

**TEACHING READING COMPREHENSION OF NARRATIVE
TEXT BY USING READER'S THEATRE STRATEGY THE
EIGHTH GRADE OF MTS MUHAMMADIYAH
IN THE ACADEMIC YEAR OF 2022/2023**

A Thesis

(Submitted to as a Partial Fulfillment of Requirements For S1 Degree)

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TEACHING READING COMPREHENSION OF NARRATIVE TEXT BY USING READER'S THEATRE STRATEGY

ABSTRACT

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The objectives of this research were to know and analyze the process of teaching learning reading comprehension by using reader's theatre strategy, the teacher's problem in teaching reading comprehension by using reader's theatre strategy and the students' problem in learning reading comprehension by using reader's theatre strategy. The researcher analyzed the data at the eighth grade which consisted of 23 students in 1 class. The population of research were in 4 classes with 90 students. The sampling technique used in this research was purposive sampling. Based on the data analysis, it was found that the process of teaching learning reading comprehension by using reader's theatre strategy was effective because of some factors. It is as a result of the teacher's or students' auditory perception of the story making the sentence or words unintelligible. Although the students were enthusiastic about utilizing audio stories to learn, the learning outcomes were not very good. Although the Reader's Theatre Strategy was effective in raising students' willingness to study reading comprehension, it was unable to achieve reading comprehension's primary goals. The teacher had problems such as to make the students pay attention to the story given, to make the students understand the specific information in the text and to make the students able to perform well to retell the story. Meanwhile, the students' problem were about hearing the unclear story both from the sound and the teacher's voice that was affected to their comprehension.

Keywords: Reader's Theatre Strategy, Teaching-Learning Reading Comprehension, Qualitative Study.

Since reading comprehension goes deeper than simple reading, the teacher should put more effort into the teaching and learning process. Recognizing vocabulary, sentence meaning, the

main idea, etc. must be part of the action. These exercises have an impact on the kids' capacity to learn to read. In general, there are several issues that arise in reading classes, such as the students' inability to understand or recognize the book's substance, their frequent inability to sum up the text in the form of a brief explanation, and other issues of a similar nature.



DECLARATION

I hereby declare this thesis entitled “Teaching Reading Comprehension Of Narrative Text By Using Reader’s Theatre Strategy The Eighth Grade Of In The Academic Year Of 2022/2023”. Declare that this thesis is truly my own work. I am fully responsible for the contents of this thesis, and the opinions or findings of other researchers contained in this thesis are quoted or cited in accordance with ethical standards.

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MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

To Allah belongeth the mystery of the heavens and the earth. And the decision of the Hour (of Judgment) is as the twinkling of an eye or even quicker: for Allah hath power over all things..

(QS. An-Nahl Ayat: 78)



DEDICATION

This thesis is dedicated to:

1. The biggest inspiration in my life, my beloved parents, Mr. Susilo Hadi and Mrs. Sri Rahayu, who never stop praying and supporting me from time to time.
2. My younger siblings, Muhammad Zain Asrofi, and Azizah Ainurrokhimah, who have prayed for, supported my success and encouraged me to finish this thesis.
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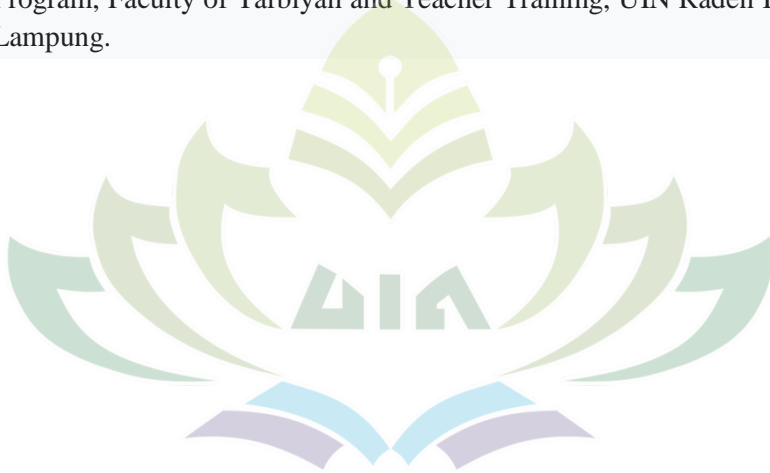
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Ayu Azzahra was born on May, 16th 1997 in Astra Ksetra, Indolampung.

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In the name of Allah, the most gracious, the most beneficent. Praise be to Allah , the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis was submitted as one of the requirements to fulfill the requirements for obtaining a bachelor's degree in the English Education study program at the Tarbiyah and Teaching Faculty of Raden Intan Lampung State Islamic University (UIN Raden Intan Lampung).

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Finally, it is fully realized that there are still deficiencies in this thesis. Therefore, criticism, comments, corrections and suggestions from readers are expected to improve the quality of this thesis.

Bandar Lampung, December 2022
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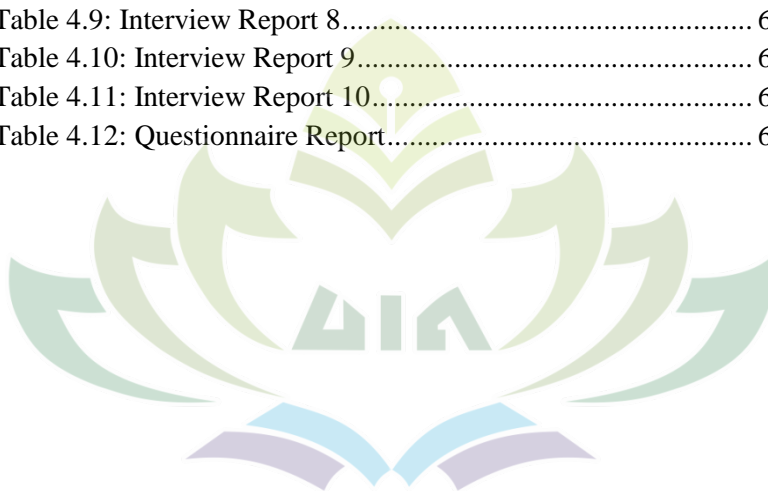
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CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation was the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

1. Reader's Theatre Strategy is a way to activate readers' prior knowledge and encourage them to use it in making predictions about the material to be read. As the students read aloud with right rhythm and expression, then they comprehend the content of the text that they read.
2. Reading comprehension is reading for comprehension. It is the activity of reading that more than just reads the text but for knowing the context, recognizing vocabulary, identifying main ideas, etc. Comprehension includes in reading skill that the activity is for attaching meaning.
3. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. It has purpose to amuse or entertain the readers with a story. For example, the story of legend; Malin Kundang, Roro Jonggrang, etc, fable; Rabbit and Turtle, fairy; Cinderella, Snow White, etc.

Based on the descriptions above, this research was to know the process of teaching learning reading comprehension by using reader's theatre strategy, especially in teaching reading narrative text.

