

CHAPTER I INTRODUCTION

1.1 Background

Enhancing students' linguistic proficiency is the goal of teaching English in the classroom. When studying English, students should focus primarily on four important skills: speaking, listening, reading, and writing. Reading is one of the abilities that is essential since it plays a bigger role in their academic performance than any other talent. Regarding this, Krashen (2004:37) concluded that reading is the only method to improve as readers, gain a sufficient vocabulary, and develop advanced grammatical proficiency. Students who read have access to a wealth of material that they might not otherwise have, particularly from English textbooks. Reading proficiency should so given more weight. The majority of students still have difficulty comprehending the story's core premise, storyline, characters, issue, resolution, and significance. This is because, when reading texts, students only pay attention to the questions they ask themselves and the answers they provide based on the texts themselves, which makes it difficult for them to understand the texts as intended.

According to Nunan (2003:68), reading is the fluent process of readers combining information from a text and their background knowledge to build meaning. It means that readers need to combine their prior knowledge with their existing knowledge to comprehend what is being read.

It is supported by Seyler (2004:3) who states that reading is the process of obtaining or constructing meaning from a word or cluster of words. It can be said that when the readers read the text, they intend to understand and comprehend the content of the text.

After researcher discovered observations at SMPN 4 Palopo researcher found that most students still had difficulty understanding the core of the story, characters, problems, resolutions, and meanings in a text. This is because, when reading text, students only pay attention to the questions they ask themselves and the answers they provide based on the text themselves, which makes it difficult for them to

understand the text as intended. The researcher brought up one of the reading instruction tactics story grammar strategy.

Theoretically, a story grammar technique is meant to help students analyze the primary characters, setting, issues, events, and resolution while also helping them create an outline of a tale (Dimino,1990:21). The organized draft of tale grammar serves as a practical guide for the pupils, helping them to discover important information. They can base their responses to the questions relevant to the story on the text.

Therefore, the researcher believes that the story grammar strategy will be successful in overcoming the problem of increasing students' cognitive abilities and skills for the reading process by using the story grammar strategy. Students are taught to identify story elements such as characters, setting, conflict, plot, and resolution. So that students become better able to relate information, predict events, and interpret the meaning of reading which can help students become better readers can be a useful tactic. Story grammar strategy is used to comprehend a narrative story. Story grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, and solution, and assist students in outlining a story. 4 So, Story grammar can be an effective strategy for students' reading achievement of narrative text.

Based on the problem above, the researcher was interested in researching The Effectiveness of Using Story Grammar Strategy on Students Reading Text Achievement in Eighth Grade of SMPN 4 Palopo.

1.2 Problem Statement

Based on the background above, the researcher formulated the problem statement as follows:

Is the grammar story strategy effective in improving students' reading achievement in eighth grade of SMPN 4 Palopo?

1.3 Objective of the Research

This study aims to find out whether the use of story grammar strategy is effective or not against the ability and reading achievement of students in eighth grade of SMPN 4 Palopo.

1.4 Significance of The Research

The significance of this research are for the teacher, students, and future researcher.

1. For the teacher, it can help them develop lessons that are better suited to the needs of the students in the class and help improve the quality of education.
2. For students, it can provide a new awareness of story grammar strategy as an effective tool in improving their reading achievement as well as helping them to recognize the elements of narrative text.
3. For future researcher, this research can be beneficial to future researcher and provide additional information to existing research.

1.5 The Scope of the Research

This study focused on improving students' achievement in answering reading text where they trained to focus on detail information on a reading text by using story grammar strategy.

1.6 Operational Definitions

The researcher defined several keyword terms associated with the title of the research to give a general understanding of the title:

1. Reading achievement

Reading achievement is the ability to understand the content of a text, idea, or idea or to acquire meaning from a written text.

2. Story grammar strategy

Story Grammar Strategy is a story grammar strategy used to organize information from reading text. Story grammar strategy is one of the reading strategies using graphics or format to understand the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of Reading

Reading is very important and common in human life. This activity gives people the information they need. Because this is an important skill for students, students who are not good at reading will misunderstand the text they have read. In other words, reading activities are beneficial to students. One of the important skills that students need from elementary school to university is reading. This is why reading is so important to learning foreign languages. Reading is usually considered a passive process involving reading words linearly and understanding their meanings one by one. However, reading is a very complex process that requires the active participation of the reader.

