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 determines the nature of their own research. Based on those description, 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 want to read in detail. For the last, we use

extensive reading when the reading activity is just for pleasure.[1] 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

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[1] 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.[2]

B. Introducing to Story Reenactment

1. The Definition of Story Reenactment

Story Reenactment is a teaching method that was introduced by Cummins.[3] 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.

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[2] James W. Ramsay, *Basic Skills For Academic Reading,* (USA: Prentice Hall, Inc), xiv
[3] 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.[4]

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.[5] 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.[6] 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.

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[4] Ibid; 190.

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

[6] 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.[7]

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*".[8]

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[7] 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.[9] 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.

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[8] Ibid; 15

[9] 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 respect to the complication. It presents the characters feeling in chronological order.

d. **Resolution**

It is the solving part of the complication that is appeared. The problems decrease slowly before finally finish.

e. **Coda**

This part includes a moral value that is extended by the writer. It could be exist or not depend on the writer of narrative text.[10]

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 hunt 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

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[10] Mark Anderson and Kathy Anderson, *Text Types in English 2;* 12-36

got married the next day. In this happines, 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.[11] 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 might consider it and choose the best one that matches with the teaching characteristics.

In this subtopic, the researcher want 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 text which tells about a story. By showing up the story that had been read, students will have deeper understanding about the story.

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

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research design and method that includes in this research study. It consists of research design, research variable, subject of the study, research instrument, data collection and data analysis.

A. Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that is aimed to combine relevance to the research purpose with economy in procedure. It was really important for the researcher to make sure about what kind of research design that would be used for doing the research.

This research used quantitative approach. Moreover, the researcher used experimental research method with quasi-experimental as the research design. This design was used for analyzing the relation among the variables that had been chosen by the researcher.

Furthermore, the researcher wanted to implemented story reenactment as the treatment for the experimental group. By applying this teaching method to the experimental group after doing pre-test to the both of the groups, the researcher observed through classroom observation and test (pre-test and post-test) in order to know whether it is effective or not for improving students' reading ability in narrative text.

Table 3.1

Table of The Research Design

X1	O1	Y*t*	O2
X2	O1	Y*n*	O2

X1 = **The experimental group**

X2 = **The control group**

O1 = **Pre-test**

Y*t* = **Story reenactment**

Y*n* = **Collaborative strategic reading**

O2 = **Post-test**

B. Research Variables

Variable is characteristic of a particular group that differs from each other. It was described by Kadir that variable is a concept which has unconstant or various values, situations, categories or conditions.[12] In this research, there were three types of variables that had been chosen by the researcher.

1. Independent Variable

Independent variable was a variable that was estimated by researcher which would give any influence to the dependent variable. So, it would probably make any changes to the other. Based on the research, story

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[12] Kadir, *Statistika Terapan (Konsep, Contoh dan Analisis Data dengan Program SPSS/ Lisrel dalam Penelitian),* (Jakarta: Rajawali Pers, 2015),7.

reenactment took the part of this independent variable that would influence to the dependent variable.

2. Dependent Variable

Dependent variable was presumed to be influenced by independent variables. Here, the score was the dependent variable which would be influenced by the story reenactment.

3. Extraneous variables

Extraneous variables were variables that might have effect to the dependent variable which was not desire. Therefore, in doing this research the researcher should control the influence of this variables to the dependent variable. Here, the example of extraneous variables are time, teacher, facility, pre-test and etc.

C. **Population and Sample of the Study**

Subject of this study was the first grade students of MAN Prambon. Actually, there were five classes at the first grade, two classes in social field, two classes in the field of science and one class for religion specification. Moreover, the researcher decided to choose the two classes of science field as the sample of the study. The sample was taken from the existing class in MAN Prambon. Then, this sample classified as control and experimental group.

D. **Treatment Procedure**

After giving pre-test to the students, the researcher implemented story reenactment for the experimental group and collaborative strategic reading for the control group as the treatment for both of the groups. It was used to know

the influence of those teaching methods toward teaching reading narrative text for control group and also experimental group. This treating was done by the researcher herself to control the teaching learning process. Below is the teaching procedure for the treating process.

