

# CHAPTER I

## INTRODUCTION

This chapter elaborates background, research question, purposes of research, significances of research, rationale, hypothesis, research methodology, the source of data, the technique of collecting data, research instruments, and data analysis.

### A. Background

The purpose of this study is to explain how and why a structured approach to teaching story grammar components is used in improving students' comprehension. The problem comes from writer's internship experience in some eighth grade classes. The students barely pass the daily test for narrative text material. Reading narrative text looks simple, but the narratives become more difficult and complex as the number of characters in a story increased (Liles, 1993). This complexity brings to extent problems to EFL students may not be easy to understand. Students may simplify the way they comprehend the reading in several methods such as underlining, taking notes, or highlighting the important part to gain reading comprehension (Cogmen and Saracaloglu, 2009). However, the process involves interactive cognitive of deriving meaning in which underlining, taking notes, or middle school EFL students hardly do highlight.

According to Dymock (2007), story grammar identifies the fundamental elements in a story and describes how these elements knit together to generate a well-formed story. He believes that story grammar offers a complete framework for exposing narrative text structure and concludes that students having careful

understanding of the narrative structure shows better narrative comprehension. This is because the awareness of narrative structure helps students predict the flow of stories which simplifies the comprehension of narratives (Duchan, 2004). Students, as the subject of this research, are expected to display a change in their knowledge using story grammar components and an increase of their story comprehension.

The research on story grammar has been done by several researchers such as a research by Boulineau, Fore, Hagan-Burke, and Burke (2004). The study examined the use of story mapping to improve the reading comprehension of six third and fourth grade students with specific learning disabilities. Another study by Hamidah (2016) focuses on conceptual paper in teaching reading. Specifically, the study focuses on written discourse on the use of narrative text to teach students' reading skill. The story grammar is also applied through visual symbols to disability students by Shelton (1999). The last study from Mulyati (2011) is designed to describe how the story grammar strategy through story mapping can improve the eighth graders students' reading comprehension of narrative text. The gap of this study is meant to reveal the key succession and effectiveness of story grammar strategy in improving students' comprehension on narrative text. This study comprehensively discovers the weakness and strength of story grammar strategy as an approach to build students' comprehension on narrative text by using both qualitative and quantitative methods.

## **B. Research Questions**

This research aims to answer the following questions:

- a) How is the significant influence of story grammar in building up students' comprehension on narrative text?
- b) What is the cause of significant influence regarding the first question?
- c) What are the factors of story grammar strategy succession?

## **C. The Purposes of The Study**

This study sets out to :

- a) Discover the significant influence of story grammar in building up students' comprehension on narrative text.
- b) Explore the cause of the significant influence regarding the first research question.
- c) Find out the factors of story grammar strategy succession.

## **D. Significances of The Study**

This research is expected to be beneficial as follow:

- a) Theoretical Significances

As a genre of literature, narrative text predominates over other literary forms. Most of the literary genres such as drama, novel, short story and poetry, involve narrative form. Thereby, knowledge of narrative structure can be beneficial in furnishing literary reading skills in general. Furthermore, since literature involves the play of language; linguistics have relation to literary skills. In short, knowledge of story grammar can be valuable for both literature and language learners.

## b) Pedagogical Significances

This research help teachers by discovering the key succession of teaching narrative text to EFL students. The research also may benefit for a new teaching method more easily as teachers understand the main key to teaching narrative text through story grammar. This research is about the narrative text which is the main material learned in middle school and high school in Indonesia. Thus, this research can be useful for those in needs of understanding students' comprehension on narrative text in the whole Indonesia.

## E. Rationale

There are a lot of types of text, for examples are *narrative* and *expository*. The narrative text tells a story and is the type of text usually found in literature selections. The expository text provides information and facts and is the type usually found in science and social studies selections. The types are organized differently. Readers need to process the text differently when reading these different types of texts. To some people, especially students, it may bring difficulties.

Day and Bamford (1998) state that reading is a construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. A part of this process requires that the reader understands how the author has organized his idea, i.e the text structure. If the readers can know what type of the text they are reading, it will help them to comprehend the information.

A story grammar helps the reader by discovering the text structure. Story grammar is the system of rules used to describe the consistent features found in the narrative text (Mandler, 1984). In a detail definition, Dimino, Gersten, Carnine & Blake (1990) stated that 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. By identifying these elements, the reader identifies the story's grammar.

Table 1.1 below lists several guiding questions helping students to focus on the relevant elements in the story (Cooper, 1986).

**Table 1.1 Story Elements**

No	Elements	Questions
1	Setting	Where did the story happen? When did the story happen?
2	Characters	Who was the story about? Who were the people in the story? Who was the most important person in the story?
3	Problem	Did the people have a problem? What was the big problem that the story was about?
4	Action	What did the people do to solve the problem? What are the important things that happened in the story?

