

ABSTRACT

Meida Elvira N 2017: A Story Grammar Teaching Approach for Building up Students' Reading Comprehension on Narrative Text.

English learning is effective when the teacher uses an appropriate approach in teaching. This research analyses the influence of story grammar approach to build up students' reading comprehension. The purposes are (1) to discover the significant influence of story grammar in building up students' comprehension on narrative text, (2) to explore the cause of the significant influence regarding the first research question, and (3) to find out the factors of story grammar strategy succession.

This research used a mixed method through convergent design and quasi experiment. This method was used to get real data in the field. One class of thirty five-eighth grade students as the experimental group is selected, because the text is learned in their grade for the first time. They were taught by implementing story grammar approach. The techniques used for collecting the data in this research were pretest, posttest, observation, interview and questionnaire. The test and questionnaire were given to all students, while interview was given to 15 students classified into low-achieving, average-achieving, and high-achieving according to their test result.

The result of data analysis shows that the mean score before implementing story grammar (pretest) is 47.64 and after implementing story grammar (posttest) is 45.71. The statistical analysis of t-test shows that the $t_{count} = 3.71$ and the data t_{table} on significance 5% and $df = 33$ is 2.03. It means that t_{count} is higher than t_{table} , and the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means there is an improvement of students' reading comprehension after implementing story grammar approach. The table normal gain interpretation shows $G < 0.3 = 0.073 < 0.3$. It means that the significance is low. The reasons are (1) they are not confident enough or too shy to ask the teacher some questions, so that they end up being confuse for the lesson material, (2) they can understand the whole story, but not exactly, lacking vocabulary is their weak. The second reason becomes the lack of story grammar approach. Thus, story grammar is better to be mixed with vocabulary mastery.