| **RESEARCH ARTICLE**

Applying Story Grammar Strategy Combined with Google Classroom as a Media in Teaching Reading at SMKN 3 Parepare

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| **ABSTRACT**

Reading comprehension is such very essential to life. The readers who understand how a text is structured find greater success in identifying important information and relationships between ideas in the text. Based on the preliminary test (preobservastion) at SMK Negeri 3 Parepare, the collected data showed that students were not satisfied with their learning, in this case, the subject of reading. They were inactive students in the classroom, especially because they became lazier in reading any kind of text because the teacher used the silent reading method. The hardest part is when they cannot get the whole point of the text, likewise when they have a task or assignment from their teacher to answer. Therefore, the researchers found that the students' had difficulty understanding the context and getting the information in the text. Story Grammar Strategy is a good way to improve students' reading comprehension combined with google classroom as a media. By using this method, the researcher's objectives are to help the students recognize the elements of narrative text and use these elements to improve their comprehension of the story. The data of the research are Pre Experiment of Quantitative Research. The design of this research is one group pre-test and post-test design with 34 total samples. The instrument of the research was a reading test using reading text. The reading texts were taken from the Step by Step Book. The total number of the test was 10 numbers, with 5 test items for true-false test and 5 test items for the essay test. The findings of the research showed that the story grammar strategy combined with google classroom successfully improved the students' reading comprehension. As a fact, based on the findings, most students have a very good score on the post-test., which was 90,88. While the mean score of the pre-test was 44,55. It means that the treatment was successful in improving the student's reading comprehension, and the students gave positive responses in the learning process.

| **KEYWORDS**

Reading Comprehension, Story Grammar Strategy, Google Classroom

1. Introduction

Reading is very important, especially for students who want to learn English. By reading, they will get information and knowledge. Reading needs to be comprehended to understand the context of the texts and get new information about the texts (Frederik & Sofia, 2019).

According to Rahim (2018: 13), the purpose of reading includes pleasures, perfecting reading aloud, using an interesting strategy, updating one's knowledge of a topic, linking new information with prior knowledge, obtaining information for oral or written text, confirming or rejecting predictions, displaying the application of information that retrieved from a text in another way and learn about its structure, 9) answer specific questions.

Based on the statement above, reading comprehension is essential to life. Many theories have been written about the importance of functional literacy. Reading comprehension is a critical component of functional literacy. The potential direct effect of bad reading comprehension is not being able to understand the dosage directions on the bottle of medicines or warnings on a container of dangerous chemicals. With the ability to comprehend and understand what they read, people are able not only to live safely and productively but they are also able to continue to develop socially, emotionally and intellectually.

The achievement of Reading Comprehension learning at senior high schools has recently been unsatisfactory, with the percentage of students who have not reached competency passing standards higher than students who have achieved and exceeded competency passing standards. Apart from that, Reading Comprehension learning still tends to be centered on teachers who tend to use conventional methods.

Based on the preliminary test (preobservastion) at SMK Negeri 3 Parepare, the collected data showed that students it seems that students are not satisfied with their learning; in this case, the subject of reading, most of them did not try to ask the teacher about the material, they were only still sitting and being inactive students in the classroom, especially they became lazier to read any kind of the text because that was given by the teacher to them seeing the silent reading method their teacher used. The hardest part is when they cannot get the whole point of the text; likewise, when they have a task assignment on top of that, a test from their teacher to answer. Therefore, the researcher found that the students found it difficult to understand the context and get the information on the text. In addition, the researcher also found that the student's achievement in reading comprehension based on the pretest was 44,55; it was still categorized as a low achievement or a low result based classification of Permendikbudristek Nomor 21 Tahun 2022 (see page 50). It inspired the researcher to conduct a research study in applying the Story Grammar strategy to improve the reading comprehension of eleventh year students at SMK Negeri 3 Parepare.