Walberg (2003) says reading means understanding writing. Important to read, according to Blachowicz and Ogle (2011:2). It's a process in which people get ideas and information from books, newspapers, letters, advertisements, and other sources. So, people find information in a variety of ways. According to Brown (2004:185), reading is the process by which a reader gets what he needs from a text. Reading is also an acquisition process, because the writer interprets, evaluates, and influences the meaning.

Nunan (2005:68) describes reading as a flowing process in which readers make sense by combining information from the text and their knowledge of the background. Reading is the achievement of information and ideas communicated as well the introduction of instructions of various written symbols using existing knowledge. One of the language skills that needs to be improved when learning a language is reading. Reading is the process of using text to produce meaning.

Reading is described as a complex process including a variety of behaviors, such as recognizing letters and words, connecting them to sounds and meanings, and drawing conclusions about the meaning of reading, by Sabarti Akhadiyah et al. (1992/1993: 22).

According to Cohen and Manion (2000:1), reading is the primary component of language learning in a classroom setting using the traditional approach. According to this approach, Latin and Greek instruction is part of the first three or four years of elementary school language study. Baharuddin (2002:9) defines reading as a one-way process that entails nothing more than the recording of symbols via written or printed communication from one person to another.

According to Hollas (2002), reading achievement are a tool that students use to improve their reading skills. To improve reading understanding, teachers teach a variety of skills. Unfortunately, many students don't understand what they read when they decode. Reading is an important skill for learners of English as a second language. These skills are essential for success in learning English and learning in any content class where reading is taught.

Based on the reading theory above, it can be concluded that reading is an activity to signify reading or an idea to obtain information either in written text, or oral reading.

b. The purpose of Reading

When we read written material, we do so for ourselves or to gather information. Choosing the appropriate text type to read and honing the relevant reading achievement are usually included in these objectives. Grellet in Scripture (2012: 4-6) defines reading as searching the written text for as much information as feasible, eliminating unnecessary details, and swiftly locating the information we're looking for. According to Grelet in Suriani (2014:6), there are two main reasons why someone reads, they are: reading for information and reading for pleasure.

1) Reading for Information

Reading for general information merely requires comprehension of the text's main ideas. The material in the reading text is not something that students are interested in learning about. As a result, choosing a reading text for kids to study is crucial. Materials that are typically classified as nonfiction in this kind of reading include events, art, science, social science, technical science, and contemporary science.

According to Charles (in Arma, 2004:8), reading is an endeavor to develop the abilities that readers require. Moreover, reading serves as a means of obtaining knowledge from the text and developing a deeper comprehension of the particular kind of text, as indicated by Grellet (2002:45). Reading, for instance, is a natural occurrence that arises from the human brain's innate curiosity for the words that surround it. Finding information by reading entails finding helpful information.

2) Reading for Pleasure.

When someone reads for enjoyment, they should expect to be transported to a world of imagination and human experience, complete with love, ambition, retaliation, family, life, loyalty, independence, bravery, words of wisdom, and action. Furthermore, the goal is to expand readers' emotional lives and increase their understanding of life's values, which will make them more capable and better people. There are periodicals, brochures, messages from friends, and holidays that we can read for pleasure.

According to Markhelffels (in Puspita, 2010:5), reading is done with four goals: to obtain new information, engage ideas, solve problems, and relax. The four goals of reading above suggest that readers should not only see and identify symbols, but also interpret what is being read, associate it with past experiences, and think beyond appraisal and conclusion.

c. The Concept of Reading

Kiswan (2012: 6-7) states that reading is a cognitive process that requires attention to detail and the ability to let go of unread material to improve comprehension. Membaca is a tough task that requires a variety of prior knowledge. Subsequently, they stated that reading is a cognitive process that is shaped by linguistic formalities; hence, we should see words as opaque and natural.

Reading is a mental representation of the meaning of something significant as well as a measurement act with solar tools. According to adult ESL learners, reading proficiency is necessary for success in postsecondary education. They think that everyone should be able to read fluently. Reading allows us to decompress, engage with emotions and ideas, acquire knowledge, and broaden our

understanding of science, making it an ideal means of promoting lifelong learning, or living learning.