B. Background of Problem

In learning English, there are four skills that should be mastered by the student's. Those are listening, speaking, writing and reading. Reading comprehension is the important skill which must be learned and mastered by everyone. It enables student's to open up wide world and comprehend any kind of texts. It is a must for student's to master reading, because without mastering reading the student's will get difficulties in comprehend any written texts.

Reading comprehension is the process of understanding something. In case of education, it is for understanding the text or passage. This skill should be mastered by the students in order to make them easier in comprehension something matter or some information. Reading Comprehension is a process in which readers make meaning by interacting with text. Comprehension is a very complex process which involves cognitive activities like summarizing, predicting, evaluating, synthesizing, etc.¹ Nowadays most of all things are in written form, therefore someone needs an ability of reading to get the information.

Reading comprehension is deeper than just reading, so that the teacher should give more effort to the process of teaching and learning. There must be an activity of recognizing vocabularies and sentences meaning, the main idea, etc. These activities affect to the students' ability in learning reading. Generally, there are some problems that happens in the reading classroom such as; the student's have difficulties to know or identify the content of text, they often hard to conclude the text in form of short explanation, and more similar problems.

Reading is a skill that could add someone's knowledge, because the more someone is reading, the more he/she could add the information or update the new information around worldwide. Comprehension involves thinking" and "as there are various levels

¹ Joderic C. Navarrete, 'Reading Comprehension: Theories and Strategies Toward an Effective Reading Instruction', *Journal of Education and Practice* [Www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) DOI: 10.7176/JEP, 10.13 (2019).

in the hierarchy of thinking, so are their various levels of comprehension.² Reading considers as one of the basic ways of acquiring information in academic setting in particular. It can be assumed that the person who is not able to read well, they will face some difficulties in delivering ideas or arguing towards something, especially in what regards to the educational terms.

Comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. In teaching reading, most of teachers emphasize on explanation and definition of text, then they ask student's to do exercise by answering questions based on the text given. There is a lack of guidance to comprehend text, while the idea of reading comprehension is getting the idea of the reading text.³ Therefore, the crucial thing of teaching reading is leading the students to engage their mind in the text. Then, by comprehending the text well the student's can get new information. In other words, they learn new knowledge that is studying.

The process of learning reading could be separated from the collaboration between teacher and student's. Both of them need to collaborate well each other in order to make the material clear and would not leave the confuseness. Teaching reading is not only about how to teach the student's to read a text or passage but also teach them how to recognize all vocabularies and sentences meaning in a reading text. The context of reading must be understood by the student's, because different context could deliver different meaning of sentences. The students would not comprehend the text well if they could not comprehend the context.

Based on preliminary research by interviewing the English teacher. It was found that the student's have some difficulties in English subject, especially in reading comprehension. The data of

² A Zentall, S.S., & Lee, J, 'Reading Motivation Intervention with Differential Outcomes or Students at Risk for Reading Disabilities, ADHD, and Typical Comparisons: "Clever Is and Clever Does"', *Learning Disability Quarterly*, 35.4 (2013), 248–59 (pp. 248–259).

³ Zentall, S.S., & Lee, J, p. 250.

student's reading comprehension score can be seen on the table as follows:

Table 1.1
The Students' Reading Result at The Eighth Grade of Mts Muhammadiyah

No	Class	Students		Percentage
		Total Students	Passed KKM	
1	VIII A	22	17	77.27%
2	VIII B	20	12	60%
3	VIII C	25	19	76%
4	VIII D	23	12	52.17%
Total		90 Students	60 Students	-

Based on the table above, it can be seen that there were 4 classes at the eighth grade of Mts Muhammadiyah which consisted of 90 students. There Minimum Mastery Criteria is 70. There were 17 students at the VIII A who passed the criteria with the percentage 77.27%. There were 12 students from the total 20 at VIII B who passed the criteria with the percentage 60%. There were 19 students from the total 25 at VIII C who passed the criteria with the percentage 76% and there were 12 students from the total 23 at the VIII D who passed the criteria with the percentage 52.17%.

These results were got from the data of school and supported by the interview with English Teacher in Mts Muhammadiyah. The teacher said that the process of teaching and learning reading comprehension was quite hard to be understood by the students, especially in case of comprehension the main idea, supporting idea, reference, inference and vocabulary (unfamiliar word). The students were able to answer the questions below the text but they seemed did not really understand the content of the text, because they cannot answer when the teacher asks them about the detail information from the text.

Currently, the English teacher teaches the students by some variations of strategy such as guided reading, direct reading, PQRSST strategy, reader's theatre strategy, etc. From these strategies, the researcher is interested to know the process of teaching learning reading comprehension by using reader's theatre strategy because this strategy has its own character and different from others. It allows the students to comprehend the text by gesture just like play a theatre.

The readers should be able to manage every part of the text, because it is easy to comprehend the ideas conveyed on the text when the readers are able to analyze the organization of the text. In line to the reading skill of education field, the ability to comprehend the text is called reading comprehension. Reading could be just for pleasure and for getting comprehension or information. In case of reading comprehension, the students should learn how to get all of information involved in a reading text.

There are many strategies that can be used for teaching learning reading comprehension, one of them is by using Reader's Theatre strategy. Reader's Theatre (RT) is a strategy of reading for performance that links all aspects of literacy in a purposeful and entertaining way for reader's at all stages. RT is a type of 'shared' reading, which 'exposes student's to the power of books and gives them insight and agency around their own reading processes'.⁴ Based on statements above, the researcher concludes that Readers Theatre Strategy is a way to activate reader's prior knowledge and encourage them to use it in making predictions about the material to be read. As they read aloud with right rhythm and expression, the reader comprehends the content of the text that they read. In this research, the research would like to see the process of teaching learning by using Reader's Theatre strategy that will be done by the teacher.

⁴ and Yaris K Burkins, Miller J, *Who's Doing the Work?: How to Say Less so Readers Can Do More* (portland,me:Stenhouse: burkins miler j and yaris k, 2016), p. 1.

The use of Readers Theatre strategy was effective and there were many researchers who conducted the research by using this strategy. For example, the research from Khing entitled “Using Reader’s Theatre Strategy in Learning English Poetry: How Effective it Could be?”.⁵ The results of the analysis showed that 1) Reader’s Theatre strategy was able to enhance students’ comprehension level and 2) students showed positive perception that the learning activities with the implementation of Reader’s Theatre strategy brought three benefits; first, the activity was interesting and enjoyable, secondly, the activity made it easy to comprehend English literatures and thirdly, the activity made students work collaboratively in groups.

Another previous research was conducted by Yusnilita entitled “Using Reader’s Theater for Building Student’s Motivation in Learning Literature”.⁶ Quantitative data from the result of questionnaire showed that Readers’ Theater increased students’ interest and motivation in learning literature. It showed students’ interest and motivation in learning literature increased after implementing Readers’ Theater. Creative learning in Readers’ Theater like bringing out the character in live, read aloud, and expressing the story gave the student’s experience in learning and made them more interesting and motivating in learning literature. In sum, learning literature can have beneficial effects upon the whole language learning process, as long as the reader is well motivated, and as long as the experience of engaging with literature is kept sufficiently interesting. The choice of a literary work holds an important role in facilitating the reader establishes with the text.

