

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading comprehension is a process to understand the meaning and all of information about the text which is read. Reading comprehension is not easy activity to do by the students because in reading comprehension the students must know and understand all of information about the text which they read in limited time. If the students did not know and did not understand about it, they will find the difficulty when they answer the questions, both the questions which usually asked by their teacher or the questions from the text.

Reading is one of the skill that must be mastered by all of the people include the students who study English. Reading comprehension is important (Smith : 2016). By reading we will know much information because in this era almost information is written in English form. To get the true meaning of the information we should comprehend the text. As Kelner & Flynn said (2006) that reading cannot be separated from comprehension. Reading comprehension is ability to read and understand the meaning and all of information about the text which is read (Wikipedia :2016). So, to be meaningful result when we are reading, we should also comprehend the text which we read.

Reading comprehension is not an easy process (Milanisti & Freak : 2011; Horowitz, Sheldon H :2014). Comprehension is the process of constructing meaning (Kimberly : 2014; Konsultan kreatif :2012). Many people and many

students still confuse how they can comprehend the text. The reader and the learner must know the appropriate technique to comprehend the text. So, to comprehend the text, the reader and the learner can use Drama Performance Strategy.

“Drama is the act of using the imagination to become someone or something other than yourself” (Moore, Mandie M. : 2004). Farmer, David (2016) said that Drama strategies help to develop enquiry skills, to encourage negotiation, understanding and creativity of the students. “Dramatic performance – the act of performing a drama; “ the group joined together in a dramatic production.”” (WordNet in Free dictionary : 2003-2012).

Drama Performance is a strategy to dramatize a story. Gungor (2008) stated that drama is a process that will lead to better comprehension and retention. The correlation between drama and reading comprehension is a close. When the students do drama they will get many benefits in one time like self-confidence, imagination, cooperation, concentration, communication skills, fun, etc.

In Gresik there are two States of Islamic Senior High School (MAN). They are MAN 1 Gresik and MAN 2 Gresik. MAN 1 Gresik is located in Bungah, then MAN 2 is located in Benjeng. The researcher chooses MAN 2 to be subject of research because the school has got many achievement both in academic and non academic.

According to researcher assumption during giving course, some students at first grade of MAN 2 Gresik are not able to understand what they read before

the teacher translate the meaning of the text or they look at the meaning of the text on the dictionary.

In those course, the researcher often discuss about the difficulty in teaching learning problem. In reading class, after warming up activity usually the teacher presents a subject in the text book and asks students to read whether silently or loudly one by one (continuing story), and then the students have to answer the question that follow, it means that the teacher uses the same strategy in each reading class. Consequently, the reading lesson becomes boring.

For reading narrative text, the students can use drama performance to help them comprehend the text with pleasure. Here, the students will more comprehend about the story because the students read the story by using some or all of their senses. Gungor (2008) stated that Drama Performance Strategy is more effective than traditional strategy in reading narrative text.

Based on the background and explanation above, the researcher decided to carry out the study entitled “The Effect of Drama Performance Strategy on Students’ Reading Narrative Text at First Grade of MAN 2 Gresik.”

1.2 Statement of the Problem

What is the effect of Drama Performance Strategy on students’ reading narrative text at first grade of MAN 2 Gresik?

1.3 Purpose of the Study

The purpose of this study is to know the effect of Drama Performance Strategy on students’ reading narrative text at first grade of MAN 2 Gresik.

1.4 Significance of the Study

1.4.1 Theoretical significance

The result of this study is expected to be a meaningful contribution in improving students' skill in language especially in reading narrative text by Drama Performance Strategy.

1.4.2 Practical significance

- a. Teachers know the procedure of using drama performance strategy in teaching reading.
- b. Drama performance strategy increasing the students' enthusiastic in learning reading, especially narrative text.
- c. The students more comprehend the narrative text using drama performance strategy.

1.5 Scope and Limitation of the Study

In this study, the researcher focuses on Reading Narrative Text and Drama Performance Strategy and limits this study for students of class X-IPA 1 and X-IPA 2 who learn English at first grade of MAN 2 Gresik that taken to be sample.

1.6 Hypothesis of the Study

Drama Performance Strategy gives positive effect in students' reading narrative text.

1.7 Definition of Key Terms

Reading Narrative Text is reading activity which is the text is narrative text about fairytale, legend, folklore, fable, myth and fictional story.

Drama Performance Strategy is activity to dramatize the story which is taking from narrative text. Here the learners cooperate to tell the story by playing role as characters of the story.