THE USE OF READER'S THEATER IN TEACHING READING

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Abtract: One of the ways to get new information is by reading. By reading, students are expected to get knowledge and be familiar with what is stated in the content of the text. Nevertheless, students are still have some problems in comprehending the reading text which makes their reading achievement were low. To overcome the students' problems in reading, the teacher could implement the reader's theater strategy. Therefore, this study was to investigate the effectiveness of the reader's theater on students' reading comprehension achievement. To conduct the research pretest posttest nonrandomized control group design, involving two groups was applied. The samples of this research were the students of the eleventh-grade students of SMA Negeri 2 Tanjung Raja. Based on the calculation using independent sample t-test, it was indicated that the reader's theater could improve students' reading comprehension achievement. The use reader's theater was likely to be more effective in improving students' reading achievement   particularly in terms of vocabulary and comprehending the text. In addition, readers' theater strategy can help the teacher in teaching reading narrative text because by using readers' theater, students focused on the content of the text.

Keywords: reading, narrative text, reader's theater strategy

INTRODUCTION

Reading is one of the English skills that should be mastered by the students. The students can obtain new information and share it to the others by reading the written information stated in the text. According to Khoshsima and Rezaeiantiyar (2014, p.111), among all the language skills, reading is the most important one which has always been regarded essential to educational success.   In other words, the students' skill in reading is very necessary   because by having the reading skill, the students will be able to

improve their knowledge and explore the world.

Moreover, Sulistyo (2011) argues that reading is seen as a channel of language processing, a form of communication between writers and readers which is mediated through a written text. In other words, the writer does the communication and delivers messages in the form of written in which the reader tries to understand the meaning by reading the text.

In fact, some students still have difficulties in learning reading. Harmer (2007, p.208) explains that students sometimes have a low expectation in reading comprehension because they think that understanding the passage is difficult, have a problem in recognising the word in the text, and are lazy to check the meaning of the word in the dictionary.

Furthermore, reading is a multifaceted process involving word

recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print (Leipzig, 2009). Ling (2012, p.147) also states:

> "For many teachers, the teaching of English means the teaching of English pronunciation, vocabulary and grammar (words-phrases-sentences pattern), analyzing and translating the difficult sententeces; they forget about the cultural aspect of English and the larger units of language. Many teachers isolate the language skills into listening, speaking, reading and writing, and teach them in isolation. These are some of problem in traditional teaching of English, especialy in teaching reading."

In conclusion, there are some problems faced by the students in reading skill, therefore, teacher should not teach reading in isolation in order to make students enjoy and love reading skill.

One of the text that should be required by the students in the senior high school is narrative text. According to Spencer and Slocum (2010, p.178), narration, or storytelling, is an important aspect of language. Coffman and Reed (2010, p.5) state that

narratives has been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending. Its social function is to tell stories or past events and entertain the readers. The writer reacts to the story he or she tells, and implies the reaction.

However, students still have some problems while studying narrative text. Butcher (2006, p.204) explains that students may have difficulties processing information and may have the inability to expand their minds and their learning. In this text, the students have to comprehend the main idea and other information of narrative text. The students should find the main ideas or contents of text. Klingner (2007, p. 77) also adds that students may not be good at certain tasks of narrative text such as selecting important information, making inferences, and identifying story themes. In other words, students have difficulties to decide the topic, the specific and general information, and the conclusion of the text.

To overcome the students' problem in reading narrative text, the teacher could use reader's theather strategy. According to Tindall (2012, p.38), in reader's theater, the voice becomes the main medium of expression supported by facial expression, simple gestures, and sometimes visuals. By using reader's theater, it can make students enjoy in learning reading because all of the students take a part in reading activity. Besides, it will be able to improve the reading skills of students as one of the emphasis on the reader's theater which is an expression or "expressive reading". Consequently, students must know how to use tone, volume, stress, and rate of speech in different context in order to express a character in the text

story or dialogue. Then students highlight punctuation marks such as exclamation points and question marks, and italics while focusing on the context so that they could determine appropriate expression when reading passages aloud (McPhail, 2008). In other words, reader's theater asks the students to perfom a mini theater in front of the class talking about narrative text by reading the text using a good intonation depending the situational context.

Moreover, reader's theater is appropriate with narrative texts because in reader's theater text used as a script. Tindall (2012, p.38) explains that reader's theater is a straightforward and easily implemented instructional method because of the absence of script memorization, acting, props, and costumes is a straightforward and easily implemented. In reader's theater, students must analayze the text in order to understand the character's

expression, plot, and setting, its mean that reading comprehension. When performing in front of the class, students will try to express the characters using their own expression and it will be fun. Further, he also adds that there are three distinct stages in reader's theater, namely preparation, rehearsal, and performance (Tindall, 2012, p.38-39). The three distinct stages are explained below.

1) Preparation: the students are asked to type the script, assign the roles, and have the copies of the script so that they highlight their parts in the script.

2) Rehearsal: the students are asked to analyze the story (C-SPAR: Characters, Setting, Problem to be solved/goal to be accomplished, Action to solve the problem, Resolution or conclusion), to scann the script, to read the script with voice intonation, facial expressions,

and simple gestures, and to imitate it.

3) Performing; the students are asked to perform mini theater.

4) Evaluation; the teacher focuses on understanding of text, voice intonation, facial expression and gesture.

METHODOLOGY

This research was categorized as experimental study with quasi experimental method using pretest posttest nonrandomized control group design. The subjects of this research were the students of the eleventh-grade students of SMA Negeri 2 Tanjung Raja. The two groups were taken non randomly using purposive sampling method. Out of three classes of XI science, two classes; XI IPA 1 and XI IPA 2 at SMA Negeri 2 Tanjung Raja were selected as the samples because of having the same average English score and he same total number of the

students. The two classes were randomly taken as the experimental and control groups by flipping a cube. As a result, class XI IPA 1 as the experimental group was taught reading by using reader's theater and class XI IPA2 as the control group was taught reading using conventional technique. After receiving different treatments, both groups were given a reading posttest to measure the significant effect of reader's theater on students' reading achievement.

The research instruments used were written test. The test in this research was conducted after the treatments given to obtain the primary data to see the significant difference between the experimental and control groups. The written test was in the form of multiple choice (30 desirable questions) which had been tried out to non sample students and administered for 90 minutes. Each correct item for

the multiple choice test was scored one point.

RESULTS AND DISCUSSION

The posttest score of both groups were analyzed by using t-test to see if there was a significant difference between the two groups. It was revealed that the mean posttest score of the experimental group was 56.21, while the mean posttest score of the control group was 49.82. The result of independent sample test showed that there was a significant difference between the experimental and the control group. It can be seen from the level of significance which was lower than 0.05.

Thus, the result of the findings answer the research question that reader's theater had a positively significant effect on students' reading achievement. This research finding

supported by Tindall's (2012) that reader's theater is a straightforward and easily implemented instructional method because of the absence of script memorization, acting, props, and costumes is a straightforward and easily implemented. This result was also suitable with the McPhails' research in 2008 who stated that the student's abilities in reading chomprehension could be improve by using readers' theater strategy. It could be concluded that reader's theater strategy gave a significant effect on the students' reading comprehension achievement.

CONCLUSION

The result of this study indicated that there was significant effect on the students' reading comprehension achievement after using reader theater strategy. In conclusion, the use reader's theater was likely to be more effective on improving students'

reading achievement particularly in terms of vocabulary and comprehending the text. In addition, readers' theater strategy can help the teacher in teaching reading narrative text because by using readers' theater, students focused on understanding the meaning of the narrative text as a whole and were more active in reading taught act in their mini theater.

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