⁵ E.I Khing, ‘Using Reader’s Theatre Strategy in Learning English Poetry: How Effective It Could be?’, (Islamic College University of Perlis (KUIPs)’, *Journal of English Education and Teaching (JEET)*, 4.3 (2020), 310–22 (pp. 310–322).

⁶ N Yusnilita, *Using Readers’ Theater for Building Students’ Motivation in Learning Literature*, (Advances in Social Science, Education and Humanities Research, Volume 443, International Conference on Science and Education and Technology ISET (International Conference on Science and Education and Technology ISET: Atlantis Press, 2019), p. 559.

Based on the previous studies about the use of Reader's Theatre strategy, it can be concluded that Reader's Theatre strategy was good to be used for teaching learning. The novelty of this research was about teaching learning reading comprehension in narrative text and it aims to see the process of teaching that doing by the teacher. It was different with the previous studies that the first study for teaching poetry while the second study for increasing the student's motivation and interest in learning.

The research interested to know about the process of teaching learning reading comprehension by using Reader's Theatre strategy at Mts Muhammadiyah, especially in reading narrative text. Therefore, this research entitled "Teaching Reading Comprehension of Narrative Text by Using Readers Theatre Strategy at the Eighth Grade of Mts Muhammadiyah in Academic Year 2022/2023".

C. Identification of Problem

Based on the background above, this research identified the general problems in teaching learning reading comprehension as follows:

1. The students seldom to practice their reading skill.
2. The students have lack of motivation in learning reading.
3. The students need many times to comprehend a text.

D. Limitation of Problem

This research focused on this research at knowing the process of teaching learning reading comprehension in narrative text which conducted by the teacher by using Readers Theatre Strategy, also the problem in the classroom both for teacher and students.

E. Research Question

Based on the identification and the limitation of the problems, the formulation of the problem as follows:

1. How is the process of teaching learning reading comprehension by using Readers Theatre Strategy at the Eighth Grade of Mts Muhammadiyah in Academic Year 2022/2023?
2. What is the teacher's problem in teaching by using Reader's Theatre Strategy at the Eighth Grade of Mts Muhammadiyah in Academic Year 2022/2023?
3. What is the students' problem in learning by using Reader's Theatre Strategy at the Eighth Grade of Mts Muhammadiyah in Academic Year 2022/2023?

F. Objectives of Research

The objectives of the research were as follows:

1. To know the process of teaching learning reading comprehension in narrative text which conducted by the teacher by using Readers Theatre Strategy at the Eighth Grade of Mts Muhammadiyah in Academic Year 2022/2023.
2. To know the teacher's problem in teaching by using Reader's Theatre Strategy at the Eighth Grade of Mts Muhammadiyah in Academic Year 2022/2023.
3. To know the students' problem in learning by using Reader's Theatre Strategy at the Eighth Grade of Mts Muhammadiyah in Academic Year 2022/2023

G. Significances of Research

The significances of the research as follows:

1. Practically
 - a. This research can be used to motivate the students in learning reading, especially in learning narrative text.
 - b. This research can be used to encourage the students weaknesses in case of begin their comprehension of a reading text.
 - c. This research can be used to give information to English teacher that the students would be more enthusiast if the teaching and learning process could done by using an interesting strategy.
 - d. This research can be used to teach the students how to activate their prior knowledge to make them easier to comprehend the text.
2. Theoretically
 - a. This research can be used as reference that could be used by the other researchers who want to conduct a research by using Readers Theatre Strategy.
 - b. The theories of Readers Theatre Strategy could be used as additional knowledge for the people who wants to know one of good strategy for teaching reading comprehension.

H. Relevant Study

The first study was conducted by Nindi “*The Effect of Using Readers Theatre Strategy Toward Students’ Reading Comprehension (A Study at Tenth Grade Students of SMA N 12 Padang)*”.⁷ This study aims to see the effect of the Readers Theater strategy in teaching English, especially reading. This type of

⁷ Shakna Memorita Nindi, ‘The Effect of Using Readers Theatre Strategy Toward Students’ Reading Comprehension (A Study at Tenth Grade Students of SMA N 12 Padang)’, *Sarjana Thesis, STKIP PGRI Sumatera Barat*, 2014.

research is a pre-experimental research design. The population of this study were students of class X SMA N 12 Padang which consisted of five classes, namely X1, X2, X3, X4, and X5. In selecting the sample, the researcher used a computerized calculation method to obtain class X3 as a tryout class, X4 as a control class and class X5 as an experimental class. In the experimental class, the researcher gave treatment with the Readers Theater strategy and in the control class with the Think Pair Share strategy. The treatment given to the experimental and control classes was eight meetings for each class. The material taught is in accordance with the second semester class X syllabus, namely narrative and descriptive text. To see the feasibility of the questions, the researcher conducted a trial test in class X3, so that the questions could be used for the posttest. After conducting the experiment, the researcher held a posttest to find out the results of the effect of the strategy that had been tried. Based on the results of the research, it shows that there is a positive effect of the Readers Theater strategy in improving the reading comprehension of the tenth graders of SMA N 12 Padang.

The second study was conducted by Young entitled “Improving reading comprehension with readers theater”.⁸ This study used 18-week quasi-experimental study. A repeated-measures analysis of variance was conducted for all three measures. The results revealed statistically significant time effects on all three measures of the Reading Test, including decoding, word knowledge, and reading comprehension. Only the reading comprehension measure was qualified by an interaction effect, and the results favored the readers theater treatment group. Implications for instruction and future research are discussed.

The third study was conducted by Khing entitled “Using Reader’s Theatre Strategy in Learning English Poetry: How

⁸ Young C, *Improving Reading Comprehension with Readers Theater* (The Journal of Educational Research Sam Houston State University: Routledge Taylor and Francis Group, 2019), p. 1.

Effective it Could be?”.⁹ The purpose of this study was to investigate whether using Reader’s Theatre strategy could improve students’ comprehension level or not and explore students’ perception about the implementation of Reader’s Theatre in learning English poetry. A total of eight participants from the same program in Kolej University Islam Perlis (KUIPs), Perlis were involved in the research. This study used Embedded Mixed Method in which pre-experimental research was conducted in the quantitative stage of data collection, where the quantitative data were gained from students’ pre-test and posttest. Meanwhile the qualitative data were gained from the interview conducted at the end of experimental study. The data collected from the results of students’ pretest and posttest were analyzed by using paired sample T-Test, while thematic analysis was used to analyse the responses from interviews. The results of the analysis showed that 1) Reader’s Theatre strategy was able to enhance students’ comprehension level and 2) students showed positive perception that the learning activities with the implementation of Reader’s Theatre strategy brought three benefits; first, the activity was interesting and enjoyable, secondly, the activity made it easy to comprehend English literatures and thirdly, the activity made students work collaboratively in groups.

