CHAPTER I

INTRODUCTION

This chapter presents some the important points as an introduction of this thesis. They are background of the research, statement of the research, objective of the research, limitation of the research, and definition of the key terms.

1.1 Background of the Research

There are many languages until now that have been wide spread at about 6000 of language in the world. Language cannot separate from human life especially in daily activities. Language is used for extend idea, communication:

> These are specialized skills, which develop in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (Merriam in Brown , 2007:6)

Based on the definition of language, language is essentially human, although possibly not limited to humans. Language is used by human to communication of people in particular community showing expression in speech and word. Cruse defines communication is the transfer of information between human beings (2000:5). So from his definition about communication, it means that language is very important in the relationship with other people. The aims of this communication are people can make friend, having business, and so on. As a social creature, human need each other in society to do anything, as human people need to interact with each other

that means the reason why human is called social people. Human have to interact with each other such as have discussion, joking, playing, and socialization process, then language is used as the mean. Language is used by people to communicate with others to socialize. Human not only use language to talk anything to each other, but also to do anything for examples reading newspaper, writing letters, watching television, listening radio, etc. language is used in all aspects of human life.

Every people have competence for mastering the language, almost people have competence of bilingualism or multilingualism study about foreign language. This research discusses about foreign language especially English because English is the most widely used language all around the world, typically, English in Indonesia is taugh as a foreign language. Terminologically 'Foreign language' in education differs from 'second language'. Foreign language is a language which is not used as communicational tools in certain country. Meanwhile, second language is language which is not used as the first language but becomes one of the languages that issued generally, such as in Singapore, this country uses English as the second language. In second language situation, English is the language of the mass media; newspapers, radio and television are largely used in English media.

Cabinet ministry of education in Indonesia changes the national curriculum several times. The Curriculum of 1968 was changed to the curriculum of 1975, curriculum CBSA (Cara Belajar Siswa Aktif) and then the curriculum of 1994, the curriculum of 2004 called KBK (Kurikulum Berbasis Kompetensi) which is drilled at the student skills and competences by using curriculum KTSP now. Teacher as

facilitator and students as subject, the learners should master four skills namely listening, speaking, reading and writing. In this research, the researcher focuses in teaching reading because this skill is difficult and so many functions one of the skills is to gain some information.

In education learning teaching process Brown has a view about teaching, it is process of guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (2007: 8). He also adds about teaching, it is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In this research discusses about teaching language that is focused on reading, why focused in reading because it is the window to the world, according to Brown of Language Learning and Teaching, it is said that,

> As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was adopted as the chief means for teaching foreign languages for gaining a reading proficiency in a foreign language, it were taught as any other skill was taught (2007: 16).

Based on the theory above about teaching reading in foreign language, the teacher s should have some methods in teaching reading. So, that it might make the students feel so bored. Here, the researcher should use new method for gaining the students' motivation especially reading proficiency in mastering a foreign language. In teaching reading, a variety of strategies is required and teachers often struggle to reconcile on basic skills with those who prefer teaching reading.

This research focused on teaching reading because almost students are not interested, the students have bad habits such as lazy, bored, etc. The researcher

applies the socio-drama method in teaching reading, so that the students interest in reading and understand about the text.

Kellerman's view of socio-drama sometimes appears similar to simple role-playing sessions, and some practitioners have looked down on its practice as superficial and impersonal and based too heavily on generalizations (2007: 17).According to expert of socio-drama, Kellermann, has statement about the application of socio-drama based on the covers phenomena from sociology, social and clinical psychology, cultural anthropology, political science, and history (2007:17). He adds the application of socio-drama that reflects upon morals, economics, government, religion, and the law and upon whatever is relevant for the problematic theme of a certain socio-drama group

Here, the practice of socio-drama has something unique to contribute in teaching especially reading. In application of socio-drama, Baile and Walters stated that it focuses on preparing individuals for professional roles and responsibilities (2012). Here, the researcher will describe the socio-drama practice in group. In teaching of socio-drama, the skills and principles needed to master the communication.