No	Elements	Questions
5	Resolution	How did the people solve in the problem? How did the story end?
6	Theme	What lesson could we learn from the story?

## F. Hypothesis

This research is a mixed method research. As a part of quantitative method, this research has a hypothesis to statistically prove the strength of story grammar strategy in building students' reading comprehension on narrative texts. The hypothesis is used to predict what the researchers expect to see (Hatch & Lazarson, 1991), whether there are any differences on students' reading comprehension before and after implementing story grammar strategy. This research has two variables: story grammar strategy as variable X and students' reading comprehension ability as variable Y. The formulated hypothesis is described as below:

- a)  $H_a$  means there will be statistically significant difference between two variables then  $H_a$  makes prediction that may be true if the null is rejected. It suggests a change, a relationship or a difference.  $H_a$  is accepted if  $t_{count} > t_{table}$  it means there is a significant influence of students' reading comprehension on the narrative text after implementing story grammar approach.
- b)  $H_o$  means there will be no statistically significant difference between two variables;  $H_o$  is accepted if  $t_{count} < t_{table}$ ; it means that there is no significant

influence of students' reading comprehension on the narrative text after implementing story grammar approach. (Cohen, 2000)

## **G. Research Methodology**

### a) Research Design

This study uses convergent mixed methods design. The reasons are mixed-method research can help to clarify and explore in depth relationships between story grammar approach and students' reading comprehension on narrative text (Fraenkel, Wallen, & Hyun, 2012). A case is presented to discover how and to prove whether story grammar approach can influence students' comprehension on narrative text. Both quantitative and qualitative data results are merged to be interpreted. A basic cause of this design is that one data collection is expected to strengthen another and complete each other (Creswell, 2012).

Using a case as a real-life example to report evidence is one major application for the case study approach (Yin, Case study research: Design and methods (4th ed.), 2009). The learners can "feel" the case and make their thoughts about the experience reflected in the case. This methodology is a type of qualitative research (Creswell, 2012). As a part of the qualitative method, this research intends to take advantages of whatever the case unfolds.

An experiment as a part of quantitative is conducted to statistically prove significant between before and after implementing story grammar approach. Thus, quasi-experimental is implemented to determine the influence of story grammar by obtaining student's knowledge through pretest and posttest.

For a stable result, the priority for the collection of quantitative and qualitative data are equal weight. Both quantitative and qualitative data are collected at the same time.

b) Instruments

This research takes four instruments to collect data. There are tests (pretest and posttest) as quantitative part, and observation, questionnaire, and interview as qualitative part.

1) Pretest

The pretest is conducted in one quasi-experimental class. In this research, the researcher implements pretest to find out the result of the student's achievement and to look for the balance of student's ability in reading comprehension before having treatment. The pretest is including 5W+H questions asking the story grammar elements (setting, characters, problems, action, resolution, and theme) (Cooper, 1986). The time given to answer all questions is 30 minutes.

2) Posttest

Posttest is given to the same quasi-experimental class. This test is intended to find out the influence of treatment on students' comprehension through story grammar strategy. The same pattern of questions and time duration to answer as pretest are given.

3) Observation

The observation is carried out when performing the experiment process. As a form of qualitative data collection, observation has advantages including the opportunity to record information as it occurs in a setting, to study actual



behavior, and to discover whatever found in the process of treatments (Creswell, 2012). In addition, the observation helps to explain in detail what is happening during the process of story grammar strategy implementation.

#### 4) Questionnaire

There are four kinds of questionnaire (Mellenbergh, 2008). One of them is a close-ended questionnaire that limits response to the stated alternatives and is conducted in this research. Thus, the participants are given the close-ended questionnaire to analyze what they think about story grammar. Students' answer to close-ended questions is qualitatively analyzed.

The questionnaire is given to all students in the class at the end of pretest and posttest. The questions consist of students' responses in experiencing story grammar strategy. The students rate the degree to which they agree or disagree with each statement using five-point Likert Scale (1 for strongest disagreement and 5 for strongest agreement).