Kiswan (2012:8) defines reading as a linguistic process that includes deciphering written texts, articulating words, and obtaining as much information as feasible. We are expected to read actively, make educated guesses and predictions, and use some of our prior knowledge and experience in the reading process.

d. Kinds of Reading

Different types of reading are often used in literature, according to Liu (2010).

1. Skimming, which is a type of fast reading used when readers want to get a key idea or idea from a section.
2. Scan, which is a type of selective reading to a very specific reading goal, and
3. Search for numbers and dates. It is used when the reader wants to find certain information without understanding the text or other sections. The search for reading is to find information on a previously defined topic. Readers need data to answer questions or provide data. Reading a search differs from scanning because in reading a search, key concepts will be found as long as there is no scanning effort.
4. Reading search means searching for information about a previously defined subject. Readers need data to answer questions or provide data. Reading searches differ from scanning because in reading searches, key concepts are not found during scanning. It's also different from skimming because the search for information is driven by defined themes, so the reader doesn't have to read the entire text.
5. Many educators and psychologists choose the type of careful reading as the only one. It's related to reading to learning, so reading textbooks.
6. Reading is a type of reading where the purpose is unclear, some text can be randomly missed, and little effort is made to integrate information into the macrostructure.

2. Story Grammar Strategy

a. Definition of Story Grammar Strategy

One reading skill technique of a graphic organizer to understand narrative texts is story grammar. A story grammar technique, according to Dimino et al. (1990:21),

is a draft that helps students analyze the primary characters, setting, issues, events, and resolution while also helping them to plan a story. The purpose of story grammar education is to support students when they read the text. Story grammar makes the narrative easier for pupils to understand. In addition, story grammar can serve as a basis for responding to inquiries about the narrative (Dimino, et al., 1990:21).

According to Amer (1992), the fundamental component of narrative texts is narrative grammar. Furthermore, story grammar, according to Mandier (1984), is a set of guidelines used to characterize the recurring elements found in narrative texts.

Story grammar, according to Dymock (2007), outlines the fundamental components of a story and explains how these components combine to generate a coherent narrative. He concluded that students' comprehension of the narrative structure showed a greater awareness of the narrative and felt that storytelling grammar provided a comprehensive framework to reveal the structure of narrative texts.

One reading comprehension technique for understanding narrative texts is the story grammar strategy. According to Dimino et al. (1990), a story grammar technique is a framework that aids students in outlining a story and in assessing the key characters, setting, issues, events, and solution. According to him, by employing this tactic, the important information of the story can be comprehended. This strategy involves articulation of the character's problem, and an analysis of the chain of events that lead to resolution. It also involves analysis of how characters react to the events in the story.

The Story Grammar Strategy serves as a roadmap to help students understand the text and make sense of the narrative. Schmitt (1986) defined the Story Grammar Strategy as a reading comprehension technique that enhances students' abilities to identify the story's key details through the use of an organizational framework. Furthermore, the answers to the story's questions can be based on Story Grammar (Dimino et al., 1990).

Mahmoud (2017) then went on to discuss the advantages of the Story Grammar Strategy. It is applicable to all educational levels, to start.

Second, this method can help pupils with more than just their reading comprehension. However, it can also improve pupils' writing, vocabulary, and creativity. Also can motivate students to be proud of their work. This strategy is appropriate to be used for students who work individually, in pair, group or the whole class discussion. The Story Grammar Strategy is very helpful because the information in the framework is based on the assignment.

Then, Mahmoud and Nazal (2010:32) also explained the benefits of the story grammar strategy. This strategy is not only can increase reading achievement, but also can correct students' vocabulary, writing, and imagination. It can be used at all levels. Then, it can motivate students to be rightfully proud of their work. It is exact to be used for students who work individually, in pairs, in group, or the whole class discussion. In conclusion, story grammar is very helpful. There are six steps to applying story grammar strategy.

