CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some of important points as review of literature which explains reading, teaching and learning, teaching reading, socio-drama, the concept of using socio-drama, and testing reading.

2.1 Reading

Reading is the most important activity in classroom. Reading is not only activity in the class but also to get the information and get more knowledge of the language. Reading is used to gain the understanding of the development of technology, cultures in the world and many more. In education especially in teaching English, reading is one basic activity that used in the learning teaching process.

According to Patel's view, reading is most useful and important skill for people in other countries. In his view this skill is more important than speaking and writing (2008:113) he also adds his opinion, that reading is an active process which consists of recognition and comprehension skill. So, reading an important activity in our life to gain people knowledge in teaching English focused in reading skill. Hopefully, teachers can help students to improve their ability or skill the English text book. In our education, English is taugh as a foreign language not as a second language. In teaching reading, the teachers usually use monotonous method which makes the students not interest and not increase their ability. The fact is that, the students still are not interest in reading, the researcher want to find the solution which

are used at SMA Muhammadiyah 1 Surabaya in teaching reading. In this research, the researcher focused on the application of technique using socio-drama in teaching reading.

2.2 Teaching and Learning

Brown stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction (1941:7). While teaching 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. It is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (1941:8). Based on the definition about the learning and teaching above, the researcher tries to makes a definition about it. In other words, learning teaching process helps the learners in the study of something not only helps the students but in teaching process the teacher helps and gives instruction that causes the students to know or understanding and also increase their knowledge. In Indonesia, English is taught in school yet, it is rather complicated than teaching Indonesian. We know that, English is taught as a foreign language in our country. In teaching of foreign language, reading is very useful when the students can learn foreign language by reading different books, novels, dramas, and many other books.

2.3 Teaching Reading

According to Patel, reading is the most useful and important activity in life which can update their knowledge. This skill is more important than speaking and

writing (2008:113).The necessary of good teaching reading are included in Patel's view that teaching the process of reading may be widely classified into three stages; the first is about introduction or recognition of simple English. The second study is about the structure of English and the last is the process of the highest level in reading that is interpretations stage (2008:115-116). Patel explained the steps as follows, the first step is "the recognition stage". At this step the learner should study about the simple of the phonology items. In instance, Patel recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spellings of the languages. The second step is the "structuring stage". The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. The third step is the "interpretation stage'. This is the highest level in the process of reading. The learner comprehends of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure. Based on the good teaching reading process, the researcher makes conclusion from explaination above about some steps in teaching reading,the teacher should find out the causes of mistakes which students makeand then try to correct it, the teacher pay attention to every student of the class.

2.3.1   Methods in Teaching Reading

In teaching reading process there are four of methods in teaching reading:

2.3.1.1 Intensive reading

According to Patel,the intensive reading is related to further progress in language learning under the teacher's guidance (2008:117). Especially,in intensive reading asbasic activity in classroom the teacher also helps learner to develop their understanding. According to Silberstein's view of reading, activities are suggests by the goals of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in terms of both language use and student abilities (1994: 12). Sometimes sections of intensive reading the teacher should prepare text reading as a material before the students come to class.

2.3.1.2 **Extensive reading**

In Patel's view, extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep their update (2008:119). He adds that in teaching reading the material for extensive reading will be selected, the class may be divided into groups to read interrelated material. So, in learning teaching process the students should prepare the interesting articles in foreign language such as magazines or newspapers the aim of

extensive reading is to enrich informations and also enrich learners' knowledge through extensive reading to be the good reading habit.

2.3.1.3 Aloud reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given in primary level because it is the base of words pronunciation (Patel, 2008:120).In teaching reading aloud the student will read aloud such as poetry, dialogue, and other types of text. What the teacher can do for better in teaching reading. The researcher has some tips of how to teach reading aloud interest quote from Patel (2008:121). The first, the material which is presented by the teacher is related to their experience. The second, the teacher should be very careful in process of reading is happening if any mistake which is made by students the teacher should correct it. The third, the teacher should care to the student. The teacher should pay attention to readers so, that students will understand it very well and pronounce very well.

2.3.1.4 Silent reading

Silent reading is a very important skill in teaching reading. This method in teaching reading should develop their reading ability among students. According to Patel's view, silent reading is done to acquire a lot of information. Teaching reading is very important skill because Silent reading concentrates the attention of subject to gain a lot of information (2008:122).

Every English teacher should prepare about the material so, the student interest in reading process. The researcher quote explain from Patel's book which have some steps how the teacher can make the teaching reading interest. The first, the teacher should tell about the topic first to the learners and then the teacher should motivate the student. Teacher should not read first but the teacher should allow the students to read the text. When reading process is in progres, the teacher should not let the student to murmuring. The subject matter should be interested and selected from the reading material developed for it.