In this research, the Story Grammar strategy is one of the reading comprehension strategies of graphic organizers to comprehend the text, especially narrative texts. According to Dimino (1990), the Story Grammar strategy is a framework to help the students analyze the main characters, settings, problems, events, and solutions and assist them in outlining the text. Using a story grammar strategy can make the students comprehend the important information in the text. Furthermore, the benefit of story grammar is to communicate, solve problems, and flex insights as learning progresses. Then, using google classroom as a media of teaching will make the teacher create virtual classes, invite the students to join classes, provide information related to the study, provide teaching materials that students can learn in the form of exposure files and videos, give assignments to students, makes assignment collection schedules, etc. This section should be concise and define the background and significance of the research by considering the relevant literature, particularly the most recent publications. When preparing the introduction, please bear in mind that some readers will not be experts in your field of research. ,

2. Literature Review
2.1 Concept of Reading
According to Farris (2004), reading comprehension is the understanding process of the message that the author tries to convey in a text. Sribillah (2004) states that there are two definitions of reading, namely: (1) reading is both a process and a product of human beings, and (2) reading is the individual or reader's total interrelationship with symbolic information of the text. Alshumaimeri (2011) stated that reading is a crucial skill that should be had by every student. The current trend in education considers reading to be the first important step in the development of mental and linguistic ability. Based on the definitions above, the researcher concludes that reading is a thing that gets them the meaning that the process is designed to extract or learn anything involved in the proper mode that will help ensure that meaning can be gotten from the text.

2.2 Concept of Reading Comprehension
Woolley (2011) stated that reading comprehension is the individual making meaning from the content of the text. The objective subsequently is to pick up and generally understand what is described within, instead of to get meaning from confined words or sentences in understanding the text information, students' development models, or representations of the meaning of the text content thoughts amid the reading process. Based on the definition above, it can be inferred that reading is the process of communication between a writer and a reader by thinking activity by the writer in the text directly. When the message enters the reader's mind, it means that communication goes on. In comprehending the content of the text, the reader not only uses their eyes but also their mind's concentration to catch the writer's idea.

2.3 Concept of Learning
According to Rogers' Humanistic Psychology (Brown, 2019), human beings are able to adjust and develop within the bearings that upgrade their presence. In the environment, an individual will form a picture of reality and will develop and learn. Its standards have vital suggestions for education. Learning how to memorize is more critical than being instructed. What is more, requires teachers to be facilitators of learning through the establishment of interpersonal connections with learners.

As facilitators, teachers must be genuine and veritable, taking off predominance and omniscience. They ought to have veritable believe, acknowledgement, and a prizing of the student as a commendable and valuable person. They got to communicate straightforwardly and decidedly with their students. In a handle of disclosure, students should be permitted to negotiate learning results and to participate with teachers and other learners. They are permitted to lock in basic considerations and to relate everything they do in school to their reality outside the classroom. Learners get it by themselves. They are able to communicate his self to others unservedly and non-protectively. She must give the supporting setting for learners. The setting is necessary to construct meanings in interaction. The classroom exercises and materials ought to utilize important settings of honest communication (Brown, 2019).

Learning could be a handle to obtain or get information on a subject or ability. It can be fulfilled by studying, experiencing, or instruction. Learning may be relatively changeless alter in behavioral inclination (Kasai et al., 2021). It is the result of strengthened hone. Learning needs maintenance on the off chance that data or ability. Maintenance infers capacity systems, memory, and cognitive organization. Learning includes a dynamic, cognizant center on and acting upon occasions exterior or interior of the life form. It also includes a few shapes of hone, maybe strengthened hone (Brown, 2019).

Learning requires more than seeing, hearing, moving, or touching to learn. We coordinate what we sense and think with what we feel and how we carry on (Vossoughi et al., 2020). Without that integration, it is fair detached. Detached learning does not lock in higher brain capacities or invigorate faculties to the point where it coordinates lessons into existing plans. Knowledge needs something to do with it. Lack of involvement ought to be moved to movement. Learners got to extrapolate from encounters and see how to apply what they have done to new modern occasions (Kolb, 2017).

2.4 Vocational High School
Levels of education in Indonesia are separated into elementary school, junior high school, senior high school, and college (Kuncoro. H, 2021). Each level has its claim characteristic, considering the development or age of an individual.

The senior high school is comprised of two types: the public school and the vocational high school. There are a few likenesses that conjointly contrast between them. The similitudes are mostly concerned with the age (Apriliana N & Basikinm 2021). Students of public and vocational high schools are at the normal age of 14-17. The number of students in each class is about the same: around 30-40 students.

