

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

In learning English, there are four skills that should be learnt, they are: listening, speaking, reading, and writing. Reading is the most useful and important skill. Through reading, students are able to broaden their knowledge. However, reading alone is not enough because it is inseparable with the other language skills. According to Kalayo and Fauzan, reading is an activity with a purpose.<sup>1</sup> A person may read in order to get information, enhance his or her knowledge and learn the writer's idea or writing style.

Reading is one of the skills that students should master in learning English. In teaching reading skill, the teacher uses a reading strategy or a technique to develop students' ability to read the material, to get information, and to comprehend the text. Reading comprehension results when the readers know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.<sup>2</sup> It means that reading is the process to get information or messages from written text and the goal of reading is comprehension.

Reading is one of the English skills that has been taught at MA Darul Hikmah Pekanbaru. This school uses School Based Curriculum (KTSP) as

---

<sup>1</sup>Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.114

<sup>2</sup>Ibid,p.115

guide in teaching and learning process. Based on the syllabus of the second year at this school, there are two basic competences that should be achieved by the students in learning reading. First, responding the meaning of short functional texts (for example banner, poster, pamphlet, etc) of formal and informal of written text accurately, fluently and understandably of daily life context. Second, responding the meaning and rhetorical stages of written essays in daily life accurately, fluently and understandably in the form of reports, narratives and analytical exposition.<sup>3</sup> The students should be able to give positive response to all the materials that are taught by the teacher especially in reading report, narrative, and analytical exposition text. The students' proficiency in reading report and analytical text were good enough but the students faced some problems in understanding narrative text.

Based on the writer's preliminary study by observing and interviewing the English teacher of the second year students at MA Darul Hikmah Pekanbaru, English is taught twice a week with duration 90 (2x45) minutes for each meeting with the Minimum Standard Curriculum Achievement (KKM) 75 for all skills. It means that the students' score in listening, speaking, reading and writing should achieve 75 to pass the standard score. In this school, the teacher used lecturing method in teaching process which explained the material, gave some examples then asked the students to answer the questions related to the material. Ideally, the teacher expected that the students understand about the material but in reality there were some problems faced by the students

---

<sup>3</sup>Ernawati, Silabus Bahasa Inggris MA Darul Hikmah Pekanbaru. (Pekanbaru:Unpublished Syllabus, 2013)

especially in reading narrative text. Some of the students were not able to identify the detail of the text that they had read, had lack of vocabulary, got difficulties to answer the questions, and got low score in reading skill. It can be seen in the following phenomena:

1. Some of the students were not able to identify main idea on narrative text;
2. Some of the students were not able to identify the generic structures on narrative text;
3. Some of the students were not able to identify the language features on narrative text;
4. Some of the students were not able to determine the specific information on the narrative text;
5. Some of the students were not able to summarize the content on narrative text
6. Some of the students were not able to answer the questions based on the story in narrative text.

From the phenomena above, to improve students' reading comprehension on narrative text needed an appropriate strategy for helping them as solution of their problems. There was a strategy that could help students comprehend the reading text called Dramatic Tableaux. This strategy integrates reading comprehension in a dramatic context. Tableau is an effective strategy to develop students' comprehension because they must imagine the action and event they

read about in the text.<sup>4</sup> Dramatic Tableaux can combine the understanding of both character and plot and can help students synthesize information from their reading.<sup>5</sup>

Therefore, the writer was interested in conducting a research entitled: **The Effect of Using Dramatic Tableaux Strategy toward Reading Comprehension in Narrative Text of Second Year Students at MA Darul Hikmah Pekanbaru.**

## **B. Definition of the Terms**

The writer uses some specific terms in this research. To avoid misunderstanding and misinterpretation, the writer provides the definition of the terms as follows:

### **1. Effect**

Effect is change caused by somebody/something; result.<sup>6</sup> In this research, effect is defined as the result of teaching reading comprehension by using Dramatic Tableaux strategy and without using Dramatic Tableaux strategy of second year students at MA Darul Hikmah Pekanbaru.

---

<sup>4</sup>*Minneapolis Public Schools*. Tableau as a Strategy to increase Reading Comprehension. [http://opd.mpls.k12.mn.us/sites/daf1e7b3.../What\\_is\\_Tableau3.08](http://opd.mpls.k12.mn.us/sites/daf1e7b3.../What_is_Tableau3.08), 2008. Retrieved on February 15<sup>th</sup>, 2013

<sup>5</sup>Anete Vasquez.;et al, *Teaching Language Arts to English Language Learners* (New York : Routledge, 2010), p.82. Retrieved on January 7<sup>th</sup>, 2013 from [www.librarynu.com](http://www.librarynu.com).

