

**THE EFFECT OF USING READER'S THEATER (RT)
STRATEGY TOWARD READING ABILITY OF
THE SECOND YEAR STUDENTS OF
MTS ITTIHADUL MUSLIMIN
SIAK REGENCY**



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Reader’s Theater (RT) Strategy toward Reading Ability of the Second Year Students of MTs Ittihadul Muslimin Siak Regency*” is written by Oreb Santoso. NIM. 10814003376. It is accepted and approved to be examined in the final examination by the examination committee of undergraduate degree at Faculty of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for getting undergraduate degree (S.Pd.) in English Education.

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ABSTRACT

OREB SANTOSO (2012): The Effect of Using Reader's Theater (RT) Strategy toward Reading Ability of the Second Year Students of MTs Ittihadul Muslimin Siak Regency.

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text books at school. This problem was caused by some factors. For example, some students could not understand about the content of reading text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at Islamic Junior High School Ittihadul Muslimin Siak. The subject of the research was the second year students of Islamic Junior High School Ittihadul Muslimin Siak, and the object of this research was the effect of using Reader's theater Strategy. The design of this research was quasi-experimental research with nonequivalent control group design.

The population of this research was all of the second year students. The total number of population was 40 students. Because the number of population was not large, the researcher used total sampling by taking two classes only as sample; class VIII A, consisted of 20 students as an experimental group, and class VIII B which consisted of 20 students as a control group, so the numbers of sample from two classes were 40 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

Finally, based on the analysis of T-test formula, H_0 was rejected and H_a was accepted. It means that there was a significant difference of using reader's theater strategy on reading ability at the second year students of Islamic Junior High School Ittihadul Muslimin Siak.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
AKCNOWLEDGMENT	iii
ABSTRACT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xiii

CHAPTER I: INTRODUCTION

A. Background of the problem.....	1
B. B. The Definition of the Terms	5
C. The Problem.....	6
1. Identification of the Problem	6
2. The Limitation of the Problem.....	6
3. The Formulation of the Problem.....	7
D. The Objectives and the Significance of the Research.....	7
1. The Objective of the Research	7
2. The Significance of the Research	8

CHAPTER II: REVIEWING OF RELATED LITERATURE

A. Theoretical Framework	9
1. The Nature of Reading	9
2. Reading Ability	12
3. The Factors Influencing Reading Ability	14
4. Teaching Reading	16
5. The Nature of Reader's Theater Strategy	23
6. Reader's Theater Strategy in Teaching Reading.....	27
7. The Effect of Using Reader's Theater Strategy toward Reading Ability.....	31
B. Relevance of the Research	33
C. Operational Concept	34
D. Assumption and Hypotheses.....	35

CHAPTER III: THE RESEARCH METHOD

A. The Research Design	37
B. The Location and the Time of the Research	38
C. The Subject and Object of the Research	38
D. The Population and Sample of the Research	38
E. The Techniques of Collecting Data	39
F. The Validity and Reliability of the Test.....	40
G. The Technique of Data Analysis.....	45

CHAPTER IV: THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Description of Research Procedure..... 47