At the age of 14-17, students are exceptionally dynamic in finding out who they really are. They will look from numerous sides and points of the competition. They will moreover need to appear to others that they have the ability, responsibility, and grown-up-like. These can be seen from their demeanor and inclination. They are basic and inventicve. They do not like to be treated as children, that everything is taught and completely secure. These mental angles ought to be considered in learning. The learning or classes are balanced with the viewpoint, so students will appreciate the process of learning. It is in line with their need (Gardner, G, 2021).

The subjects that are taught in public schools are common and theoretical. They are instructed as the essential knowledge that will be preceded in higher level or colleges. The students are arranged to precede their study. They are given different materials that can open their intellect and intrigue. It is the intrigued that will salacious them to study advance. English in public school is relevant based. Students consider English utilizing texts from different fields.

In vocational high school, the subjects are more particular and practical. They are related to long-standing time work. The portion of the lesson is much more on the phone than within the theory. Students are arranged to have aptitudes in work, not proceed to higher levels. Students are prepared with numerous commonsense lessons both in class and in industry. English is instructed to create students who are able to communicate. It is related to their particular future work. English is, ideally utilized, used in communication with others.

2.5 Concept of Story Grammar Strategy
Story Grammar strategy is one of the reading comprehension strategies of realistic organizers to comprehend narrative texts. Concurring to Dimino (1990), the Story Grammar Strategy could be a framework to assist the students in analyzing the main characters, setting, problems, events, and solutions and help students to lay out a story. By utilizing Story Grammar, the critical data can be comprehended.

A story grammar is the framework rules utilised for portraying the reliable highlight found in narrative text (Mandler, 1984). The rules portray the story parts are related to the inner structure of the story. Story grammars accept that stories have a few interesting parts that are conceptually distinct, in spite of the fact that they are seldom expressly divided. These parts are usually recognized

inferentially by the reader. These proved that such a language structure is essential for the recovery of information from a story (Thorndyke, 1977).

Story Grammar is a guide to assist the students as they examine the perused text. Story grammar allows the understudies to comprehend the story more easily. As Smith (1986) expressed, the Story Grammar strategy used a technique that could be a perusing comprehension strategy in improving the students' intuition to discover the imperative information of the story by utilizing an organizational system. In expansion, Story Grammar can be utilized as an establishment to reply to the questions related to the story (Dimino, 1990).

2.6 The Concept of Google Classroom
Google Classroom was initially outlined to disentangle the interaction between teachers and students. In addition, Google Classroom is additionally planned to make it less demanding in giving learning materials with time adaptable and bolstered with Google duplicate archives automatically to each student. This definition is supported by Wikipedia (2019), which states that Google Classroom is one of the mixed learning models that's intended for each scope of Education. Google Classroom is an application within the shape of classrooms associated by means of an online association and on the Internet (Faruq, Dafik and Suharto, 2018).

According to Wikipedia, there are a few highlights that are advertised in Google Classroom among highlights of assignments (task). The presence of forms evaluating with a reviewing scheme is different; communication from these two headings is between the teacher and students and is backed by Google Drive. This app is additionally can be accessed by using an Android gadget and IOS.

Google Classroom could be an efficient device to make the learning process simpler and spare a teacher or teacher time to oversee classes and make strides in communication with students (Sihombing, L.N. & Ambarita, P.D.E, 2022). With the Google Classroom application, it can make it less demanding for students and teachers to connect with each other both inside and outside the school (Afrianti, 2018).

At that point, by utilizing Google Classroom, teachers can make virtual classes, invite students to join classes, give data related to the KBM process, give educating materials that students can learn within the form of presentation records and learning videos, give assignments to students, make task collection plans and others.

3. Methodology
This research investigated whether there is a significant improvement in students' reading comprehension after being taught by Story Grammar Strategy or not. The data of the research are Pre Experiment of Quantitative Research. The design of this research is one group pre-test and post-test design. This research used one class as an experimental class. There are two variables involved in this research, namely independent variables and dependent variables.

1) The independent variable is the application of Story Grammar as a strategy in teaching reading comprehension. The operation is to provide a story text and then direct students to read the story to understand the content
2) The dependent variable is the students' reading comprehension of the eleventh year students of State Vocational High School 3 Parepare.

