

TEACHING READING IN SENIOR HIGH SCHOOL THROUGH DRAMA ACTIVITIES

PAPER

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By

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ABSTRAK

Triyenti, Susi : 2010. “ Teaching Reading in Senior High School through Drama Activities.”

Bahasa Inggris merupakan pelajaran wajib di sekolah. Siswa diharapkan mampu menguasai keempat ketrampilan dalam bahasa Inggris mencakup membaca, menulis, berbicara, dan mendengar. Diantara semua ketrampilan tersebut, membaca merupakan ketrampilan yang sangat penting. Namun kenyataannya minat baca siswa sangatlah kecil. Hal ini disebabkan karena sulitnya siswa memahami teks bahasa Inggris. Menanggapi kenyataan tersebut, makalah ini menawarkan metode drama untuk membantu siswa.

Metode drama ini digunakan untuk menarik minat siswa untuk menyenangi bahasa Inggris. Siswa diminta untuk membaca skenario drama dan menampilkannya di depan kelas. Setelah itu, siswa diminta menjawab pertanyaan yang berhubungan dengan teks.

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CHAPTER I

INTRODUCTION

A. Background of the problem

English has taken an essential role in our life. As an international language, English is used all over the world as a tool of communication. Therefore, English has been developed in every part of the country including in Indonesia in which English as a foreign language. Thus, we can see that nowadays in Indonesian educational curriculum, English has been required as an compulsory subject in school. All of students from kindergarten until university are obliged to learn English.

Like Indonesian language, English also has four major skills, listening, speaking, reading, and writing. Listening and reading are the receptive skills while speaking and writing are the productive skills. These skills are important to be mastered in order to get success in learning English. To conclude, mastering these basic skills means the chance to achieve one of the goals of language learning, that is the ability to communicate both in oral and written form.

One of the important language skills that we must have is reading because it is a tool that is used to gather information and to develop knowledge that we need.

Soedarso in Jamil (2008:9) says that in curriculum 2006, it is stated that teaching and learning process of English is focused on teaching reading which is so essential in our life. However, learning reading in a foreign language is not an easy task, especially for Indonesian students. It may be hard although they have spent much time to improve it. Writer assumes that there are two aspects that

cause the problems in students' reading comprehension. The first aspect is intrinsic, the problems that come from the students themselves. This is the major factor why the students may not be able to reach an optimal reading comprehension. The students at any level may not like to read more reading materials whether in first language or foreign language texts (English). They think that reading is boring. Moreover, if the text is in English, the students suppose that it will be so difficult to understand and to catch the idea. This condition makes students' reading skill is stuck without any improvement. Their reading comprehension may be below an optimal rate.

The second aspect is extrinsic. It comes from the teacher. The teachers seem do not care too much with the reading strategy. The teachers have important role in achieving a good reading comprehension. They are also demanded to be creative and care about the students' condition. Finding the appropriate technique or strategy is one of the ways to solve the reading comprehension problem.

Deutsch (2005) says that teachers seem do not care about the reading comprehension strategy. The teachers only do the traditional method, where the teacher takes the major role explaining everything in front of the class and let the students only listen to him or her. In fact, the teachers only distributed the text and asked the students to read silently. After several minutes, teacher asked them to answer the questions at the end of the text. Of course, reading become boring for the students (Kaudfeldt : 2005).

The teachers and the students could realize that reading is not just a natural process like listening or speaking because reading needs more than just interpretation of the written language to catch the idea of the text appropriately.

For all reasons, the teacher must find a new strategy to improve students' reading comprehension. Gunawan (2007) assure that the basic objective of teaching is to enhance the reader's awareness of the reading strategies and given them chance to choose the strategies which are most appropriate for achieving their own teaching objectives. One of the strategies is by implementing drama in the classroom.

Drama is a very effective weapon in the classroom. Drama is effective for teaching reading. There is a Chinese proverb: " I hear and I forget, I listen and I remember, I do and I understand". This is an essence why drama is a powerful classroom tool. It works through our 'experiential' senses. The students are not an passive recipient but an active meaning maker because in drama, the students demonstrates his understanding by acting out. Students are encouraged to read the script or the text of drama and perform it.

Boal (1994:94) says that the students were trying hard to be involved in a text by visualizing the story and by imaging themselves as a part of the text. Therefore, the students will try to understand and comprehend the text in order to understand the story of drama. By assimilating with the story, students will feel that they are a part of the story. As a consequence, they will be interested and motivated to read the story until the end. According to Uno (2007), students significantly increase performance in this strategy when they are asked to act out the text they have read. Drama is revealed as a superior reading strategy, especially as a result of the interaction opportunities it provides (Booth: 1985). In such activities, students are able to observe each other reading explaining, questioning, criticizing, and thinking which results in their acting or improvising together. By having a dramatic picture of what they have read, they become

actively and intensively involved in the reading process. Since drama is one of the effective methods, we need to understand how it can be used and improved as a method in reading class and how it can help students develop positive attitudes toward reading.

B. Limitation of the problem

The thing that is discussed in this paper is about how teacher can implement drama in the class room in order to teach reading in senior high school.

C. Formulation of the problem

The problem of this paper is formulated into this question. "How can teachers implement drama in the class room in order to teach reading in senior high school.

D. Purpose of the paper

This purpose of the writing is to describe how teacher can implement drama in order to teach reading in senior high school.