#### 5) Interview

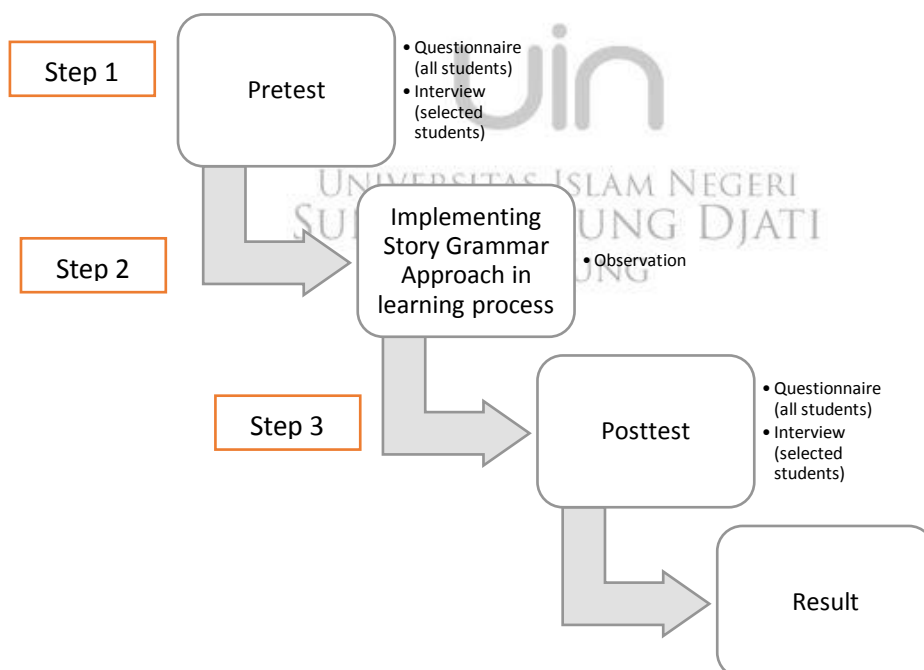
In this research, a semi-structured interview is used. The interview intends to clarify specific research question about weakness and key succession of story grammar strategy. This method is expected to enrich descriptive data on the personal experiences of participants. Also, information gathered during semi-structured interviews is aimed to be more specific insights (factors and variables).

The interview is assigned to 15 selected students according to some conditions. In detail, 15 selected students who have done pretest and are classified as five students with low achievement, five students with average achievement, and five students with high achievement. The participants are interviewed about

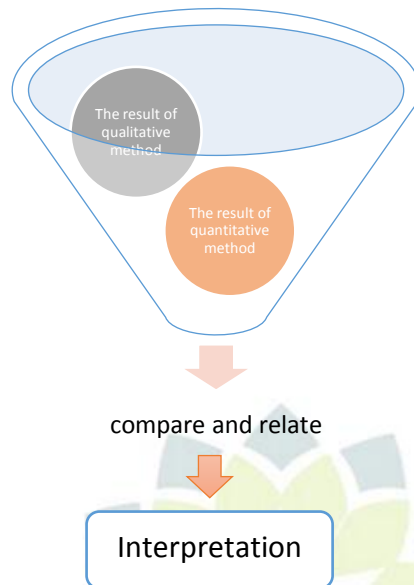
their experiences before and after having the treatment, the difficulties during tests, and what they think about the reason of why they have that score on the test. This interview is hosted, monitored, and recorded.

In conclusion, there are four steps in this study. The first one is conducting pretest and questionnaire to all students. Next, selected students according to their score condition are interviewed. The second step is treatments and observation. The treatments are implementing story grammar approach in the learning process, while observation is also done at the same time. The third step is conducting posttest, questionnaire and interview. The sequence and conditions of the three are the same as in the pretest. The last step is data analysis. Both results of quantitative and qualitative data analyses are merged to be interpreted as a final result. The framework can be seen as in the scheme frame 1.1 below:

**Frame 1.1 Research Frameworks**



#### Step 4



#### c) Sources of Data

The sources of data elaborate research site and participants.

##### 1) Research Site

In consideration of resources, including the essential information and because this research is a case study, the location of this research is conducted at Islamic state junior high school in Bandung, West Java, and the object of research is eighth grade. This school has classes consist of mixed students with average and low achievement. This class suits the research which needs fair results from balanced achievement class.

##### 2) Participants

The participants consist of one class student from junior high school. The basic reason is that the case happened in this grade. In addition, according to the 2013 curriculum, students in Indonesia learn narrative text since middle school. It means that this kind of problem may happen in other schools, and narrative text

also is taught in high school. However, this research is not conducted in high school in order to prevent student's previous knowledge about narrative text makes an impact on the process. This is done in expectation to make a valid result of the effectiveness of story grammar strategy. Thus, the junior high school student is chosen. Specifically, eighth grade students are chosen as texts are learned in their grade for the first time.

## **H. Data Analysis**

The analysis is done in convergent design analysis. The quantitative data and qualitative data are analyzed separately. Then, both results are combined to be interpreted and to answer the research questions.

### **a. Quantitative Data**

Four steps to analyze the data are normality test, homogeneity test, hypothesis test, and index N-gain calculation. In analyzing the data, this research uses the comparative technique. The test score between before and after implementing story grammar approach are compared to find the significant influences toward students' reading comprehension.

Before processing to the four steps, validity test is used. Here is the explanation.