Table 3.2

Teaching Procedure

Experimental Group	Control Group
• Greeting	• Greeting
• The leader of the class leads to pray together.	• The leader of the class leads to pray together.
• Warming up	• Warming up
• Teacher explains about the purpose study.	• Teacher explains about the purpose study.
• Teacher extends a brief overview of the material about narrative text and decides the class into three groups.	• Teacher extends a brief overview of the material about narrative text and decides the class into three groups.
• Students in a group discuss and analyze the story which is given for each group. • Students identify the characters and setting of the story. • Students in a group make a simple dialogue and decide the characters for each member. • Students are asked to make some properties which are needed to reenacted the story in front of the class, then store it into a box storage. • Each group will present and reenacted the story in front of the class.	• Students pay attention to the teacher's explanation about the clarification part for each students in a group. • Students discuss and analyze the narrative text which is given for each group to find the structure, the function and the moral value of the story. • Students identify the main poin of each paragraph. • Students are asked to write down the summary of the story using their own language, the generic structure of the text, moral value and difficult vocabulary which is found in

• The other groups would analyze the moral value of the story. • Teacher gives feedback for each group's presentation.		the text. • Then, the leader of the group presents it in front of the class. • Teacher gives feedback for each presentation.	
Review		Review	

This teaching procedure spend around 3 weeks. Here are the schedule of the teaching learning process of this research.

Table 3.3

Research Schedule

No.	Experimental Group		Control Group	
	Date/Time	Activity	Date/Time	Activity
1.	28 March 2017/ 08.15-09.00	Pre-test	25 March 2017/ 09.00-09.45	Pre-test
2.	30 March 2017/ 10.00-10.45	Treatment 1	29 March 2017/ 08.15-09.00	Treatment 1
3.	4 April 2017/ 08.15-09.00	Treatment 2	1 April 2017/ 09.00-09.45	Treatment 2
4.	6 April 2017/ 10.00-10.45	Post-test	5 April 2017/ 08.15-09.00	Post-test

E. **Instrument of the Study**

Many researchers usually needed to design a method to collect data which were necessary. They used some indicators to estimate the measurement aspect of research. They needed tools to help them on the process of collecting data. Those tools were also called as research instruments. The function was to realize facts become data. Thus, the data that

they collected would be much more focused and easier to analyze. The research instrument which was used to conduct this research was test.

1.) Test

Test is a set of questions of exercises used to measure the skill, knowledge intelligent or attitude of an individual. Moreover, test is set of stimuli given to someone to get answer as a basic of score determination.[13] There were two kind of test that would be given to the students for this research. Those were pre-test and post-test. Before the tests were given to the students, it was necessary for the researcher to check its validity and reliability.

a.) Try Out

For testing the validity and the relibility of the instrument, the tests (pre-test and post-test) were tried out to the other class before it was given to the experimental and control group. Try out test was condected at X-AGAMA in MAN Prambon. This class consisted of 32 students. When the instrument was tried out, there were 30 students only who presented. Indeed, the questions are in the form of multiple choices. Actually there are 30 items in each test (pre-test and post-test). After trying it out, there were some deletion because it had higher degree of difficulty. Beside, some of them were not valid and reliable. At last, there were 20 items in both of pre-test and post-test.

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[13] Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Belajar, 2009), p.65

b.) Pre-test

Pre-test was used to measure the students' basic skill in reading comprehension before they were treated by using story reenactment and collaborative strategic reading. Before doing this observation, the researcher should make sure that both of the groups were balanced in their abilities in reading. This test was given to the both of experimental and control group in the first meeting. It consisted of 20 questions in the form of multiple choices in A, B, C, D and E.

c.) Post-test

Opposite with the pre-test, post-test was given to the students in the last meeting after getting treatments. It was done for testing whether any significant difference after they were treated or not. This post-test would be the dependent variable that would test the hypothesis.