2.4 Socio-drama

Every teacher has method in teaching learning process. The purpose of the method is to make the students improve their skill. In Indonesia, especially, teaching English is as foreign language not second language about how a foreign language is learned. In this chapter, the researcher will discuss of methods which is used to improve student's reading ability through changes and improvements in teaching from usingnew approach or method will support the academics.

Teaching approach or method, the researcher uses socio-drama method. It is a variety of role playing applications in education, business, therapy, social action, and theatre (Stenberg, 2000:38). Acording to Kellermann, socio-drama is an experiential group-as-a-whole procedure for social exploration and intergroup conflict transformation (2007:15). From those two experts, socio-drama is a group of actions that can be applied in life such as in education, bussiness, social, etc. The purpose

from using socio-drama is, to apply the good characterization in life and also the application of socio-drama to build cooperation. Based on the applied the method above in teaching will support the academics, the researcher is sure that the approach or methods are the solution to solve the problems in teaching foreign language to understand the meaning which is focused in teaching reading.

2.5 The Concepts of Using Socio-drama method

2.5.1   Concept of Socio-drama method

The researcher will discuss about the concept of using socio-drama. Stenberg has view about it, how many times have you heard someone say, "I hate history"? Whenever you hear a statement like that, you can be sure that the person learned history as a series of names, dates, and places with no human element or dramatic conflicts made real for him (2000:152). She adds that application of the basic concept of socio-drama, it is alternative to teach history in education. In learning about history, the student will know about it. The students have an opportunity to talk about what they felt and learned of what is happening in our world that is learnt about history.

In Stenberg view socio-drama is particularly well suited for exploring these health issues, especially those that are not easily talked about or openly discussed. The very structure of socio-drama offers a framework in which to examine any group problem (2000:155). From her explainations, sociodrama is not only usefull in history but also in health because there are still many health problems such as the issue of abortion and problem

many more. In application of socio-drama also it is applied in economic, cultural and other social problems.

2.5.2 Purpose of using socio-drama method

According to Stenberg the purpose about the application of socio-drama method, according to Stenberg is about the applications of socio-drama which are unique among simulation methods used in teaching communications kills (2000:25). From Stenberg is view the first, purpose is expressed the deeper emotion incharacter, the second is, practice in a new behaviors to use in life. Based on the purpose of Stenberg above this is the one of ways for teaching interpersonal and communication skills in the dialogue, application of socio-drama for example inmedical case, from the case the teacher can teach communication in the area of patient for the basic communication skills.

2.5.3 Steps of applying socio-drama method

There are directions to use this method which is shown in details the instruction. The principle of the instructions in applying this application there are some instructions how steps in applying the socio- drama method are, according to Baile and Walters (2012:3-4).

2.5.3.1 Preparing

A. Making the scenario

The student will make the scenario based on what the reseacher give to be discussed, the student's scenario is made by the total from the

charaters in short story to member group. The student will make the scenario around 10 to 45 minutes to discuss.

B. Creatingthe character

After making the scenario, the students decide each character for their group; group members play the characters in that scenario. The students may decline but usually do not. When the group agrees to take a role, the students to do or practice in sort of stage.

C. Briefing

This is the last steps in preparing before the implementation. The students will discuss about how to perfom the dialogue in front of the class. This is assisted by another doubling of scenario, the student as the hidden volunteer before perfoming the drama, the function of doubling is as a communication key strategy such as when and how to make an empathic response to feelings, assists in helping the learner move the conversation forward.

2.5.3.2 applicating

A. Practicing

The purpose of the practice session is to reinforce communication skills and their potential in art, and also in practice from the warm-ups and can imagine in real-life scenario that could require the same. They perform based on the scenario which the student has already made in the last meeting. So, the students can perform not only based on the scenario but also the student can makes of improvement.

2.5.3.3 Evaluating

A. Discussing

At the end of the performance, each group member was given the opportunity to give statement to the other members group. The function of this discussion is correcting and criticizing. So, in the next performance, the students can improve their ability.

2.6 Testing Reading

The researcher uses some instruments in this research. In testing reading the researcher have been prepared the socio-drama materials and sheet of testing (see appendix).

2.6.1 Pre-test

According to Dorn, pre-test is the measure before training (2004:183). The researcher prepares teaching material for pre-test before explain the material. The materials for test are some questions from text reading or novel as a practice.

2.6.2 Post-test

According to Dorn, post-test is the measure after training represented the improvement (2004:183). The material for test ispasssage from text reading as questions in pre-test and post-test which often used in measuring the students achievement of the teaching learning process.