#### **1) Validity Test**

This test is aimed to find out the precision of measuring instruments on both pre-test and post-test (Azwar, 1986). ANATES version 4.0.2 for Windows is used to validate the measuring instrument. There are three aspects to determine whether a question is suitable for the research or not.

The first aspect is realibility which determines whether the question is suitable to be used in other schools or researches. The second is distinguishing characteristic. The distinguishing characteristic determines whether the question has a good distraction or not and it must be suitable for students. The last is degree of difficulty. It determines whether the question is too hard or too easy to answer. There is five classifications for the degree of difficulty for each test: very easy, easy, medium, hard, and very hard.

## 2) Normality

The data are expected to form a bell-shaped (Santoso, 2010). This discovery is important, because it determines the statistics test method to calculate the research data. If it is bell-shaped, it proves that normality test is normally distributed.

To calculate whether the data distribution is normal or not, the formula is:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notes:

$X^2$  = Chi square

$O_i$  = Observation Frequency

$E_i$  = Expectation Frequency

The next is calculating  $X^2_{tabel}$  and also determining the degree of freedom.

$Df = k - 3$ , with significancies  $\alpha = 0.01$

Explanation:

$K$  = the amount of interval class

The criteria of the data distribution normality are:

If  $X^2_{Count} < X^2_{Table}$ , it means the data distribution is normal.

If  $X_{Count}^2 > X_{Tabel}^2$ , it means the data distribution is abnormal.

Then, to find  $O_i$  and  $E_i$ , for both pretest and posttest score uses several steps as follows:

a) Calculating the range of the data

$$R = \text{the highest score} - \text{the lowest score} + 1$$

b) Calculating the class interval

$$K = 1 + (3.3) \log n$$

c) Calculating the length

$$P = \frac{R}{K}$$

d) Calculating the mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

e) Calculating standard deviation

$$S = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{(n - 1)}}$$

f) Calculating Z score

$$Z = \frac{bk - \bar{x}}{SD}$$

(Sugiyono, 2011)

**Table 1.2**  
Table of the Normality Test

interval	$B_k$	$Z_{count}$	$Z_{table}$	Li	Ei	Oi	Oi-Ei	$x^2 = \frac{(O_i - E_i)^2}{E_i}$

If the data is normally distributed, the  $t_{\text{test}}$  will be used. On the other hand, if the data distribution is abnormal or not normally distributed, the Wilcoxon  $t_{\text{test}}$  will be used.

### 3) Homogeneity Test

#### a. Determining score F

$$F = \frac{s^2_1}{s^2_2}$$

$S^2_1$  = variance of high score data

$S^2_2$  = variance of low score data

#### b. Determining the degree of freedom ( $df$ ) of the data:

$$df_1 = K - 1$$

$$df_2 = n - 1$$

$K$  = the number of variables

$n$  = the number of samples

#### c. Determining the homogeneity of data with criterion:

It is called homogeneous data if  $F_{\text{table}} > F_{\text{count}}$

It is called inhomogeneous data if  $F_{\text{table}} < F_{\text{count}}$

### 4) Testing Hypothesis

The hypothesis test is used to know the significant improvement. The hypothesis test is done by testing the statistic data.

#### a. Determining $t_{\text{count}}$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}} \quad (\text{Hatch \& Lazarton, 1991})$$

If the data is normally distributed, the parametric statistic test is conducted with the t-test.

The next step is determining the table score:

- If  $t_{count} > t_{table}$ ,  $H_a$  is accepted and  $H_0$  is rejected, it means there is the significant improvement in students' reading comprehension.
- If  $t_{count} < t_{table}$ ,  $H_a$  is rejected and  $H_0$  is accepted, it means there is no the significant improvement in students' reading comprehension.

If the data distribution is abnormal, this study will use Wilcoxon test. The formula is:

$$W = \frac{n(n+1)(2n+1)}{4} X \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Kariadinata & Abdurahman, 2012)

Explanation:

N = number of subjects

X = 2.5758 for the significances 1%

X = 1.96 for the significances 5%

The criteria are:

- a. If  $W_{count} < W_{table}$ , it means  $H_a$  is accepted and  $H_0$  is rejected, it means that there is a significant improvements of students' ability in analytical exposition with think-pair-share technique.
- b. If  $W_{count} > W_{table}$ , it means  $H_a$  is rejected and  $H_0$  is accepted, it means that there is no significant improvement of students' ability in analytical exposition with think-pair-share technique.

##### 5) N-Gain Calculating

To reveal the improvement level of the students' reading comprehension, normal gain ( $d$ ) is used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$



Normal gain score acquired is then interpreted into the table below:

**Table 1.3**

**Normal Gain Interpretations**

<b>Score</b>	<b>Interpretation</b>
$g > 0.70$	High
$0.30 \leq g \leq 0.70$	Medium
$g < 0.30$	Low

(Hake, 1999)