Last previous research was conducted by Yusnilita entitled “Using Readers’ Theater for Building Students’ Motivation in Learning Literature”.¹⁰ This study aimed to investigate that Readers’ Theater able to increased students’ interest and motivation in learning literature. Readers’ Theater gave the students chance to read a text creatively. They could use their voice to express what the story about. This strategy may build their confidence in reading. The study was conducted twenty two students and two teachers who teaching reading in University of Baturaja. Quantitative data from the result of questionnaire showed

⁹ Khing, E.I, ‘Using Reader’s Theatre Strategy in Learning English Poetry: How Effective It Could Be?, (Islamic College University of Perlis (KUIPs)’, *Journal of English Education and Teaching (JEET)*, 4.3 (2020), 310–22 (pp. 310–322).

¹⁰ Yusnilita, p. 559.

that Readers' Theater increased students interest and motivation in learning literature. It could be seen from the mean score (4.50) of questionnaire in item 7 and 8 showed students' interest and motivation in learning literature increased after implementing Readers' Theater. Creative learning in Readers' Theater like bringing out the character in live, read aloud, and expressing the story gave the students experience in learning and made them more interesting and motivating in learning literature. In sum, learning literature can have beneficial effects upon the whole language learning process, as long as the reader is wellmotivated, and as long as the experience of engaging with literature is kept sufficiently interesting. The choice of a literary work holds an important role in facilitating the reader establishes with the text.

I. Research Method

1. Research Design

In this research, the writer used qualitative method in collecting and analyzing the data. Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon. It is design to describe students' response during the process of students' activity, and the result of students' improvement before and after the activity. Besides, it was arranged as words, pictures, quoted data and not as numerals. Quantitative data from different sources, such as quantitative test data along with qualitative interview data, to find out if findings from the two sources converge.¹¹ Qualitative research is the research that produce descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of research is an individual understanding and its

¹¹ J. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 2015, p. 132.

background completely.¹² Then, this research is a descriptive qualitative one. Because, the objectives of this study are observing and finding the information as many as possible of the phenomenon. Also, it is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion. Then, in this method, the data used a random sampling which is explored by description.

This research used qualitative and focuses on the qualitative description. Then, writer focused on the process of teaching learning reading comprehension by using Readers Theatre Strategy. It is in which the description of observation is not ordinarily expressed in quantitative term. In other hand, it is not suggested that numerical measures are never used. But, that other means of description are emphasized.

2. Research Subject

The subject of this research was the students at the eighth grade of Mts Muhammadiyah which consisted of 23 students in 1 class.

3. Research Data

The type of this research was descriptive qualitative research. Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.¹³ It means that there are some analyses that uses in the type of document analysis but in this research the researcher evaluated the process of teaching learning reading comprehension in narrative text by using Readers Theatre Strategy. The use of

¹² Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, p. 133.

¹³ Hossein Nassaji, 'Qualitative and Descriptive Research: Data Type versus Data Analysis', *University of Victoria, Canada: SAGE Publisher, Language Teaching Research*, 19.2 (2015), 129–32 (pp. 129–132.).

Readers Theatre Strategy seems good to be used, but this research needs to know whether or not it works well at the process of teaching learning reading comprehension at the eighth grade of Mts Muhammadiyah.

4. Data Collecting Technique

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection is one of the most important stages in conducting research. Data collection is a very demanding job which needs thorough planning, hard work, patience, perseverance and more to be able to complete the task successfully. Data collection starts with determining what kind of data required followed by the selection of a sample from a certain population.¹⁴ In this research, the writer collected the data using the following steps:

1. Observation

Observation is collecting data process, which in this research the writer will observe the situation of teaching learning process in the class.¹⁵ In other hand, it is the activity will be used to know the students' activities also responses during the teaching and learning process. Observation is one of collecting data in the research, which in this activity the writer observed the process of the teaching speaking through Readers Theatre Strategy in the classroom.

2. Interview

The writer gets the data function as observer to get the data, the writer is asking the teacher about the information of activity in the teaching process including problem in teaching speaking, where questions ask by the interviewer to obtain information

¹⁴ M Kabir, *Methods of Data Collection* (Curtin University: Research Gate, 2015), p. 202.

¹⁵ Kabir, p. 202.

from interview. Interviews are good research techniques when we want to know about what people think or feel about something.¹⁶ It means that the researcher interviewed the teacher and students in order to get to know about the process of teaching learning reading by using Readers Theatre Strategy and the students' difficulties in learning reading.

3. Document

Documentation is a technique used to prove the truth of the data obtained from the resource person through the interview or observation process. By providing evidence in the form of photos from observations and interview recordings during the study. Documentation Contents, namely all forms of sources of information related to documents, whether official or not official documents based on any type of source, be it written or illustrated.¹⁷ The research documentation of this research was in form of picture that prove the teacher is truly teach the students by using Reader's Theatre Strategy and the researcher observes it.

5. Research Instrument

The major characteristics of qualitative research which distinguish this research from other research are the method and instrument which uses to collect and analyze the data. The researcher is very important in qualitative research. The main instrument of the research is the researcher himself. It means that the main instrument of this research was the researcher, who will collect and evaluate the data based on the researcher's interpretation.¹⁸ Then, the researcher described and related it with theory applied to support the analysis. Therefore, the result of the

¹⁶ Kabir, p. 203.

¹⁷ Ima Gunawan, *Metode Penelitian Kualitatif*, (Jakarta: PT Bumi Aksara, 2013), p. 175.

¹⁸ dkk Msc. Roxana De Trigueros Med, 'Qualitative and Quantitative Research Instruments', in *English Language Department*, 2017.

research was determined by the researcher's point of view in describing the analysis of the research.

Due to the aim of this research that was to know the process of teaching learning reading comprehension by using Readers Theatre Strategy, then there was an observation sheet in order to know the students' activity during the process of teaching by using Readers Theatre Strategy (on appendix).

6. Data Analysis

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.¹⁹ It means that in analyzing the data in the type of qualitative research, there are some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher followed some steps of data analysis which stated by Miles and Huberman as follows:

1) Data reduction

Data reduction is about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2) Data display

Data display is about an organized, compressed assembly of information that permits conclusion drawing and action.

3) Conclusion drawing

Conclusion drawing is the final activity of research that the researcher needs to conclude the research finding related to the research question.

¹⁹ and Saldana J Miles B Matthew, Huberman A Michael, *Qualitative Data Analysis* (London, Sage Publications, 2014), p. 144.

7. Trustworthiness of the Research

To make the research findings of this research valid, the researcher must do trustworthiness by using a triangulation data. Triangulation is the criteria based on the process of observing something from different view of points in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. Triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it. It means that triangulation aims to assess the result of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

1) Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.

2) Transferability

The researcher facilitates the transferability judgment by a potential user through quick thick description.

3) Dependability

Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

4) Confirmability

Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.

