

CHAPTER I

INTRODUCTION

This chapter gives a brief overview of the research study which will be observed by the researcher. It describes about the main purpose of the study. This chapter presents background of the study, problem of the study, objective of the study, hypothesis of the study, significance of the study, scope and limitation, and also definition of key term.

A. Background of the Study

Reading is an essential skill in educational settings as students have to frequently learn. Reading skill as the receptive skill in language learning is very important to learn. In EFL contexts, the students are mostly frustrated in reading English language. Moreover, being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of study.

As what had been known that reading skill is one of the most important language skills which is required especially in academic contexts. At the same time, it is a skill that needs to be developed through extensive reading tasks and the learner is required to possess adequate vocabulary knowledge, sub-skills and strategies related to reading. Since it is a complex skill, reading in a foreign language is more demanding particularly for students with low proficiency. They have to deal with linguistic and syntactic structures that unfamiliar to them. It was a big matter for students that need to be solved. As

the effort to master in reading, students need any trick to could understand an idea that has been exist in a written text. As a result, teachers should be creative to plan their teaching model to improve their students' ability especially in reading.¹

It has been introduced by many experts about many variations of teaching strategies. One of them is story reenactment. It is one of many teaching methods that could be used to improve students' reading ability. This teaching method offers students to practice what they understand from the reading material then act it out. It is expected to help the teacher to increase their students' interest in reading activity.

In this research study, the researcher want to introduce story reenactment as a teaching method for teaching english especially in reading. It has been explained by Aline Sa on her study about Fostering Preschoolers' Narrative Comprehension through Inference Making and Story Reenactment Training that reenactment as a post-reading activity could promote children' narrative comprehension.² Her results indicated that children participating in Narrative Dynamic and the Story Acting could improve and add their interest to study. On the other hand, Agus Sholeh also said that preparing the equipment, the stages were very helpful to make students able to interact with English.³ His finding was supported by his investigation on the teaching

¹ Adrienne L. Herrell and Michael Jordan, *Fifty strategies for teaching English language learners, third edition*. (USA: Pearson Education, Inc. 2008), 6

² Aline Sa, *Fostering Preschoolers' Narrative Comprehension through Inference Making and Story Reenactment Training* (2012).Theses and Dissertations. Paper 1201.

³ Agus Sholeh, *The Use of Story Reenactment to Teach English for Young Learner*. (2015) Theses: Udayana University.

methods that actually used by many teachers in teaching young learner. Based on those previous study, the researcher was inspired to implement this teaching method. It was hopefully could help teacher to improve students' reading comprehension on many kinds of texts.

As what described before, there are various types of reading text that should be mastered by the students especially for senior high school students as MAN Prambon. Based on the curriculum of study in Indonesia, the first year students of senior high school have to be able to comprehend narrative text in spoken or written in simple short story. The English teacher of MAN Prambon said that the students of science have good quality on study. She suggested this teaching method to be implemented and tested to know whether it is effective or not. For instance, the researcher wanted to apply story reenactment to know the effectiveness of this teaching method. It is expected could help students of MAN Prambon easier to get the main idea and supporting detail of narrative text. It was hoped that it could influence the students' score in reading.

Based on the explanation above, the researcher offers story reenactment to be implemented for teaching reading narrative text at first year students of MAN Prambon. To know the effectiveness of it, the researcher conducts this research under the title of *The Effectiveness of Using Story Reenactment on Teaching Reading Narrative Text at First Grade Students of MAN Prambon*.

B. Problem of the Study

According to the background of the study that was described before, the researcher formulates the problem of the study as follow: *Is there any significant difference between the students which are treated using story reenactment and collaborative strategic reading?*

C. Objective of the Study

Based on the problem of the study which had been stated above, the objective of the study in doing this research is *to know about the significance difference between the students which are treated using story reenactment and collaborative strategic reading.*

D. Hypothesis of the Study

Hypothesis is the expectation of researcher for doing research. Here, the two hypotheses are formulated to help the researcher making a conclusion. Those are:

1. Ho : There is no significant difference between the students which are treated using story reenactment and collaborative strategic reading.
2. Ha : There is a significant difference between the students which are treated using story reenactment and collaborative strategic reading.

E. Significance of the Study

The results of this study are expected firstly for the students. It is hoped that students will not only improve their reading ability but also to motivate them to be more active by gathering with their group. Moreover, they will also

learn about how to socialize and cooperate in a group. It is better for them before gathering the social community. The other benefits are aimed for the teacher. This story reenactment could be an alternative for English teacher to teach. On the other hand, teacher could improve her/his knowledge about many teaching methods in teaching English and become more creative in doing teaching learning program. Then, it is hoped to give more benefit for the institution of MAN Prambon to help them improving the educational field. The last, it is expected to give an alternative suggestion for the other researcher in doing further research study.