In this research, the researcher illustrates how socio-drama will understand is understood deeper in teaching focused on reading, the researcher also taught many skills, and lead the students to practice exercises. That is, the objective of socio-drama is to portray social situations rather than merely describe them. In socio-drama, participants take on the role of another. This allows them to develop an empathic understanding of that person's point of view or feelings.

In the view of Scanlon and Anderson the purpose of promoting the development of reading and writing skills is to play settings are more attractive and engaging to children when they represent authentic literacy contexts in the children's real-world environment (2010: 273). The hope is that the children to understand better about real life and to find more effective methods to manage conflicts between people, societies and the students interest in reading and understand about the text.

As far as the researcher's knowledge, the analysis of "**The Effectiveness of Socio-drama Method Improving Students'Reading Ability**" is still difficult to find. Indeed, this kind of research will offer some contribution of teaching reading in particular. This research therefore is important in term of teaching in formal and non-formal. Research on this variation will be useful because: 1) offer some contribution on teaching reading. 2) This research will also offer new method for further research about teaching reading through socio-drama method.

1.2 Statement of the Problem

From the background of the research above, the researcher formulates the statement of the problem in the form of question as follows:

Does socio-drama method can effectively improve student's reading ability.

1.3 Objective of the Research

The objective of the research is to find out whether Socio-drama method can effectively improve student's reading ability.

1.4 The Proposalof the Hypothesis

According to Patel, reading is most useful and important skill for people in other countries (2008:113). According to Brown, socio-drama is a learning method that creates deep understanding of the social systems that shape us individually and collectively (2006:9). In the other expert, socio-drama is a group learning process focused on education, therapy, social action, and theatre (Stenberg, 2000:2). The researcher concludes the theories above socio-drama is learning method in group which focused on practice of social system that can be usefull in improving student's reading ability.

Based on the theories above,the researcher formulates a hypothesis that socio-drama method can improve student's reading ability.

1.5 Scope and Limitation of the Research

The researcher focuses on analyzing the method of teaching reading and it was limited on seeing whether socio drama method is effective improve student's reading ability. The research was in 2 classes of the eleventh grade of IPA ans IPS at SMA Muhammdiyah 1 Surabaya in years of 2013/2014.

1.6 Definition of the Key Terms.

1.6.1   Reading

Reading is an activity which is suggested by the goals of the readers of the reading passage. Reading is a complex information processing skill in which the reader interacts with text in order to (re)create meaningful discourse (Silberstein, 1994:12).

1.6.2 Socio-drama

Socio-drama is one of method used in education. There are some theories of expert which supported this method. According to Brown, socio-drama is a learning method that creates deep understanding of the social systems that shape us individually and collectively (2006:9). In Stenberg's view, socio-drama is a group learning process focused on education, therapy, social action, and theatre (Stenberg, 2000:2).Based on the theories above socio-drama is learning method in group which focused on practice of social system.

1.6.3 Teaching Reading

According to Patel (2008: 117) the teacher should not insist on speed of reading but on the accuracy pronunciation. On the other hands, in teaching reading process the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them and to right their mistake. Reading is most useful and important skill for people. This skill is more important activity in the classroom or anywhere.

1.6.4 The effectiveness of teaching reading

In teaching reading the child will develop the foundational knowledge and comprehension skills and strategies that will enhance his or her ability to construct the meaning and learn from texts heard or read (Scanlon, 2010:33). The effectiveness of teaching reading is when the students are able to comprehend meaning through word, sentences, and texts they read and finally create a meaningful discourse. Silberstein stated that reading is not only the

ability to read and understand text. It is more than decoding words, phrases, and sentences because comprehension means that readers get the message, get the picture, see the point of and grasp the meaning of the words (1994: 12).