2.) Criteria of Good Test

To know whether the test is good or not, it is important for the researcher to check it through its validity, reliability of level and discriminating power of each item in the test. For testing those, the researcher was helped by SPSS application.

a.) Validity

Validity is a requirement for a research even though it is quantitative or qualitative research. According to Schreiber, validity is the

quality of the evidence we use when we make a claim.[14] Validity was used to reduce invalidity on research. In quantitative data validity might be improved through careful sampling, appropriate instrumentation and statistical treatments of the data. an instrument is called valid if it has high validity, on the contrary it not valid if it has low validity.[15] Even though it was impossible for researchers to get 100 percent valid, but they can do validity to reduce that possibility.

Based on the test that was included into achievement test, the validity technique that used was content validity. Cohen argued that to demonstrated this form of validity the instrument must show that it fairly and comprehensively covered the domain or items that its purpose to cover.[16] Again, it had a main point that each item of the tests should cover its purposes.

To test the instrument's validity of this research, the researcher used Pearson correlation to check the questions for each item. The *r* table showed the value 0.362. It was interpreted that if *r* calculation was more than *r* table means that the question was valid. On the contrary, it was not valid if the *r* calculation was less than the *r* table. Below is the result calculation of Pearson calculation by using Microsoft Excel.

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[14] J.B. Schreiber and K. Asner-Self, *Educational Research Design : Interrelationship of Questions, Sampling, Design, and Analysis,* (San Fransisco: John Wiley& Sons, Inc, 2011), 154
[15] Sugiyono, *Metode Penelitian Bisnis,* (Bandung: Alfabeta, 2008), p.172-173.
[16] L. Cohen, L. Manion and K. Morrison, *Research Methodsin Education*, (New York: Routledge, 2007), 137

Table 3.4
Validity of Pre-test

	Soal1	Skortotal
Soal1 Pearson Correlation	1	.337
N	30	30

The table 3.4 reports that the value of Pearson Correlation was 0.337 as the r calculation. It was lower than the r table. It showed 0.337 < 0.362. Thus, the question number 1 was not valid. Based on the result of validity test, there were some questions which were not valid beside the first question. Those were 4, 8, 13, 15, 16, 20, 28, and 29. The others result calculations was included in the Appendix 1.

On the other hand the result calculation of the post test question was drawn below.

Table 3.5
Validity of Post-test

	Soal1	Skortotal
Soal1 Pearson Correlation	1	.431
N	30	30

The question number 1 of the post test had 0.431 as the r calculation. It was higher than r table which was shown that it was valid. Appendix 2 would report the other result calculation of number 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 25, 26, 27, 28, 29, and 30.

b.)Reliability

For research to be reliable was must over time, instruments, and group of respondents. There were three basic types of reliability that should be cover by researcher.[17] First was about the measurement of consistency over time and samples or we called the reliability as stability. The second is reliability as equivalence. Then, reliability as internal consistency is the last type that should be covered. Those three types of reliabilities were very important to be covered through the research instrument. For getting this reliability, both the pre-test and the post-test could be calculated by using reliability scale by using SPSS. As same as in the validity interpretation, it was measured by *r* table and *r* result. Below is the summary of the reliability test.

Table 3.6

Reliability Statistics of Pre-test

Cronbach's Alpha	N of Items
.828	30

From the table above, it could be seen that the *r* calculation was 0.828 higher than 0.362 as the *r table.* In sum up, it could be said that the pre-test questions were reliable. Then, the reliability test of post test questions were reported in the table below.

Table 3.7

Reliability Statistics of Post-test

Cronbach's Alpha	N of Items
.681	30

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[17] Ibid; 146-147

Based on the result calculation above, it was showed that *r* calculation was more than *r* table. It was 0.681 > 0.362. for instance, the post test questions were reliable.

c.) Level of Difficulty

Level of difficulty refers to the comparison between true answer total that can give by participant test and total participant test. It was stated by Arikunto that good question is not very easy and is not very difficult.[18] Thus, test should be analyzed for each item first before it was given to the students. Below is the standard level of difficulty which was used by the researcher.