B. The Data Presentation 48

 1. The implementation of Reader’s Theater Strategy 49

 2. The Data Presentation of Using Reader’s Theater..... 49

C. The Data Analysis..... 56

 1. The Analysis Improvement of Reading Ability of Experimental Class..... 56

 2. The Analysis Improvement of Reading Ability of Control Class 58

 3. The Data Analysis of the Improvement of Students’ Reading Ability by Using Independent Sample T-test..... 60

CHAPTER V: THE CONCLUSION AND THE SUGGESTION

A. Conclusion 63

B. Suggestion..... 63

BIBLIOGRAPHY xiv

APPENDICES

LIST OF TABLES

Table III.1 The Research Design	38
Table III.2 The Total Population of the Second Year Students of MTs Ittihadul Muslimin Siak	39
Table III.3 Reliability Statistics	42
Table III.4 Case Processing Summary	43
Table III.5 Scale Statistics	43
Table III.6 Reliability Statistics	44
Table IV.1 The Score of the Students' Reading Ability Taught by Reader's Theater Strategy	50
Table IV.2 The Frequency Score of Pre-test of Experimental of Class.....	51
Table IV.3 The Frequency Score of Post-test of Experimental Class.....	52
Table IV.4 The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class (Group Statistics)	52
Table IV.5 The Score of Students' Reading Ability Taught By Conventional Strategy	53
Table IV.6 The Frequency Score of Pre-test Control Class	54
Table IV.7 The Frequency Score of Post-test Control Class	55
Table IV.8 The Mean and Standard Deviation of Pre-test and Post-test of Control Class (Group Statistics)	55
Table IV. 9 The students' Reading Score at Pre-test to Post-test at Experimental Class.....	56
Table IV.10 The Classification of Students' Score of Experimental Class.....	57
Table IV.11 The Students' Reading Score at Pre-test to Post-test at Control Class.....	58
Table IV.12 The Classification of Students' Score of Control class	59
Table IV.13 The Data Analysis of the Improvement of Students' Reading	

Ability by Using Independent Sample t-test.....	60
Table IV.14 Independent Samples T-test.....	61

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of receptive language skills that should be learned by the students. There are many things that can be obtained by reading. Almost every aspect of everyday life of students is carried out by reading. Kalayo Hasibuan pointed out that reading is to gain information, knowledge and can critique a writer's idea and styles.¹ They will not leave behind from the information of the science and technology development. It is a good way to make them become talkative in the classroom.

The most important one of reading text in reading ability and comprehension are to get the main information provide in comprehension as the process of simultaneously extracting and involvement with written language.² Sometimes, some students do not know when they do not know. They continue to read even though they do not understand. Indeed, the whole challenge and whole point of reading are to come to know these structures that employ them, because only by being familiar with many written texts a reader can pick up a new text and read it with real comprehension, not to mention appreciation.³

In order to accomplish students' need toward reading, School Based Curriculum (KTSP) provides reading as one of the skills in mastery English that

¹ Kalayo Hasibuan. *Teaching English as a Foreign Language*. Pekanbaru: UNRI Press, 2007. p. 114

² Catherine Snow. *Reading for Understanding*. Santa Monica: RAND Education, 2002. p. 33

³ Jean Wallace Gillet. *Understanding Reading Problems Assessment and Instruction*. New York: Harpen Collins College Publishers, 1926-1989. p. 4

must be taught and learned in Junior High School. Based on KTSP, the purposes of teaching English are as follows:⁴

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture.

MTs Ittihadul Muslimin is one of the schools that also use School Based Curriculum (KTSP) as their guidance in teaching learning processes. According to the syllabus 2011/2012 at the second grade for the second semester, the basic competence of reading English is the students are able to read aloud and comprehend the meaning of the functional texts or short essay such as of narrative, descriptive, and recount text accurately and fluently.⁵ It can be concluded that mastering reading ability is very important and crucial for students in order to enable them getting in learning process. The passing score of English (KKM) at MTs Ittihadul Muslimin Siak Regency is 65.

Based on writer's preliminary observation and interview on 30st March 2011 in MTs Ittihadul Muslimin, English subject has been taught since the first year of teaching period. In learning process, the students are taught the types of genre available in students textbook. Then, the teacher introduces on genre and

⁴ Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. Jakarta: Unpublished, 2006. p. 307

⁵ Iin Hidayat. *Syllabus of MTs Ittihadul Muslimin 2011-2012*. Pangkalan Pisang: Unpublished, 2011. p. 14 – 17

explains the kinds, purpose, and characteristics of the text. After he explained it, the teacher asked students to answer the question based on the text and submit their task. In the end of the class, the teacher will give feedback for students' reading. Besides, the activity that students do in order to improve their reading ability is; students are required to find out the various texts and comprehend the meaning of the text.

Based on the description above, ideally the students at the second year of MTs Ittihadul Muslimin should be able to understand the text well, but in reality is shown that the students are not able to comprehend reading text and the students also could not understand what the reading text was talking about. Most of students in reading ability are still low; it can be seen from the following phenomena:

1. Some of the students are not able to read the text correctly.
2. Some of the students are not able to identify the important information from the text.
3. Some of the students are not able to define the content of the text that they have read.
4. Some of the students are not able to make a conclusion of the text.
5. Some of the students are difficult to find the key word in the text.
6. Some of the students have limited vocabularies.