5) Audit Trails

An audit trail provides readers with evidence of the decisions and choices made by the researcher regarding theoretical and methodological issues throughout the study, which requires a

clear rationale for such decisions. Keeping records of the raw data, field notes, transcripts, and a reflexive journal can help researchers systemize, relate, and cross reference data, as well as ease the reporting of the research process are all means of creating a clear audit trail.

6) Reflexivity

It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.²⁰

Based on the explanation above, this research used confirmability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.²¹ In this research also validate the research findings in order to make it valid. The person who validated the research findings of this research was the Lecturer of English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

J. Systematic of Discussion

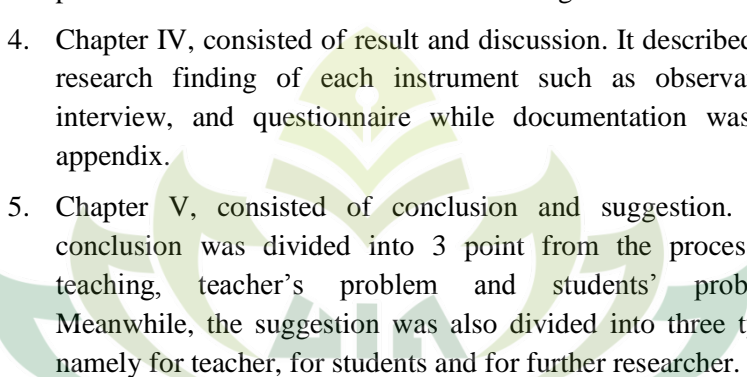
To provide a systematic and easy-to-understand description, this proposal was structured with a systematic discussion as follows:

1. Chapter I, consisted of introduction such as: title affirmation, the background of problem, identification of problem, etc. The introduction of chapter I contains, title affirmation, background of the problem, identification and limitation of the problem,

²⁰ and Nancy J. Moules Lorelli S. Nowell, Jill M. Norris, Deborah E. White, 'Thematic Analysis: Striving to Meet the Trustworthiness Criteria, International Journal of Qualitative Methods', *Of Qualitative Methods*, 16.1 (2017), 13.

²¹ Lorelli S. Nowell, Jill M. Norris, Deborah E. White.

formulation of the problem, objective or purpose of the study, previous research, research method and systematics of the discussion.

2. Chapter II, consisted of the theories such as: the theory of reading comprehension, teaching learning reading, readers theatre strategy, narrative text, etc. This chapter is an overview of all theory related to the title of research.
 3. Chapter III, consisted of object overview, data collecting technique and the instrument of research. This chapter describes the general description of the object and the presentation of facts and data needed during research.
 4. Chapter IV, consisted of result and discussion. It described the research finding of each instrument such as observation, interview, and questionnaire while documentation was on appendix.
 5. Chapter V, consisted of conclusion and suggestion. The conclusion was divided into 3 point from the process of teaching, teacher's problem and students' problem. Meanwhile, the suggestion was also divided into three types namely for teacher, for students and for further researcher.
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CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presented some theories related to the title of research such as concept of reading, reading comprehension, teaching and learning reading, component of teaching reading, principle of teaching reading, Readers Theatre Strategy, procedure of teaching reading by using Readers Theatre Strategy, and benefits of using Readers Theatre Strategy.

A. Concept of Reading

Reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.²² Reading is a mental activity that requires a great deal of thought on the part of the reader, including pronunciation and understanding in order to understand concepts or information that has been added to by the text. It is clear that reading requires more than just looking at words presented as graphic symbols; it also requires understanding the meaning of words and lines of text as we read them. This indicates that reading is a technique that is used to comprehend text material and get information.

Reading involves interaction between the reader and the text, which leads to comprehension. The reader employs knowledge, skills, and techniques to decode the meaning encoded in the text's letters, words, phrases, and paragraphs. The reader must accept how the author has organized the material, but can go back and forth in the text to better understand it.²³ Interpretive communication always involves comprehension of a text.

²² Rizki & Nurdiana Amelia, *Interpretive Reading* (Pekanbaru: Publishing and Consulting Company, 2017), pp. 1–2.

²³ and Tenena M Leams, Kristin., Leah D Miller, *Teaching Reading to English Language Learner* (New York: The Gulid Press, 2020), p. 118.

Comprehension is usually described as literal or inferential. Your instructional objectives for comprehension in the target language should include both literal and inferential comprehension, just as they do in the students' first language.

Reading is characterized by understanding; although understanding is labeled in different ways (e.g., comprehension, meaning making), success with this language process requires that one fully comprehends the message expressed, interprets between and beyond the lines of text, and constructs personal meaning with the text (e.g., elaborating and extending).²⁴ It is clear that reading can be defined as the process of seeing something in written text, reading, then trying to understand or comprehend the text.

To read words accurately and fluently, students need strategies to read words they have never seen before in print as well as words they have previously encountered. To understand the meaning of texts, students must have sufficient language comprehension skills.²⁵ In other words, reading as an active process among some interactions from the text, to a reader and social context that matter to be known. It means that reading is the transaction between readers to the text. The readers must be able to transfer meaning or information from what they have read. The interactions include implies the reader's background knowledge, and cultural framework, so that the text could be interpreted well by the reader.

Reading involves the interaction between the skills and cognitive processes of the reader and the linguistic characteristics of a text. The reader needs to integrate text information with prior knowledge to form a mental representation of the meaning of the text.²⁶ Reading is someone's skill to create meaning from printed

²⁴ M Shea, 'Reading with Understanding: A Global Expectation', *Canisius College, Journal of Inquiry & Action in Education*, 9.1 (2017), 1 (p. 1).

²⁵ J Baker, S.K., Fien, F., Nelson, N. J., Petscher, Y., Sayko, S., & Turtura, *Learning to Read: 'The Simple View of Reading'*, 2017, p. 1.

²⁶ Tanya Serry & Lorraine Hammond Reid Smith, Pamela Snow, *The Role of Background Knowledge in Reading Comprehension: A Critical Review, Reading Psychology* (Routledge: Taylor and Francis Group, 2021), p. 3.

text. The meaning might be different for every reader who read the text, but there is no problem as long as the meaning is appropriate with the context. When the learners read the text or passage in form of story, newspaper, etc, they automatically develop their reading skill. It means that reading ability is created automatically since the readers read the text, because there must be comprehension and there must be a context in a text even it aims for not so matter information.

Based on the theories of reading above, it will conclude that reading is a process of trying to understand a written text. The process of comprehend the text such as decoding the information by knowing the context then interpret it in reader's own mind. The context that interpreted must be suitable to the text situation, so that there will be no miscomprehension. Reading is important, so that everyone needs to learn how to read well, because nowadays so many information that put on the social media, it requires reading ability in order to get and update the information.

B. Concept of Reading Comprehension

Reading comprehension is a metacognitive skill that refers to readers' ability to reflect on their understanding of a written text.²⁷ Reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but it more than just reading because we can get information and wide insight from the text. It is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and the views of readers related to the text. It is clear that reading comprehension is not defines as reading a text but the activity could be more such as make meaning, combining the previous with the current knowledge that related to the text.