According to Short and Ryan (1984:225-235), the steps are developing and activating background knowledge, discussing the strategy, modeling the strategy, memorizing the strategy, supporting the strategy, and independent performance. The teacher can develop the teaching-learning activities and media based on his/her creativity. So, the strategy will give motivation to the students to learn reading text better. The teacher can start to develop and encourage background knowledge of the students by showing a picture related to the story and asking some questions related to the topic. The teacher indicates the format of story grammar on a whiteboard, explains the use of story grammar strategy to the students, explains how this strategy can help them in their reading achievement, and models how to apply this strategy. The teacher asks the students to read a narrative text, the story depends on the students' level. After reading the story, the teacher asks the students to develop their story grammar. The students apply this strategy based on the organization of story grammar, and the teacher should guide the students, for example, by using pictures or guided questions to support this strategy. Besides, the students could be divided into some groups to discuss the information in the text and after that compare it with other groups. The teacher controls the discussion and explains more about the narrative text, generic structure, and feature language. Then, the students answer the questions related to the story using the information

in story grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

a. Benefit of Story Grammar Strategy

Mahmoud and Nazal (2010:32) went on to discuss the advantages of the story grammar approach. This method improves pupils' vocabulary, writing, and inventiveness in addition to their reading achievement. At all levels, it is applicable. Students may then be inspired to be justifiably proud of their work as a result. It is appropriate for use by students working in groups, pairs, independent work, or during class discussions. To sum up, story grammar is highly beneficial.

The story grammar method can be applied in six steps. The steps are forming and activating prior information, talking about the strategy, modeling the approach, committing the plan to memory, providing support for the strategy, and performing independently, according to Short and Ryan (1984:225–235). Using their imagination, teachers can create engaging media and instructional activities. Thus, the method will inspire pupils to learn how to read texts more effectively.

The teacher can start to develop and activate the background knowledge of the students by showing a picture related to the story and asking some questions related to the topic. The teacher shows the format of Story Grammar on a whiteboard, explains the use of the Story Grammar strategy to the students, explains how this strategy can help them in their reading achievement, and models how to apply this strategy. The teacher asks the students to read a narrative story, the story depends on students' level. After reading the story, the teacher asks the students to construct their Story Grammar. The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using pictures or guided questions to support this strategy. Besides, the students could be divided into some groups to discuss the information in the text and after that compare it with other groups. The teacher controls the discussion and explains more about narrative text, generic structure, and feature language. Then, the students answer the questions related to the story using the information in Story Grammar. Last, the teacher evaluates the student's success by assessing increases in achievement.

b. Story Grammar Procedures

In this research, researcher used direct teaching to guide students in understanding texts, Amer (1992) stated that direct teaching in story grammar involves helping students recognize the elements of narrative text and use them.

Components to improve their comprehension of the narrative. Researcher modified the procedures steps for Story Grammar from Amer (1992) Teachers and students love the teaching and learning process since these procedures are straightforward and simple to implement, which makes the classroom more engaging. These procedures are used in instruction. Steps in Story Grammar that have been taken from Amer (1992):

1. The teacher introduces the students to the story grammar concert (setting, tocon, problem, action, resolution, and theme).
2. Discussing the text, the teacher gives the text to the students and asks the students to discuss the text.
3. Guiding Question Session The teacher guides students' understanding by asking questions and discussing the structure of the story.
4. Retell the story. Finally, students try to retell the story in their own words.

c. Example of Story Grammar Strategy

The Magic Mirror

Orientation: Once upon a time, there was a poor young man name James. He got lose in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and checks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.

Complication: James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He do not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes, and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a

birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married with him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.

Name (student's name)

Date (test's date)

Story Grammar Title: The Magic Mirror

Setting: in thick dense forest, an old cabin house, in the cave, in a luxurious castle

Main Characters

1. James
2. Nancy, an ugly woman
3. A scary muscular robber
4. The princess

The ways the story grammar is applied in the classroom are as follows:

1. Teachers need to determine the level of student reading achievement, where students will be given narrative text
2. Students are asked to identify the different parts of the story grammar strategy. For example: Who is the main character? Where and when did the story take place? What did the main character do? How did the story end? How did the main character feel?
3. The teacher asks students to determine the information from the story that they got, then the students are asked to come forward one by one to the front of the class to retell the narrative story using the information they got in their own words.

A 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 (Schmitt, 1986). This strategy will help the teacher and give motivation to the students to read a text better.

Developing active background information, discussing the approach, modeling the method, memorizing the strategy, supporting the strategy, and independent performance are the six steps that Short (1984) outlines for adopting the Story Grammar approach. The teacher will benefit from this tactic, and the students will be inspired to read a material more effectively.

