For example first, the result of students' participation in the learning reading narrative text was better than the first cycle.It can be seen the behavior of students while the teacher was explaining the text through Story Grammar Strategy were change, they followed the teacher's instruction and answered teacher's question actively. Then in the classroom, students could develop their skill, in this term reading skill. They felt easy to comprehend the text and felt enthusiastic in learning reading text to analyze the narrative text for instance the

identification and the description text with their friends in a group discussion. The last there was a progress of their score from reading test cycle I to reading test cycle II. It means that the writer and the teacher decided to stop the Classroom Action Research because it succeeded. Hence, the researcher and the teacher did not need to rearrange for next planning. Based on the result evaluation between the researcher and the teacher, it should be concluded that the implementing of Classroom Action Research can improve students' reading comprehension through Story Grammar Strategy.

2. Quantitative Data Findings

Based on the quantitative data had been describe above, it shows that by applying Story Grammar Strategy, there are some significant developments in students' reading comprehension in narrative text at the Eleventh grade class. The quantitative data shows the increase in the mean score of the students. The researcher inputted the description about the result of data including cycle 1 and cycle 2. The first is show the comparison between students' individual score in first cycle and second cycle, as follows:
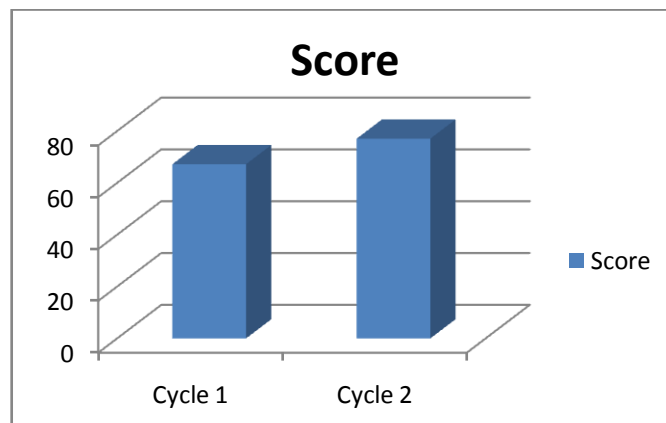
Table 1.3 data of reading test cycle I & II

Based on the chart 1.3 above, the researcher can conclude that by using Story Grammar Strategy there was an improvement in every cycle and had good responses by the students. Based on calculation result after getting all of the treatment of using Story Grammar Strategy, the students' average increased significantly. The students' mean score in first cycle was 67,21 and 77,06 in second cycle. From the all data above, the researcher concluded that the used of Story Grammar Strategy to improve students' reading comprehension can helped students understand the lesson material and improve students' ability on narrative text.

The computation of the students' mean score of the first cycle could be seen in here. It was calculated by using the formula of the mean score and Microsoft Excel below;

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2285}{34}$$

$$\bar{X} = 67.21$$

By the result in the first cycle, the students still had major problems in reading comprehension of narrative text. The standard minimum score of the student is 45, therefore, had not been reached yet and the researcher would continue the research on the next cycle. Furthermore, in the second cycle, the students' reading comprehension in narrative text was better than the previous cycle. It can be seen the positive change there is no students who got 45in their score of reading test.

The mean score of the second cycle could be seen as follow:

$$\bar{X} = \frac{\Sigma X}{n}$$

$$\bar{X} = \frac{2620}{34}$$

$$\bar{X} = 77.06$$

The main score of the students' reading comprehension in narrative text was better than first cycle. Most of the students were able to comprehend the text clearly. Most of the students were successful in achieving the standard competence score.

Finally, this classroom action research of improving students' reading comprehension on narrative text by using story grammar strategy has succeeded. It can be proved from the result of each cycle that showed an improvement not only in teaching learning activities but also the result of reading test.

B. Discussion

According to the explanation of research finding, the result reveals that the using of Story Grammar Strategy had been in teaching reading comprehension in narrative text at SMAN 6 Pontianak. It means teaching by using Story Grammar Strategy was success and satisfying. The enhancement is identified from the scores to scores in each cycle. It can be seen from how the students' improves their reading comprehension in learning process from the first cycle and the second cycle. Before the research was implemented by the researcher, the student did not know clearly about narrative text. As the result, by using Story Grammar Strategy, the students know how to identify the main idea, supporting detail, vocabulary, inference and reference.

After the students was given some treatments and conducted the cycles, it was found that there were significant different score by first cycle and the second cycle, moreover, the mean score of the students in the second cycle was higher than first cycle. The analysis of first cycle in the qualitative data findings of the observation checklist could be seen at the first meeting, the student only gave a little attention about narrative text. According to the result of observation in the first cycle, it can be concluded the students still did not understand about narrative text. It showed that the students are not enthusiastic with the explanation in teaching and learning process. Meanwhile, some of the students could found the ideas when they explore the things at their environment. Although this cycle showed improvement of

students' achievement but it was not maximal yet. There were some lack and weakness in this cycle.

By the problem in this cycle, the researcher tried to improve students' reading comprehension by continuing the next cycle. The result of observation in this cycle showed that level of students' participation in learning process was better. The reading score classification improved than before.Based on the result in first cycle, the researcher took some effective steps more in the second cycle. In the second cycle, the students more attractive when the teacher taught them usingmedia power point. The students were interested when the teacherexplain step by step in Story Grammar Strategy, the students enjoyed during teaching and learning process. They more active to discuss and share their idea in the group. There was surprisingly side improvement achieved by using Story Grammar Strategy to overcome the students' problem in the class.

The Story Grammar Strategy is one of Strategies that can be used to attract the student' attention and generate the motivation so that they concentrate and also feeling enjoy on the lesson given. Therefore, the advantages of using Story Grammar Strategy is not only could improve students' reading comprehension but also could give both motivation and experience to the students. When the students realize how Story Grammar Strategy works and their score better than before, they become more enthusiastic and feel more comfortable to follow the class and also to participate along the teaching and learning process. Through the strategy, communication and interaction

between teacher and students are more effective and interesting. These shapes the students to be active in the group of discussion to share their idea with the other friends. It can be seen on how they did the step by step in Story Grammar Strategy cooperatively base on their environment as what have been instructed by the teacher. These ways were done by emphasizing the teacher's involvement in guiding and improving the students reading comprehension in narrative text by using Story Grammar Strategy.

Based on previous findings and discussion above, the researcher canconclude that story grammar strategy increases the comprehend to students inreading, especially reading comprehension in narrative text at SMA 6 Pontianak. The motivation makes all of students fight in readingcomprehension, and it makes them more active, enthusiasm and interest to learnreading English as second language.