

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Reading Comprehension**

Reading comprehension is influenced significantly by a student's level of word knowledge as well as the ability to decode words in print. It means that the ability takes a part in reading comprehension skill. Reading comprehension is understands a text that is read. The comprehension refers to the ability. Reading comprehension is ability to read and understand the meaning and all of information about the text which is read (Kelner & Flynn :2006).

According to Odwan, Talal A.A (2012) Reading comprehension is a complex process. The gist of reading comprehension is the capability to store and regaine explanation from written texts (Educational Research :2000).

Kelner & Flynn (2006) said that reading cannot be separated from comprehension. When the learners are reading, it means that they are comprehending. When the learners are comprehending, they are constructing the meaning of the text which is read.

Sweet A.P. (2000) states that reading comprehension is a reader's comprehension by constructing the meaning from the text that is read. As Kelner & Flynn (2006) said that the reader should have knowledge and ability about understanding the reading passage in reading comprehension. The main ideas, details, and an inference are the common question that can be drawn from the passages.

Every people has a different comprehension depend on their prior knowledge about the text but it still almost in a similar context. Appropriate strategy is the most important factor in terms of reading comprehension. The strategies to improve reading performance are: Create a consistant reading program; Set clear goals and standards; Coordinate curriculum; Build strong team faculty; Hold teachers accountable; Monitor both students and teachers; Foster individual teacher support; Encourage professional development; Ensure philosophical consistency; Invest in performance; Instill a love of learning through reading; Work together; Increase time on task (Cromwell:2006).

Based on the finding of the previous research, the researcher can conclude that reading comprehension is a process understanding the meaning of the text by interpreting the text that is read and it is not simple thing to do.

## **2.2 Drama Performance Strategy**

Reading is an interactive and constructive process involving the reader, the text, and the context of the reading experience. The previous research found that Drama Performance Strategy is more effective than traditional strategy in reading narrative text. All of dramatic experiences may change the participants' attitudes to be better in their real-life (Kelner & Flynn :2006).

The word drama comes from the Greek word for “acting,” “playing” or “performing.”(Manacorda :2016). Drama performance strategy is activity to dramatize the story. Gungor (2008) stated that drama is a process that will lead to better comprehension and retention. It means that this strategy can help the reader and the learner to comprehend the text when they are reading.

Drama is kinesthetic learning. When the students move during literacy instruction they may use most of their brain and learn better (Wittrock, Kate. In *Increasing Elementary English Language Learners' Reading Comprehension Through the Use of Role Play*).

### **2.3 Procedure of Drama Performance Strategy**

Kelner & Flynn (2006) propose a six-step plan for a high-quality arts-integrated drama and reading comprehension lesson.

A high-quality arts-integrated drama and reading comprehension lesson includes:

- clearly stated and explained objectives in both drama and reading comprehension.
- an acting tool- and /or skill-building activity or warm-up.
- a drama strategy that encompasses both sets of stated objectives (drama and reading).
- reflection on the effectiveness of the lesson based on the objectives.
- revision of the drama to allow students to implement gained understanding.
- assessment from both the drama and reading comprehension perspectives. (p.17)

Following these steps through group activities, children learn not only how to think more clearly by speaking with others and listening to them but also how to find more efficient ways to comprehend the text.

### **2.4 The use of drama strategy in classroom**

Drama is a powerful pedagogical tool, but the status of it on the curriculum at primary and post-primary level in Ireland has been in dispute for some years. At primary level, drama was formally acknowledged in the new arts curriculum that was implemented in 2004. Dympna Byrne, a primary teacher at Burriscarra National School, uses drama in every subject she teaches, and on a daily basis. She said that drama is a brilliant tool to

encourage children to collaborate and to be active in their learning (Keating : 2015, in *Drama in the Classroom is a primary Concern*).

## **2.5 The advantages of using drama performance**

Based on Owen, Sarah (2016), Drama has 10 benefits that are Drama builds confidence; helps concentration; helps develop language & communication skills; encourages children to co-operate; supports numeracy skills; helps children to understand the world around them; develops emotional intelligence; assists physical development; develops creativity; and nurtures friendship.

Cormac (2014) stated that drama has 11 important benefits that are self-confidence; imagination; empathy; cooperation; concentration; communication skill; fun; emotional outlet; physical fitness; memory; and appreciation for art & culture.

## **2.6 The previous studies**

Gungor, Arzu (2008) in his research “Effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes Toward Reading” has three research questions. The first research question is What are the effects of the drama method and the traditional methods on reading comprehension strategies? and the second research question is What are the effects of the drama method and the traditional methods on attitudes toward reading in a Turkish language/art course?. The last research question is What are students’ perceptions of the drama method in a reading comprehension lesson in a Turkish language/art course?

The results of this study shows that drama is more effective than traditional methods in using reading comprehension strategies. Usually the students asking someone to read for them, but by drama they were trying hard to be involved in a text by visualizing the story and by imagining themselves as part of the text.

Based on The Scale for Attitudes Toward Reading, in the drama class strategies increased positive attitudes in the dimensions of “Negative Feelings Concerning Reading”, “Positive Feelings Concerning Reading” and “Effects on Cognitive Development”. Drama had a positive effect. The results of this study shows that if the learner is provided opportunities for dramatic activities, he/she tends to improve his/her attitudes toward learning.

The students have positive perceptions about drama class. First, drama improves their empathy and communication, they have better social skills by drama. The second positive perception about drama is students’ awareness, as they realize what they like about the learning process and what they noticed about their classmates’ abilities. The last positive perception about drama is linked to acquisition of cognitive and emotional skills. Drama helps to improve students’ reading, speaking, and listening abilities, as well as their vocabulary acquisition. The students declare that drama enables them to understand the importance of reading and to increase their reading and learning abilities. According to students’ perception, drama also increases their reading speed.

Yusuf, Hanna Onyi (2015) in his research “Effectiveness of Local Content Drama on the Performance of Students in Reading Comprehension in

Secondary Schools in Kaduna State, Nigeria” has one research question. The research question is What is the effect of local content drama on the performance of students in reading comprehension in secondary schools in Kaduna state, Nigeria?. The result shows that the means score of students taught reading comprehension using local content drama is higher than students taught using conventional method.

The similarities between previous studies and this study are both of previous studies and this study talk about drama and reading; use experimental design; and use pre-test and post-test. The differences between previous studies and this study are the participants of first previous study are the students of elementary school; the participants of second previous study are the students of junior high school; and the participants of this study are the students of senior high school.