For the sample of the research, the researcher took class XI Multimedia 1 as the experimental class. The instrument was used to collect data in order to answer the research question. The instrument of the research was a reading test using reading text. The reading texts were taken from the Step by Step Book. The total number of the test was 10 numbers, with 5 test items for the true-false test and 5 test items for the essay test. Besides, the questionnaire also aimed to know the student's responses after the treatment was conducted.

The data were obtained by assessing the students' reading comprehension by conducting pre-tests and post-tests. The pre-test was used to find out the students' reading comprehension before giving the treatment, while the post-test was used to find out students' reading comprehension after giving the treatment. In collecting the data, the researcher used the following steps:

a. Pre-test
The purpose of the test was to know how far the students understood the text before the treatments were given. The types of the test were true or false and essay test. Each item of the post-test related to the student's life. The total score was 100 points, so if the students answered the whole question correctly, they got 100 points.

b. Post-test
After conducting the treatments, the researcher administered a post-test to the students. It was done in order to find out the students' reading comprehension achievement after the four-time treatments. The type of the post-test was a true or false test and essay test. It had a similar difficulty with the pre-test. The scoring system and degree of difficulty of the pre-test were similar

to the post-test because both items were used to measure the students' ability in reading comprehension through the Story grammar strategy.

After giving the pre-test, the researcher gave the material to the students. They were given the treatment through the Story Grammar Strategy. The students learnt with 90 minutes times' allocation in every meeting. The researcher gave the score for the students after the data were collected after giving the instruments. The data were analyzed by using quantitative analysis.

4. Results and Discussion
4.1 Results
The scores obtained by the students were different. The result of the post-test is better than the result of the pre-test. It is shown that the mean score of the post-test (90,88) was higher than the mean score of the pre-test (44,55). The data indicates that there was a significant improvement in the students' reading comprehension after the implementation of the action, i.e. using story grammar strategy combined with Google Classroom.

For the level, significant (p) 5% and df = 33, and the value of the table is 2,032, while the value of the t-test is 36,47. It means that the t-test value is greater than t-table (36,47 ≥ 2,032). Thus, it can be concluded that the student's reading comprehension through story grammar strategy combined with Google Classroom is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

4.2 Discussion
4.2.1The Improvement of Students' Reading Comprehension
To know the improvement of students' reading comprehension by applying the Story Grammar Strategy combined with Google Classroom, the researcher calculated the mean score of two tests, namely pre-test and post-test. The mean score on the pre-test before treatment was 44,55, and the mean score on the post-test was 90,88 after the treatment.

Before giving the treatment, most of the students were classified as very poor. It was proved by the percentage of the total score of a pre-test. This case was caused by the lack of interaction in the learning behavior of the teacher and students. The teacher only gives the students text and asks them to answer the questions without explaining any material.

Students were not interested in their learning, most of them did not try to ask the teacher about the material, they were only sitting on their tables and being inactived students in the classroom, especially they became lazier to read any kind of the text because that was given by the teacher to them seeing the silent reading method their teacher used. The hardest part was when they could not get the whole point of the text; likewise, when they had a task assignment, on top of that, a test from their teacher to answer. Therefore, the researcher found that the students found it difficult to understand the context and get the information on the text.

The researcher indicated that awareness of the text structure is highly related to reading comprehension. According to Hall (2005), readers who understand how a text is structured find greater success in identifying important information and relationships between ideas. The story grammar strategy provides a framework of understanding for narrative text.

Cooper (1986) presented a simple conceptualization of story grammar strategy. According to this model, a story may be composed of several different episodes, each consisting of a setting, characters, problem, action and resolution of the problem. By identifying these elements, the reader identifies the story's grammar.

Furthermore, Dimino (1990) stated that story grammar strategy is a framework to help the students analyse the main characters, setting, problems, events, and solutions and assist students in outlining a story. By using the story grammar strategy, the important information can be comprehended.

Then, Mahmoud (2010) also explained the benefits of the story grammar strategy. It can be used at all levels. This strategy cannot only improve reading comprehension but also enhance students' vocabulary, writing and imagination. Then, it can motivate students to be proud of their work. It is appropriate to be used for students who work individually, in pairs, in groups or the whole class discussion. Furthermore, the information in the framework is based on assignment. So, story grammar strategy is very helpful in teaching reading.