<sup>6</sup>Oxford Dictionary, *Learner's Pocket Dictionary: Fourth Edition* (Oxford: Oxford University Press, 2009), p.138.

## 2. Dramatic Tableaux

Dramatic tableaux is a dramatic activity in which students are asked to physically construct a scene from literature through body placement, visual expressions, and possibly the use of props.<sup>7</sup> In this research, Dramatic Tableaux is a way to know the students' reading comprehension in narrative text by using tableau.

## 3. Strategy

Strategy is a specific method of approaching a problem or task, mode of operation for achieving a particular end, planned designs for controlling and manipulating certain information.<sup>8</sup> In this research, the strategy is to know the appropriate steps or techniques in teaching reading to improve students' reading comprehension on narrative text.

## 4. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through instruction and involvement with written language.<sup>9</sup> In this research, reading comprehension means the students' ability in understanding their reading, especially narrative. The writer also would like to explore Dramatic Tableaux strategy to help the second year students at MA

---

<sup>7</sup> Ibid, p.82

<sup>8</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Longman, 2007), p.119.

<sup>9</sup>Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading* (Alexandria: Association for Supervision and Curriculum Development, 2005), p.108. Retrieved on January 25<sup>th</sup> 2013 from [www.librarynu.com](http://www.librarynu.com)

Darul Hikmah Pekanbaru in understanding and getting information from the narrative text.

## 5. Narrative Text

Narrative text is the text that tells a story; generally fiction.<sup>10</sup> In this research, narrative text is such as fables, fairy tales, folk tales, fantasy stories, etc.

### **C. The Problem**

#### **1. Identification of the Problem**

Based on the background of the problem and several symptoms that the writer has found, the writer identified the problems as follows:

- a. Some of the students were not able to find out the detail on narrative text
- b. Some of the students were not able to identify the story structure of the narrative text
- c. The students had lack of vocabulary
- d. The students were not able to use grammar and tenses in reading
- e. The students got low score in reading skill
- f. The teacher used inappropriate strategy in teaching reading comprehension, especially on narrative text.

---

<sup>10</sup>Janette K. Klingner. ; et al, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), p.153. Retrieved on October 20<sup>th</sup>, 2011 from [www.librarynu.com](http://www.librarynu.com).

## **2. Limitation of the Problem**

Based on the identification of the problems above, it is clear that there are some problems in this research. Thus, the writer limits the problems. This research was focused on using Dramatic Tableaux strategy and students' reading comprehension on narrative text.

## **3. Formulation of the Problem**

Based on the identification of the problem above, the writer formulated the problem in the following research questions:

- a. How is the students' reading comprehension on narrative text taught by using Dramatic Tableaux strategy of second year at MA Darul Hikmah Pekanbaru?
- b. How is the students' reading comprehension on narrative text taught without using Dramatic Tableaux strategy of second year at MA Darul Hikmah Pekanbaru?
- c. Is there any significant effect of using Dramatic Tableaux strategy toward students' reading comprehension on narrative text of second year at MA Darul Hikmah Pekanbaru?

## **D. The Objective and Significance of the Research**

### **1. Objective of the Research**

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the students' reading comprehension on narrative text taught by using Dramatic Tableaux strategy of second year at MA Darul Hikmah Pekanbaru.
- b. To find out the students' reading comprehension on narrative text taught without using Dramatic Tableaux strategy of second year at MA Darul Hikmah Pekanbaru.
- c. To find out whether there is a significant effect of using Dramatic Tableaux strategy toward students' reading comprehension on narrative text of the second year at MA Darul Hikmah Pekanbaru.

## **2. The Significance of the Research**

Related to the objectives of the research above, the significances of the research are as follows:

- a. To help students to improve their reading comprehension on narrative text after being taught by using Dramatic Tableaux strategy of the second year students at MA Darul Hikmah Pekanbaru.
- b. To give the positive contribution in teaching and learning process especially for reading subject at MA Darul Hikmah Pekanbaru.
- c. To broaden the writer's knowledge about the use of Dramatic Tableaux strategy toward students' reading comprehension on narrative text.