F. Scope and Limitation of the Study

To make this research becomes more specific the researcher decides a certain range and limitation of this study. This research would be focused on teaching reading narrative text by using story reenactment at first grade students in MAN Prambon. The limitation here is on the significant difference between the use of story reenactment and collaborative strategic reading for teaching reading which will be tested in English class in the field of science on the tenth grade in MAN Prambon. The main point is taken from the study of narrative text.

G. Definition of Key Term

Key term are used to avoid misunderstanding information and to make the research which had been conducted became clearer. The key terms of this study were defined below:

1. Story Reenactment is one of many teaching methods which offers a small group study for students to reenact what they have reading in particular topic. In this research study, it would be used to be implemented on teaching reading of narrative text.
2. Narrative Text is a kind of texts which tells about a story that happened in the past. This text has the purpose to amuse and entertain the reader or listener.

CHAPTER II

REVIEW TO THE RELATED LITERATURE

A literature review is an evaluative report of studies found in the literature related to the researcher's selected object. It should give a theoretical basis for the research and help the researcher determine the nature of their own research. Based on those descriptions, the researcher presents this chapter to show the base theory of the study which consists of understanding of reading, introducing to story reenactment and description of the narrative text.

A. Understanding of Reading

1. Definition of Reading

Reading could be defined as an activity to look at and understand the general idea of a written text. Finding the idea of the writer means that the readers understand what they read. Moreover, doing reading is not as simple as we know. Therefore, students need to work hard to master this skill.

Actually, there are many ways to do reading based on the readers' purposes, those are skimming, scanning, intensive reading and extensive reading. Skimming is done when we want to read just to know the headline of newspaper or we are in hurry. Then, we do scanning when we want to see the television channels at the particular time. Intensive reading is chosen when someone wants to read in detail. For the last, we use

extensive reading when the reading activity is just for pleasure.⁴ In this part, the researcher will take a focus on teaching reading for first year students of senior high school. Thus, all of ways to read would be applied on the students' reading practice.

2. Exercises on Reading Skill

Reading is an activity to understand the idea of a writer that had been embodied in a passage or text. In addition, there are several factors that could persuade in understanding reading text such as background knowledge of the reader. It influences to how someone understands the meaning of the reading text starts from words, phrases, sentences, and passages that construct a text. It is emphasized to students to be familiar with those terms. Therefore, teacher has a duty to teach and make them understand the terms. It had been mentioned about some suggestion exercises for reading skill as follow:

a. Word Study

It was design to supports students to discover the meaning of new vocabulary items in a text. In this part of study, students might ask to the teacher or friends. Besides, they can also to guess the meaning by using context clues.

b. Sentence Study

After the word study, the next exercise is the sentence study. It was constructed to help them distinguish between phrases and sentences

⁴ Roger Gower, Diane Phillips and Steve Walters, *Teaching Practice Handbook, revised edition*, (Thailand: Macmillan Education, 2005), 95

which almost similar in its form. Moreover, it is also design to improve their comprehension through analyzing complex grammatical construction in the sentence.

c. Paragraph Study

Paragraph study is aimed to increase students' comprehension for connecting ideas of several sentences. Here, students would find the interpretation that exists in the text.

d. Reading Speed

This study is about reading and its time. It is design to make the students become speed up in reading.⁵

B. Introducing to Story Reenactment

1. The Definition of Story Reenactment

Story Reenactment is a teaching method that was introduced by Cummins.⁶ On the other hand, it could be described as a drama because the students are asked to act out a story that they have read from a book. Actually it is expected to improve students' oral fluency. It was also stated that story reenactment is an activity that helps students focus, analyze, and plan what they want to do. This teaching method provides opportunities on re-reading, discussion, clarification and re-creating story. Therefore, it is hope to help students to master reading ability on narrative text.

⁵ James W. Ramsay, *Basic Skills For Academic Reading*, (USA: Prentice Hall, Inc), xiv

⁶ Adrienne L. Herrel and Michael Jordan, *Fifty Strategies for Teaching English Language Learners*, 3rd edition, 191.

2. The Purpose of Story Reenactment

There are several purposes which are expected from implementing story reenactment. First, it is expected to improve the students' oral fluency with act out the story in front of the class. It will help the students to show up in front of the class and become more confidence. The other expectation is to help students to understand and analyze a story. By this reason, it hopes that by implementing story reenactment for teaching reading narrative text could improve the students' reading comprehension.

3. The Procedure of Story Reenactment

Some steps should be done to teach using story reenactment. Those steps consist of:

- a. Firstly, students are asked to **read a story**.
- b. Then, they will have a few time to **retell the story** in sequence and list the props which are needed to reenact the story.
- c. After that, students will **gather in a small group then creating the props**.
- d. Students need a box as storage box to **store their props** and label it to make them easier to find it.
- e. The next step is **use the props for retelling** by work in a group.
- f. For the final step, teacher will **assess the retellings** for students creativity in retelling the story about events, characters, and

inferences. It is better for students to know the moral messages that include in the story to give best closing.⁷

C. Description of Narrative Text

1. The Definition of Narrative Text

There are many kinds of texts in English. One of them is narrative text. This kind of texts tells about a story with entertaining purpose. It means that narrative is a kind of text which tells about an interesting story to entertain the reader with a set character, event and moral value that could be learned from the story. In addition, it was stated by Mark Anderson and Kathy Anderson that this text is related to the recount text type.⁸ It shows that narrative tells a story that happened in the past. Therefore, almost the whole sentences in narrative text are built in the past form.