²⁷ Yeomans-Maldonado, *Language and Reading Research Consortium, Development of Comprehension Monitoring in Beginner Readers. Reading and Writing*, (New York: McGraw Hill, 2017), p. 30.

Furthermore, Sadiku states that, reading comprehension is a fun-way to hunt the knowledge. Through the activity of reading, the readers will learn and know a lot of information. People can hunt the knowledge and get the information by reading comprehension.²⁸ It means that reading comprehension is one of fun-way in learning that can add someone's knowledge. It is also helping the readers to get a lot of information spread in the worldwide. People must have a reading skill because it indirectly can enrich their knowledge of words meaning.

Readers must be able to monitor and use fix-up strategies when comprehension breaks down. The intent of comprehension strategy instruction is to teach students to actively monitor their comprehension and employ an appropriate strategy to make sense of the text.²⁹ In other words, comprehension is a specific activity that is special kind of thinking process. The reader comprehends the text by activating the ability of constructing meaning internally from interacting with the material that is read. It means that reading comprehension provides specific activity that involves thinking process. The reader needs to think creatively and appropriately in creating meaning and delivering it to the oral language.

Based on the theories of reading comprehension, it can be concluded that reading comprehension is the essence of reading and the active process of constructing meaning from text. Comprehension depends on many aspects of the reader, such as prior knowledge and working memory, also on language process, such as basic reading, decoding, vocabulary, sensitivity to text structure, inferencing and motivation.

²⁸ L.M Sadiku, *The Importance of Reading Skill*, (Albania: European Journal of Language and Literature Studies, 2015), p. 30.

²⁹ D Oakhill, J., Hartt, J., & Samols, 'Levels of Comprehension Monitoring and Working Memory in Good and Poor Comprehenders. Reading and Writing', 2015, 18 (p. 30).

C. Purpose of Reading

How someone reads depends on what they are reading for. You are not required to carefully read every book on your reading list word for word from beginning to end. Depending on the "goal" of your reading, you can use skimming, scanning, and careful, purposeful reading techniques when reading academic books. There are a variety of reasons you might be reading a specific text.:

1. Pleasure and Enjoyment

This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you. However, this will rarely be the purpose behind the reading you need to do for your subjects at university.

2. Practical Application

Here the purpose is to gain information that you can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets, and recipe books are all texts that you would consult with the purpose of gaining specific information.

3. To get an overview

The point here is to get a general feel for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind your reading when you:

- a. Are given an extensive reading list for an assignment
 - b. Are doing initial library research for an essay, tutorial, research report or similar assignments
 - c. Need to decide which texts are most relevant or useful for your assignment
- #### 4. To locate specific information
- Sometimes you know what you are looking for but do not know exactly where to find it. For example, you might be looking for:

- a. A specific quotation
 - b. Evidence to support a particular argument
 - c. Details about a specific person or event
 - d. A map
 - e. A diagram
 - f. A statistic or table of statistics
 - g. To find this sort of information might mean that you have to consult several books or sources. In these circumstances you will be reading with the aim of zeroing in on the information you are looking for.
5. To identify the central idea of theme Looking for the main ideas rather than individual words and so-called facts. Once you identify a main idea, look for the deeper meanings:
 - a. What evidence is being presented to support it?
 - b. What evidence might there be against it?
 - c. What connections might there be between the main points and what you already know?
 - d. How does what the speaker is saying match up with what you have read in the relevant literature?
 6. To develop a detailed and critical understanding. From the theories above, we know that what we are going to get after reading. The readers have their aim when they read something.³⁰

It is clear from the aforementioned reading purposes that although there are many academic reading purposes, only two are present in the current classroom. The first is leisure. Contrary to popular belief, academic reading and leisure reading do not exist in separate realms in the modern classroom. The only way for a

³⁰ K McWhorter, 'Guide to College Reading', *Toronto: Little Brown and Company*, 2018, 71 (p. 71).

student to develop his fundamental reading abilities, particularly fluency and comprehension, is through leisure reading, especially in upper elementary and middle school. What is referred to as recreational in nature also serves an academic function if the reading options are managed by a list. Making connections between what someone already know and what you need to know is typically the major goal of your reading. The chances of absorbing the content will significantly enhance if students are aware of why you are reading.

D. Kinds of Reading

There are two kinds of reading³¹:

1. Extensive reading. Extensive reading is a language education method in which students are instructed to study lengthy texts or vast amounts of data to gain a broad knowledge. Books were read after books by the readers. It concentrates on the text's meaning rather than the language itself. Reading widely is done for both enjoyment and information. The word "supplementary reading" is thus also used to describe in-depth reading. A type of reading teaching is extensive. These are how its definition and goal are stated: Reading extensively entails reading a lot of material and doing so with the goal of understanding it all. It aims to foster a love of reading, promote healthy reading habits, and increase vocabulary and structural understanding. Nevertheless, there are many different approaches to implement. The top ten principles offer a useful framework for conceptualizing extended reading in a teaching/learning process when it comes to educational contexts:
 - a. The reading material is easy.
 - b. A variety of reading material on a wide range of topics must be available

³¹ S. J Savignon, 'Communicative Competence', *Theory and Classroom Practice, Reading, MA: Addison-Wesley*, 2019, 65 (p. 65).

- c. Learners choose what they want to read.
 - d. Learners read as much as possible.
 - e. The purpose of reading is usually related to pleasure, information and general understanding.
 - f. Reading is its own reward.
 - g. Reading speed is usually faster rather than slower.
 - h. Reading is individual and silent.
 - i. Teachers orient and guide their students.
 - j. The teacher is a role model of a reader.
2. Reading a text line by line and consulting a dictionary frequently on the grammar of the text itself is referred to as intensive reading. It has to do with making more advancements in language acquisition under the direction of the teacher. It serves as a foundation for elucidating structural issues and expanding vocabulary and idiomatic use expertise. It will offer information for enhancing language, speaking, and writing control. Short stories and novel excerpts chosen for this particular group of students' interests and language proficiency standards will be studied by the students. Intensive reading typically occurs at a slower rate and calls for a deeper level of comprehension in order to develop and hone word study techniques, broaden passive vocabulary, strengthen sentence structure skills, increase active vocabulary, differentiate between the thesis and facts, identify supporting and non-supportive details, and offer sociocultural insights.

E. Teaching and Learning Reading Comprehension

Teaching is a process of someone conveys the knowledge or any particular things to be learnt. In teaching people can be done everywhere, in school, university, home or even e-learning. The main purpose of teaching is the students can understand and use

the material or knowledge as well. Teaching and learning reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text
- b. Setting goals for reading, and ensuring that they are aligned with the text
- c. Using strategies and skills to construct meaning during and after reading
- d. Adapting strategies that match the reader's text and goals
- e. Recognizing the author's purpose
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions.³²

From the explanation above, known that reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.