The following steps apply the Story Grammar Strategy. Short (1984):

1) The teacher could develop students' background knowledge by showing a picture related to the story and asking some questions related to the topic. The teacher shows the format and the guiding questions and discussion of the story grammar strategy on a whiteboard or maybe by using power point, then explains how this

story grammar strategy can help them in their reading comprehension of reading narrative text and model how to apply this strategy.

The Structure of Guiding Questions and Discussing of Story

Grammar Strategy

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 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?

2) The teacher asks the students to read a narrative story, and then asks them to construct their own Story Grammar. By teacher guidance, the students are able to apply this strategy based on the organization of Story Grammar, for example by using pictures or guided questions to support this strategy.

- 3) Besides, the teacher instructs the students to work in groups to discuss the information about the text and after that compare their work with other groups.
- 4) The teacher controls the discussion and explains more about the narrative text, the generic structure, and the language features.
- 5) Then, the students answer the questions related to the story using the information in Story Grammar.
- 6) In the last step, the teacher evaluates students' success by assessing an increase in achievement.

3. Narrative Text

a. Definition of Narrative text

Narrative text is the description of events mainly in novels, fairy tales or legends, etc., or the process of skill feeling a story. So from that, let's talk about events that happened in the past. Generally speaking, the tense used in the narrative is a tense of the past. We can see it from the definition of past tense is the tense used to describe actions or events that occurred in the past. Narrative is a text that tells about past events. According to Barbara as quoted in Khusnul (2017), the purpose of the narrative text is to comfort, express feelings, to inform and convince the reader. It also has other functions that will handle actual or varied experiences in different ways. On the other hand, Mark and Anderson (in Sari, 2015) state that narrative texts are built to attract our emoticons and imagination that can make us laugh or cry thinking about our lives or considering our benefits. If students understand the contents of the narrative text, they will feel the story situation.

Based on the explanation above, the researcher concluded that a narrative text is a text that tells or describes past events clearly and sequentially.

b. Types Narrative text

Senior high school students must be familiar with types of narrative text because when in kindergarten and elementary school they have been told many times about stories related to legend, fairy tale, folktale, or fable. According to Nuning as cited in Khusnul (2017) state that there are several different types of narrative text, as follow:

1) Legend

A legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conditional model, for instances, Toba Lake, Roro Jonggrang, and Sangkuriang.

2) Fable

A fable is a short allegorical narrative that has animal as characters who speak like act human beings. For examples, The Lion and The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle.

3) Fairly Tales

A fairly tale typically features like folkhoric characteristic as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. For instances, Snow White, Cinderella, and Rapunzel.

4) Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction uses a setting involving science and technology. For examples, To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

From the explanation above, there are several types of narrative texts, such as legends, fables, fairy tales, and science fiction. Where legends tell how the origin of a place, fables are stories about animals, fairy tales are fairy tales that do not really happen or are just imaginary, science fiction stories are about imaginative concepts. Dealing with this research, the reasearch fours on fairy tales.

c. Generic Structure of Narrative Text

The generic structur of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focused on a text on a series of action (Rodearta Purba 2018:29). Generally, there are four steps for constructing a narrative text, such as:

1) Orientation

It is about the opening paragraph where the sets, the scene and the characters of the story are introduced. It consists answer of Who, When, Where question.

2) Complication

It is a series of complication or where the problems happened and developed.

3) Resolution

Where the problems are solved, it means the characters finally short out the complication.

4) Reorientation

It is the ending of the story. It may be happy or sad ending

Based on the above statement, it can be concluded that narrative text has four general structures. The structure consists of orientation, complication, resolution, and reorientation. Orientation is the initial paragraph or introduction part of the story. Complication is the part of the problem that arises. Resolution is part of the resolution of the problems that arise. Reorientation is the concluding section.

2.2 Previous Studies

Many scientists have undertaken extensive studies on improving reading achievement, especially in terms of teaching story grammar. Here, the researcher explains the previous study that the researcher used as a guide to this research.

