

**TEACHING READING COMPREHENSION IN A NARRATIVE TEXT  
BY USING STORY GRAMMAR MAP TO JUNIOR HIGH SCHOOL STUDENTS**

**Paper**

*Submitted as Partial Fulfillment of  
the Requirement to Obtain Strata One (S1) Degree*



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2008 / 10052

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2011**

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## ABSTRAK

Ermiza. 2011. Teaching Reading Comprehension in a Narrative Text by Using Story Grammar Map to Junior High School Students. Makalah. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

*Reading* merupakan salah satu *skill* atau keterampilan berbahasa yang sangat penting, karena hampir semua sumber ilmu pengetahuan berbentuk tulisan memerlukan keterampilan *reading* untuk memperolehnya. Menurut KTSP 2006, fokus materi untuk siswa SMP adalah *text types*, seperti teks deskriptif, teks *recount*, dan teks naratif, yang menuntut pemahaman yang lebih dalam untuk memahami isi cerita. Namun, mengajarkan *reading* untuk siswa Sekolah Menengah Pertama (SMP) tidaklah mudah. Banyak permasalahan yang muncul ketika proses belajar mengajar *reading* berlangsung. Permasalahan yang sering terjadi dalam kegiatan belajar mengajar *reading* untuk siswa SMP adalah kurangnya minat belajar, sehingga berdampak pada rendahnya kemampuan siswa dalam *reading*.

Salah satu penyebab permasalahan di atas adalah kurangnya kreatifitas guru dalam menyajikan materi pelajaran di kelas, seperti tidak ada menggunakan media pengajaran, metode atau strategi pengajaran yang dipakai tidak sesuai dengan usia anak dan materi pelajaran, sehingga rasa bosan dan suasana monoton di dalam kelas kerap dirasakan siswa, sehingga tidak tercapai terhadap pemerolehan keterampilan *reading*.

Sebagai solusi untuk permasalahan di atas, maka diperlukan sebuah strategi yang bisa meningkatkan kemampuan *reading* siswa, sekaligus bisa menciptakan suasana belajar yang menyenangkan dan menarik. Salah satunya dengan menggunakan *Story Grammar Map*. *Story Grammar Map* adalah sebuah strategi yang digunakan guru untuk mengajarkan *reading comprehension* kepada siswa. Dalam kegiatannya, siswa diminta untuk menentukan *characters*, *setting*, *problems*, *solution*, dan *moral* dari sebuah teks (disini teks yang dipilih adalah teks naratif) yang telah di baca, yang kemudian dimasukkan dalam bagan, atau skema yang telah disediakan.

## ACKNOWLEDGEMENTS

First of all, the writer would like to express her thanks to Allah SWT, who has given her a chance to accomplish this paper. This paper is intended to fulfill one of the requirements for getting S1 degree in English department of State University of Padang.

The writer would express her deepest gratitude and appreciation to Muhammad Al-Hafizh, S.S, M.A for his patience, valuable guidance, encouragement, and time throughout the process of finishing this paper. The writer would also like to express a great gratitude to the examiners, Rusdi Noor Rosa, S.S. M. Hum and Yuli Tiarina, S. Pd, M. Pd. Thank you very much, your suggestions and critics have opened the writer's mind and widen the writer's view of the academic world.

Next to Dr.Kusni, M.Pd as the chair person of English Department, Dra. An Fauzia Rozani Syafei, M.A as the vice chair person of English Department and to all lecturers of the English Department, the Faculty of Languages and Arts State University of Padang, thank you very much for the precious lessons and assistance during the studies.

The writer would like to dedicate the deepest love to her beloved husband and her beloved children who always give the writer support, love, and prayer. Last but not least, for the writer's lovely friends in English Department 08. Keep our friendship forever.

Padang, January 2011

The writer

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Problem

Reading is one of important skills. Reading ability becomes more important because many sources of knowledge, articles, and newspaper are written in English. The progress in technology like internet also needs reading skill in order to get the vast knowledge. Therefore, teaching reading at school is also very important, moreover many students at school spend their time in process of teaching and learning through reading, for example: they read their book first before the teacher explains the lesson, they read their book aloud when the teacher wants to check their pronunciation, they read the book after answering the questions, in order to make sure that their answer is true, or they read their report, story, or essay in front of the class. These reading activities become a regularly activities in proces of teaching and learning in the classroom.

In reading activity, students do not only activate their speech organ, but they have to comprehend what they are reading. That is why, reading comprehension is very important and very useful to understand the meaning of what we are reading. According to Lines (2005) reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills, because the readers not only read the written words but they have to analyze and synthesize what they are reading.



Junior high school students are required to master reading comprehension, because the focus of English subject at junior high school is genre or text types, such as: Descriptive text, recount text, narrative text, report text, and procedure text, where students are demanded not only to read the text well but also they have to understand the purpose, the generic structure, and the language features of the text. All of these items, can be mastered well by students only through reading comprehension.

Among the text types above, narrative text is more familiar for students, because narrative is identical with fable, legend, and folktale, where these types of stories are often heard or read since they were still children, such as: *Snow White, the Beast and the Beauty, the Mouse Deer and the Crocodile, Timun Mas, Tangkuban Perahu, and Malin Kundang*. Besides, narrative text is one of text types that has to be taught by English teacher at junior high school as stated clearly in curriculum 2006 that narrative text is taught at the second grade. The teaching of narrative text is integrated with four skills in English: listening, speaking, reading, and writing.

To comprehend all of the stories in narrative text, students have to understand the generic structure of the text, language features of the text, and purpose of the text, through reading comprehension. Through reading comprehension, students can analyze the text. Although the understanding of narrative text is better through reading comprehension, it does not mean, teaching reading comprehension in narrative text is easy. Many students find that reading is boring, reading comprehension is difficult, and narrative text is not interesting.

Based on the writer's experience as an English teacher at junior high school, many students find difficulties to comprehend narrative text through reading. These difficulties may be caused by two factors, they are students' factors and teacher's factors. From students' factors, these are some causes: lack of vocabulary, lack of grammatical knowledge, lack of exercises, and lack of motivation. From teacher's factors these difficulties might be caused by teaching method, teaching technique, and teaching media. Many teachers do not know what are kinds of method that can be used in reading, kinds of techniques that can stimulate students to read, and interesting media in teaching reading.

To solve the problems above, the writer tries to offer a technique to teach reading comprehension in narrative text that is story grammar map. Story grammar map is one of techniques that can be used to teach reading comprehension. Story grammar map has often also been referred to as story schema which is actually the representation of story structure that readers carry in their minds. Through story grammar map, students can identify the more abstract elements of a story such as theme and resolution. Besides, the use of story grammar map in reading comprehension can also make students know about the general structure of stories and how to ask themselves important questions.

## **1.2 Limitation of the Problem**

Based on the background of the problem above, this paper is focused on teaching reading comprehension in a narrative text by using story grammar map to junior high school students.

### **1.3 Formulation of the Problem**

The problem is formulated into the following question: “ How does an English teacher use story grammar map to teach reading comprehension in a narrative text to junior high school students?”.

### **1.4 Purpose of the Paper**

The purpose of this paper is to explain about using story grammar map to teach reading comprehension in a narrative text to junior high school students.