Teacher should be able to create a good situation in teaching learning process in order to attract students in knowledge transfer process to reach the goal of learning. There are many ways to reach the goal that is suitable with condition itself, it can make the students active in teaching and learning process. Castles *et al* state that Teacher should be able to create good situation by giving motivation to the students.³³ It means that motivation of reading is important to be given to the students, because the more students want to learn reading, the more information they could get.

Fox explains that the effectiveness of teaching learning reading depends on teacher. The teacher needs to understand the complexity of reading process, so that the students can be

³² W Friedman, *The Developmental Psychology of Time* (New York: Academic Press, 2018), p. 7.

³³ K Castles, A., Rastle, K., Nation, *Ending the Reading Wars: Reading Acquisition from Novice to Expert*, Sage Publishing (London, 2018), p. 26.

confident and independent.³⁴ It means that the responsibility of teaching learning reading depends on teacher. He/she must be able to create good situation and deliver material in an interesting way so that the students can be interested to follow the reading material.

Teaching and learning reading need to be balanced. There must be a strategy to make this thing work out well. A strategy for teaching reading helps learners avoid boredom and not be overwhelmed to receive new information and new task.³⁵ It means that in teaching and learning reading, a teacher must balance the class situation in order to make learners not to be confuse to receive the material.

Based on the above explanations, the researcher concludes that the ones who is responsible to the process of teaching and learning reading is teacher. The students need to follow teacher's instructions that have been prepared before teaching learning. The material of teaching must be prepared well, so that it could be delivered clearly and understandable. The teacher is the one who must be able to handle the classroom because if the classroom situation is good, the students could enjoy in learning and they would be easy to receive the material given.

F. Components of Teaching Reading Comprehension

Konza states that there are five components of teaching reading which could make the students to become independent in reading. Those components can be described as follows:

a. Phonemic Awareness

This refers to the students' ability to focus on the sounds of spoken language and comprehend its meaning. It is important for teacher to understand the correlation between oral

³⁴ B Fox, 'The Reading Process', *New Jersey: Prentice Hall*, 2014, 2 (p. 2).

³⁵ 'National Youth Literacy Demonstration Project, Strategies for Teaching Reading', *Vancouver, BC: Decoda Literacy Solutions*, 2015, 1 (p. 1).

language and subsequent reading development, so that the teacher could make the students to be independent readers.

b. Phonics

An understanding of the relationship between sound and the letters at the basic of reading an alphabetic language, this makes readers become independent in reading. Phonic elements need to be taught by teacher at the beginning of teaching learning reading.

c. Fluency

Fluency could improve the accuracy of reading comprehension, because fluent reading appears confident and effortless. It has big impact to the reading process. If the readers are fluent enough in reading, they could make sense to the meaning of the text.

d. Vocabulary

The relationship between vocabulary and reading comprehension cannot be separated, because without knowing vocabulary the readers must face difficulties in reading. If the readers know the meaning of word, they are far more likely to be able to read it and make sense of it in a sentence. In other words, if they are familiar to the meaning of word, they could contributes good comprehension.

e. Comprehension

Comprehension is the goal or purpose of reading. It can be gained by relating the prior knowledge, assimilate new information, asking-answering questions, and understanding major content of reading. The readers must be able to comprehend the text they have read of they want to get information.³⁶

Based on the components of teaching reading above, it can be concluded that there are five components that should be known by

³⁶ D Konza, 'Teaching Reading', *Australian Journal of Teacher Education: Edith Cowan University*, 2014, 154 (p. 154).

the teacher and students. The main role of teacher is to be able to teach comprehension. The comprehension can be taught by some ways before the students read the text, such as knowing the sound of words, recognizing vocabulary, etc so that the students could be fluent in reading.

G. Principles of Teaching Reading Comprehension

Principles of teaching reading must be designed by the teacher, so that the teaching learning process could be more valuable and effective, below some principles of teaching reading:

1. Knowing the basics of reading psychology and development
2. Understanding language structure for both word recognition and language comprehension
3. Applying best practices in all components of reading instruction
4. Using validated, reliable, efficient assessments to inform classroom teaching³⁷

Based on this explanation, the researcher concludes that there are four principles of teaching reading which should be prepared and known by the teacher. The teacher should be able to create the discourse sense of reading and build reading habits so that the students could be easier to comprehend the text. The teacher is also need to present or introduce some culture that might be exists in a reading text, by recognizing the culture the students could be able to comprehend the text contextually.

H. Problems of Teaching Learning Reading

There are some problems that may arise in the process of teaching and learning reading. According to Willingham the problems in teaching learning reading are as follows:

³⁷ C.L Moats, *Teaching Reading Is Rocket Science: What Expert Teacher Should Know and Be Able to Do* (USA: A Union of Professional, 2020), p. 16.

- 1) Having less practice in reading the text.
- 2) Some of the components of reading cannot achieve by the students in the process of learning.
- 3) Unclear and unspecific explanation about reading can cause the unsuccessful in learning reading.
- 4) The classroom situation is not interesting.³⁸

Based on the problems of teaching and learning reading, this research will assume that it is important for the teacher and students to have a good collaboration in the process of teaching learning, so that if the teacher's explanation is less than expected the students could ask to clarify it and ask for more explanation. Also, when the students are not really interested to follow the lesson, the teacher must have a good strategy to make them interested.

Furthermore, it will conclude that in teaching and learning reading, appropriate and possible technique or strategy should be applied based on the purpose of reading in order to get the comprehension. They use reading techniques or strategy to make their reading efficient and effective. The student with a reading problem shows difficulties in reading skills which are unexpected according to age, cognitive ability, quality of instruction, etc. it may be described by difficulties in single word reading, sounding out words/letters, reading sight words, comprehension, etc. It means that the reading problem that often face by the students is recognizing the words and the quality of teacher's instruction in the classroom.

I. Readers Theatre (RT) Strategy

Reader's Theater is an ideal strategy for capitalizing on this desire to perform and simultaneously improve students' reading outcomes. Moreover, the easy-to-implement nature of Reader's

³⁸ A Willingham, D, *Mental Model of the Learner: Teaching and the Basic Science of Educational Psychology to Future Teacher's: A Mental Model of the Learner* (Virginia: University of Virginia, 2017), p. 89.

Theater make it an easily accessible activity for any classroom. In Reader's Theater students read and perform a script.³⁹ However, Reader's Theater entails no memorization of lines, costumes, acting, props or scenery. The performing students simply stand in front of their audience with scripts in hand and read. Because of its minimalist nature, Reader's Theater requires readers to read with expression and fluency in order to convey meaning to an audience.

Reader's theater (RT), is considered both, a strategy of oral, guided, and repetitive reading; and a method of teaching reading. It is an oral presentation of drama, prose, and poetry by two or more readers who first read and become familiar with the text presented in a libretto that includes several characters.⁴⁰ RT needs to be dramatic and well prepared to convey a message to an audience. Reader's Theater is an instructional strategy that requires students to orally perform reading from scripts. Reader's Theater (RT) allows students to re-read the text several times for the purposes of rehearsing.