Moreover, there are many different types of narratives which was described by Mark Anderson and Kathy. Those are humour story, romance, mystery, fantasy, crime, real-life fiction, historical fiction, science fiction, diary novels, and adventure.⁹ According to them, a good narrative text would have the art of describing which help us as the reader or listener to draw a picture in our minds such as:

- a. The description about the characters appearances to know what they look like.

⁷ Ibid; 190.

⁸ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Macmillan Education LTD, 1997), 6.

⁹ Ibid; 18

- b. The place and time that were described as the setting of the story.
- c. The sequence events as the actions in the story to answer the question how things are happening.¹⁰

In sum up, narrative text is a text type that tells a story which was happened in the past so that the simple past is the dominant tense. The purpose of the text is to entertain the reader or listener. It also includes many characters, events and sequence of time with several genres as the narratives types.

2. The Grammatical Features of Narrative Text

Besides the past tense which is dominated, there must be existed some grammatical features that arranging a narrative text. A writer is necessary to use groups of words to describe the components of narrative text such as the characters, events, and actions. Here are some grammatical features which are stated by Mark and Kathy in their book that could help a writer for writing narrative text:

- a. **Adjectives** are some words that help to describe noun as the word *green* in this noun phrase “*green eyes*”.
- b. **Adverbs** are words that help to describe verbs, for example “rolled *lazily*”.
- c. **Simile** is a figure of speech that compares things with other things in the form of phrases like in this example “Her heart pounded *like a drum*”.¹¹

¹⁰ Ibid; 14

In the next edition of the book, they also added some grammatical features as nouns, verbs, and time sequences to complete their previous explanation.¹² Those are groups of words that help a writer in writing narrative text.

3. The Schematic Structure of Narrative Text

It had been explained before that there are some types of narratives. Many people might think that there are also several schematic structures depend on each type. This way of thought is actually wrong. Even there are some types of narrative but the generic structure is the same. Based on Mark and Kathy, there are 5 stages that stand in the text. Those are:

a. Orientation

This paragraph presents about the introduction to the story. It presents who is in the story, when the story is happened and where the story takes place. Therefore, the reader can draw out what will happened next in the story.

b. Complication

In this part of the story, the writer told about the events that are complicated as the problems which are faced by the characters.

¹¹ Ibid; 15

¹² Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yara: McMillan Education, 2003), 43.

c. Sequence of events

Here, the writer tells how the characters react to the complication. It presents the characters' feelings in chronological order.

d. Resolution

It is the solving part of the complication that is presented. The problems decrease slowly before finally finishing.

e. Coda

This part includes a moral value that is extended by the writer. It could be present or not depend on the writer of narrative text.¹³

4. The Example of Narrative Text

The Magic Candle

One day, a young wanderer got lost in a wood. Suddenly, he saw a light from an old hut and found an old woman who was crying. She said the devil had stolen her magic candle. The candle could grant anything she asked.

The wanderer went to the castle. There he found the devil, but he was old and weak. Therefore, the wanderer grabbed the magic candle from the devil's table and ran away.

But the wanderer was not a kind man. He did not return the candle to the old woman, but he kept it for himself. He lit the candle and made a wish, 'I want to go far away from here.' Suddenly, the genies appeared and took him to the beautiful princess and he fell in love with her. They

¹³ Mark Anderson and Kathy Anderson, *Text Types in English 2*; 12-36

got married the next day. In this happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got angry. At night, she lit the candle and wished that the wanderer disappear.

In the morning, the wanderer woke up and found himself back in his ugly house in the village.

D. Teaching Reading Narrative Text Using Story Reenactment

Learning patterns with various techniques are expected to make learning more interesting and fun for students.¹⁴ It will always be the homework for the teacher to design a teaching learning method to get the students' interest in learning process. Experts offer many techniques and methods which could be implemented for teaching any skill. Teacher must consider it and choose the best one that matches with the teaching characteristics.

In this subtopic, the researcher wants to offer story reenactment as one of teaching methods that could be implemented on teaching reading especially in narrative text. It is selected because of the material which is covered is about story. It seems good to be implemented for teaching reading narrative text if it considers that narrative is a type of text which tells about a story. By showing up the story that had been read, students will have deeper understanding about the story.

¹⁴ Kasihani. *Pendekatan Metode dan Teknik Pembelajaran*. (Malang: UNM, 2008), 1.