Table 3.8
The Standard Level of Difficulty

Interval	Criteria
$0,00 < DI > 0,30$	Difficult
$0,30 < DI > 0,70$	Medium
$0,70 < DI > 1,00$	Easy

To measure the difficulty index, the researcher used a formulae as follow:

$$\textbf{ID} = \sum \textbf{Correct Answer} : \sum \textbf{Students}$$

For question number 1 in Try Out Pre-Test questions, it was measured that: **ID = 9 : 30 = 0,30.** It means that the difficulty index of this question was difficult. On the other hand, the question number 4, 6, 8, 13, 15, 16, 20, 28, and 29 were also included in difficult criteria.

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[18] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2006), p.67.

Question which were easy were number 2, 3, 9, 10, 17 and 30. Then, the others were in the medium criteria.

For the difficulty index of post test questions, in was summarized that the question number 2, 6, 7, 11, 12, 15, 16 and 18 were difficult. Beside, in the medium criteria, there were number1, 4, 5, 9,10, 17, 19, 20, 21, 24, 25, 26, 27, and 29. For question number 3, 8, 13, 14, 22, 23, 28, and 30 were in easy level.

F. Data Collection Technique

In collecting the data, the researcher used test for both of the groups. The first test was a pre-test that had been given for both control group and experimental group before the strategy was implemented in the experimental group. This test was to know that both of the groups were in the same level at the time. It would show that the groups were balanced. Then, after implementing story reenactment to the experimental group, there would be held a post-test to know whether any difference result or not for the students which were treated and not. Those test results would be analyzed to take a conclusion about the effectiveness of story reenactment on teaching reading narrative text.

G. Data Analysis

The data that had been collected then would be processed to find out the effectiveness of story reenactment on teaching reading narrative text. It analyzed by using statistic calculation. To analyze the data, the researcher

used ANCOVA formula. It was developed by R.A. Fisher in 1932.[19] Actually, ANCOVA is used for several purposes. In experimental, it is used to control for factors which cannot be randomized but can be measured.[20] According to Prof. Andy Field, there are two important additional considerations in ANCOVA. Those are independence of covariate and treatment effect and homogenity of regression.[21] This analysis was used to avoid another influence to the experiment as the effect of pre-test to the post test. ANCOVA was designed to control procedure statistically to the variable which might be uncontrol.

To measure and analyze the data by ANCOVA formula, the researcher was helped by SPSS application. There were two steps here. The first step was for testing the interaction between Covariate (pre-test) and Fixed Factor (post-test) which showed that there was not any interaction between both of them. The last step was analyzing covariance.[22] The second step helped the researcher to make a deal with the conclusion and tasted the hypothesis. After doing the measurement, the researcher would know the significant figure. Then, for testing the hypothesis, it could be seen with this statistical formula:[23]

If the significant value $< \alpha$ (0.05), Ho is rejected

If the significant value $> \alpha$ (0.05), Ho is accepted

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[19] Kadir, *Statistika Terapan (Konsep, Contoh dan Analisis Data dengan Program SPSS/ Lisrel dalam Penelitian); 411*

[20] Retrivied from http://www.lehigh.edu/wh02/ancova.html accessed on 23 May 2017 at 01.15 AM.

[21] Andy Field, Discovering Statistic: Analysis on covariate (ANCOVA) retrivied from http://www.discoveringstatistic.com accessed on 23 May 2017 at 02.00 AM

[22] C. Trihendradi, *7 Langkah Mudah Melakukan Analisis Statistik Menggunakan SPSS'17*, (Yogyakarta: Andi Yogyakarta:2009),137

[23] Ibid, 142

Based on the statistical statements above, the researcher could draw a conclusion that if Ho was accepted means that there is no significant difference between students who are treated using story reenactment and collaborative strategic reading. On the contraty, there is a significant difference if Ho is rejected.