Basically, it requires students to read a play script out loud. It works in a similar way to a staged play, except that it does not require props, costumes, or stage productions. Actors in Reader's Theater (RT) do not memorize the lines. They simply use scripts and vocal expression to tell and understand a story.⁴¹ It means that to perform for their audience in a comprehensive and entertaining way, students need to practice reading their parts in the script several times to make sure that they read fluently enough to be understood by the audience, and they should be able to read with appropriate expressions to visualize the imagined props, settings and actions, and to make their performance entertaining with the emotions and feelings of the characters.

³⁹ T Young, C., & Rasinski, *Tiered Fluency Instruction: Supporting Diverse Learners in Grades 2-5* (North Mankato, MN: Maupin House Publishing, 2016), p. 1.

⁴⁰ B Haughey, 'The Effects of Readers Theater on Fluency and Student Engagement', 2015, 3 (p. 3).

⁴¹ Haughey, p. 4.

Readers' theatre provides learners with explicit multiple activities during reading instruction when learners adapt scripts and present them without necessarily memorizing the lines in the scripts. Since the main reason for reading is to comprehend information; the role of a teacher is to enable learners to extract information from the class text by employing strategies appropriate to the learners' needs and level to help them comprehend information.⁴² It means that reader's theater is a voice-only performance, where it is the reader's job to make the characters come to life. Not only are students reading the text with expression, they essentially understand the meaning of the text when they understand where to pause and emphasize certain pieces of the text. There can be a deeper motivation when reading scripts because students have to essentially become a character, which creates a need for students to comprehend the text.

Reader's Theater is great because the role of the teacher is minimal – assign the script, allow for rehearsal, and listen to students perform. However, we think there is much more teachers need to do in order to make Reader's Theater a regular and productive part of the reading curriculum. In this article we explore, from our own experiences, the 'characters' that teachers play to make Reader's Theater work in their classrooms.⁴³ Readers Theatre almost always involves repeated readings of the text before performance, enabling readers to read the text with accuracy and expression. It means that Readers Theatre could motivate the students in learning and make them more interest to get to know the meaning of the text. It automatically improves their reading comprehension.

Successful implementation of readers' theatre during class instruction depends on a sensible selection of reading materials as

⁴² G Bensaad, S., & Ouahmiche, 'An Examination of Reading Strategies Awareness among Algerian ESP Students at the National Higher School for Hydraulics', *Journal of Language and Linguistic Studies*, 16.4 (2020), 10 (p. 10).

⁴³ T Young, C., Stokes, F., & Rasinski, 'Readers Theater plus Comprehension and Word Study.', *Reading Teacher*, 3.7 (2017), 351–55 (pp. 351–355.).

well as effective planning by the teacher.⁴⁴ Reader's Theater could be able to improve and develop student's comprehension skill and trigger their creative thinking and imagery. By implementing Reader's Theater in English literature lesson, it helped encourage the students to participate actively and at the same time, it will help teachers to create a learner centered classroom setting. Reader's theatre could assist the teachers to increase the participation of students in the classroom.

The reason why Readers Theatre has been successfully implemented in classrooms is that it often takes place within a limited but clearly defined time span, so that students gain the satisfaction of having actually completed a manageable project and can see the rewards of their efforts.⁴⁵ It is clear that Readers Theatre can be used for teaching learning and it make the students satisfy with their effort in learning.

Based on the explanations above, this research will conclude that Readers Theatre is a strategy for comprehension where the students read just like an actor reads the script. The readers need to read it silently and comprehend it on their own way before they deliver the story to the other people. Readers Theatre is good to be used because this is the new way to make the students easier to catch the meaning of the passage. It is appropriate for teaching learning reading comprehension.

J. Procedure of Teaching by Using Readers Theatre Strategy

The procedure of teaching learning by using Readers Theatre (RT) is conducted by the following steps:

1. Text selection: the instructor chooses a script at the student's instructional level. Several scripts made specifically for RT are widely available. Alternatively, the

⁴⁴ A Kulo, S.A., Odundo, P., & Kibui, 'Effect of Adapting Scripts on Learner Achievement in Reading Skills in Secondary Schools in Kisumu County', *Kenya. International Journal of Science and Research*, 8.4 (2019), 1794–1800 (pp. 1794–1800).

⁴⁵ Kulo, S.A., Odundo, P., & Kibui, p. 14.

instructor can adapt his/her own scripts from books and other literature.

2. Modeling: the instructor reads aloud the script for students to demonstrate what fluent reading should be like. If an audio version of the script is available, the instructor can play it.
3. Discussion: discuss the plot, characters, settings, etc. with students. Vocabulary and sentence structures can be discussed as well to ensure comprehension.
4. Assign roles: divide students into groups and assign roles to them. When students are familiar with RT, the instructor may let them choose their roles.
5. Practice: students practice the role with their peers, and sometimes practice by themselves. Upon practicing the script, it will take both silent and oral reading for students.
6. Feedback and comment: after students practice reading the script aloud, the instructor gives feedback and comments for improvement.
7. Perform: students stand in front of the class and perform the script.⁴⁶

K. Benefits of Using Readers Theatre Strategy

There are some benefits of using Readers Theatre Strategy as follows:

- 1) Reader's Theater gives opportunities for the student to gain confidence and learn to be a part of the team.
- 2) It makes the students build active collaboration among the team because it was a shared participatory event where the performers and audience are attached into the story.
- 3) It creates a happy atmosphere in the classroom setting.

⁴⁶ P Lekwilai, 'Reader's Theater: An Alternative Tool to Develop Reading Fluency', *MFL University: PASAA*, 2014, 96–97 (pp. 96–97).

- 4) Students felt encouraged and motivated to express their imagination. It will be enjoyable moment for both performers and the audience.⁴⁷

L. Data Collecting Technique

In this research, some techniques were used to collect the data. Those techniques were as follows:

- a. Test Two kinds of test used to get students' reading comprehension score.
 1. Pre-test was given to know early students' reading comprehension score before the research. It was presented in multiple-choice written form, it meant that the students should answer the questions given and then the researcher checked the students' answer.⁴⁸
 2. Post-test was given to know students' final score. It was conducted at the end of each cycle. The system and degree of difficulty of post-test were the same as pre-test, because both of them were used to measure the students' reading comprehension score.
- b. Observation

The researcher used observation to collect the data of students' activity in teaching learning process and the implementation of jigsaw technique. The researcher will use observation sheet to assess students' learning activity in reading class. Observation is important to assess physical and social skill, work habit, attitudes, interest, and self management.⁸ The observation sheet was filled out by collaborator and researcher during the

⁴⁷ Khing, E.I, p. 19.

⁴⁸ Syofnidah Ifrianti, 'Incesasting Students' Reading Compherension by Using Jigsaw Technique', *English Education: Jurnal Tadris Bahasa Inggris*, 5.1 (2013), 150–52 (p. 149) <<http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>>.

process of teaching and learning. The researcher took a note on students' activities and the process of the teaching and learning in the classroom reflected in the pre-activity, while activity and post activity.⁴⁹



⁴⁹ Syofnidah Ifrianti, p. 150.



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