1. Ayman Nazzal and Ahmed Mahmoud documented their findings in 2005 under the heading "The Effect of Using Story Grammar on Student Achievement." The purpose of this study is to ascertain the advantages of using Story grammar as a teaching strategy to improve students' reading abilities. All of the research participants were male and female students from An Najah National University's Department of Methodology (English Language Method). This study examined two approaches to teaching reading in the 2004–2005 school year: the traditional way for groups and another approach. Using control and story grammar methods for the experimental group, the researcher employed a paired sample test to demonstrate changes in the two groups. The results indicated that the application of story grammar as an effective teaching strategy had resulted in significant differences between the two groups favoring the

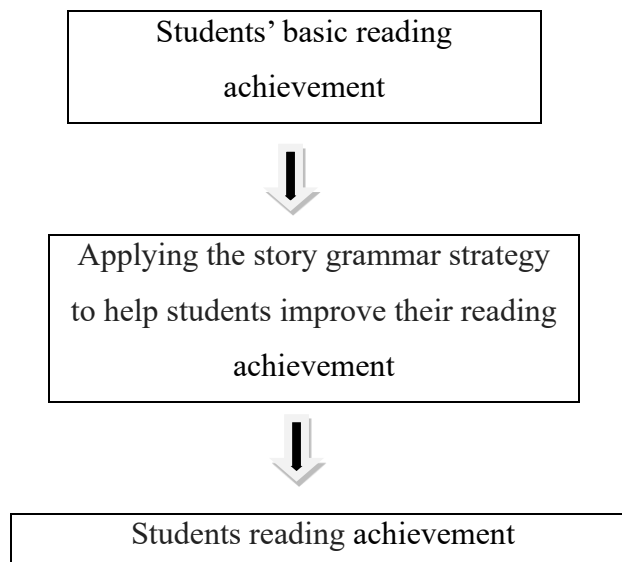
experimental group. Based on these encouraging findings, it is strongly advised to consider this strategy as an important component to use. Based on these encouraging findings, it is strongly advised to consider this strategy as an important component to use for teaching EFL and ESL classes.

2. Surbakti, R. S., Siburian, T. A., & Daulay, S. (2017) He also conducted a study on story grammar entitled "The Effect of Story Grammar Strategy on Students' Reading Comprehension ". The purpose of this study was to determine how story grammar usage affected students' reading comprehension. Dimino's story grammar method was used to examine the data. The study discovered that the pupils responded more significantly and successfully to the story grammar method when it was used than when it wasn't. As can be observed from the reading results of the students who used the Story Grammar Strategy, the average reading comprehension score of the students who received this instruction was 78.17. It falls into the good category in the achievement table, which is 73.86. As a result, the reading comprehension skills that the students learned using Story Grammar Strategy are good.
3. Wati, R. N., Hasan, B., & Sudirman, S. (2017) stated in their title research "Improving Students' Reading Comprehension Achievement of Narrative Text Through Story Grammar Strategy". The objective of this research was to find out whether there was a statistically significant difference in comprehension ability after they were taught through story grammar strategy. This research was quantitative This can be proven from research results that show that there are significant differences in students' ability to read narrative text with a significance level of $0.00 < 0.05$. It can be suggested that Story grammar strategies provide students with consistent practice that can help them organize information from reading texts.

Based on research results from previous researcher, it show that this research and previous researcher discussed the same topic regarding story grammar strategies using narrative text. What differentiates previous research from this research is the time of conducting the research, the schools studied, and the strategies used by researcher in the research process at school.

2.3 Conceptual framework

This research focused on finding out that using story grammar strategies can help improve students' reading achievement. The conceptual framework of this research is shown in the diagram below.



2.4 Hypothesis

The following formulation for the hypothesis can be used in light of the preceding theoretical and conceptual frameworks:

1. H0 = There was no significant difference between students' pre-test and post-test results after treatment using a grammar story strategy through narrative text
2. H1 = There was a significant difference between students' pre-test and post-test results after using grammar strategy stories using narrative text

$\alpha > \text{sig. (2-tailed)}$ = H0 is accepted and H1 is rejected

$\alpha < \text{sig. (2-tailed)}$ = H1 is accepted and H0 is rejected

Based on the criteria above it can be concluded that if significant (2-tailed) lower than ($\alpha=0.05$), it indicates that H1 is accepted. It means that the implementation of story grammar strategy improves the reading achievement of the eighth-grade students of SMPN 4 Palopo. Meanwhile, if the significance (2-tailed) is higher than ($\alpha=0.05$), it indicates is that H0 is rejected doesn't improve students reading achievement at eighth grade students of SMPN 4 Palopo. It means that the implementation of teaching reading achievement.