The researcher gave direct instruction in story grammar strategy, which helps the students to recognize the elements of narrative text and use these elements to improve their comprehension of the story.

After giving the treatment about four times using a story grammar strategy combined with Google Classroom as media, the student's achievement in reading comprehension improved to very good classification. It was indicated by a higher mean score from the post-test obtained by the students.

In addition, to know what the hypothesis receipt is between the null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used a t-test to calculate. The result showed that on the t-test, the value 36,47 was greater than the t-table value 2,032 (36,47 ≥ 2,032) with a degree of freedom (df) 33. It means that the alternative hypothesis (H_a) concluded that the story grammar strategy combined with Google Classroom was able to improve the student's reading comprehension at SMKN 3 Parepare. This hypothesis was accepted, while the null hypothesis (H_0) was rejected.

4.2.2 The Applying of Stoy Grammar Strategy Combine with Google Classroom to Improve Students' Reading Comprehension

The findings of the research showed that the story grammar strategy combined with Google Classroom successfully improved the students' reading comprehension. As a fact, based on the findings, most students have a very good score in the post-test. It means that the treatment was successful in improving the student's reading comprehension, and the students gave positive responses to the learning.

There were four meetings for doing the treatment of this research with the same material (narrative text). There were some steps for implementing the strategy in the research. They were to clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc.), organize information in a paragraph for better understanding, construct meaning of difficult words and sentence dividing into lexis, understand the context by associating with prior knowledge, and identify conceptual and perceptual errors that may occur in the comprehension of reading a passage. These steps were implemented in every meeting of the treatment.

Comprehending the new material was the final step in the story grammar strategy. It was regarded to be successful as the students could understand the main characters, setting, problem, events, and solution, and students could accomplish the tasks well.

4.2.3 The Students' Response Toward the Implementation of Story Grammar Strategy Combine with Google Classroom

From the first meeting until the last meeting, the implementation of the story grammar strategy changed the classroom situation to be more active; although there were many students who had low motivation in learning English, the students could increase their motivation as long as the process of learning English, especially reading skill through story grammar strategy. Most of them carry well and are active in the learning process. This means that besides improving students' reading comprehension, story grammar strategy also had a positive impact on the students.

When the researcher taught about reading narrative text, the students became more engaged in the learning process. When they read the text, the students asked the researcher if they had found difficult words. Furthermore, they were highly motivated to pronounce the words of the text so that they could comprehend the text.

The researcher shared a form of narrative text with the students and then asked them to read and identify the generic structures. The researcher guided the students to investigate real-world questions so that they could analyze the information obtained, which demonstrated their thinking and made their learning visible. As a result, they were able to easily comprehend the text and respond to the questions.

Using Google Classroom was beneficial for improving students' reading comprehension because it allowed students to be easier to learn. Students could reduce their workload and stop dragging bags of books. They can upload their assignment directly from their computer, tablet, or phone, even including pictures and video files. The students can also send a direct message to the teacher if they would prefer to ask a question without the prying eyes of their classmates.

The result was in line with Makarim & Maya's report that Google Classroom was designed as a productivity tool to help educators and teachers manage classes and improve communication with students. Google Classroom may make it easier for teachers and students to communicate with one another both inside and outside of the classroom.

Furthermore, teachers can share books with students through Google Classroom. When teachers share a book, students can read the book on a computer, tablet, or phone. They can also highlight text and take notes in the book, organize notes into collections, and, of course, complete their assignments.

5. Conclusion

The study aims to help the students recognize the elements of narrative text and use these elements to improve their comprehension of the story. The finding of the result showed a positive impact on the students' reading comprehension. The researcher concluded that there was a significant improvement in students' reading comprehension after the treatment. It was proved by the mean score obtained from their pre-test only (44,55) and their post-test (90,88). After the students were given treatment, the student's reading comprehension was significantly improved. The result of the data analysis shows that the t-test value (36,47) is higher than t-table (2,032). The result of the study shows that the combination of strategy and new learning media like Google Classroom in teaching English can improve students' reading comprehension. The implementation of the story grammar strategy is still effective nowadays if it is combined with Google Classroom. However, the study was limited by the number of participants involved as research samples. Therefore, the researcher suggests that future researchers conduct the study with a large number of students.

Conflicts of Interest: The authors declare no conflict of interest.

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