In order to improve students' reading ability, there is a strategy that can help the students in their reading called Reader's Theater strategy. Reader's Theater is a powerful strategy for engaging students in reading for meaning as

they focus on interpreting the text through its dramatization.⁶ This strategy is not only involved one or several students but also all of the students in the classroom. In reader's Theater, the students read the text and after that they should know the content of the text that they have read. Cara Bafile said that Reader's Theater offers an entertaining and engaging means of improving fluency and enhancing comprehension.⁷ Automatically, it will help students to improve their reading ability. Cara Bafile also said the goal is to enhance students' reading skills and confidence by having them practice reading with a purpose.⁸ Related to this statement, S. Bergeron stated reader's Theater naturally reinforces the strategies of analyzing and summarizing in reading ability.⁹

Based on the explanation above, the writer is very interested in carrying out a research entitled: **“The Effect of Using Reader's Theater (RT) Strategy toward Reading Ability of the Second Year Students of MTs Ittihadul Muslimin Siak Regency”**

⁶ Patricia. A. Antonacny and Catherine M. O'Callaghan. *40 Strategies for Middle and Secondary Classrooms: Developing Content Area Literacy*. California: SAGE Publications, 2011. p. 56

⁷ Cara Bafile. *Reader's Theater: Giving Students a Reason to Read Aloud*, p. 1 (Retrieved on April 05th 2011) <http://www.readingrockets.org/article/39>

⁸ Ibid, p.1

⁹ Bette S. Bergeron and Melody Bradburry-Wolff. *Teaching Reading Strategies in the Primary Grades*. New York: Scholastic, 2002. p. 105

B. Definition of the Term

1. Reader's Theater

Reader's Theater is a highly motivational reading strategy that provides a context for purposeful reading. Reader's theater integrated oral reading, literature, and the performing arts.¹⁰ Reader's Theater meant in this research is one of the strategies used by the researcher to know its effect toward reading ability of the second year students at MTS Ittihadul Muslimin Siak.

2. Strategy

Strategy is a series of ordered steps that will allow students to perform a task. The strategy serves to help structure the students' efforts and to remind the students what to do at each stage of the process.¹¹

3. Reading Ability

Reading skills/abilities are specific abilities which enable a reader:

- 1) to read the written form as meaningful language
- 2) to read anything written with independence, comprehension and fluency
- 3) to mentally interact with the message.¹²

In this research, it refers to the ability in reading narrative text of the second year students at MTs Ittihadul Muslimin Siak.

¹⁰ Timothy Rasinski, Et.all. *Fluency Instruction: Research-Based Best Practices*. New York: The Guilford Press, 2006. p. 209

¹¹ Robert Reid & Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. New York: The Guilford Press, 2006. p. 18

¹² SIL International. "What are Reading Skills?" Version 4. 1999. p. 1 (Retrieved on April 30th2011) from <http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/watarereadingskills.htm>

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follows:

- 1) Why are some of the students not able to read the text correctly?
- 2) Why are some of the students not able to identify the important information from the text?
- 3) Why are some of the students not able to define the content of the text that they have read?
- 4) Why are some of the students not able to make a conclusion from the text?
- 5) Why are some of the students difficult to find the key word in the text?
- 6) What are the paces of conducting a reader's theater strategy?
- 7) Is a reader's theater strategy influence students' reading ability in narrative text at MTs Ittihadul Muslimin Siak?
- 8) How is students' reading ability in narrative text which is taught by using reader's theater strategy?
- 9) Why do some of the students have limited vocabularies?

2. The Limitation of the Problem

The problem of this research is only focused on the effect on students' reading ability between those students who are taught by using reader's theater strategy at the second year students of MTs Ittihadul Muslimin Siak and those who are not. In order to avoid misunderstanding in this

research, the reading ability used by the researcher is toward a narrative text.

3. The Formulation of the Problem

The problems of this research are formulated in the following questions:

- 1) How is the students' ability in reading narrative text by using reader's theater strategy of the second year students at MTs Ittihadul Muslimin Siak Regency?
- 2) How is the students' ability in reading narrative text without using reader's theater strategy of the second year students at MTs Ittihadul Muslimin Siak Regency?
- 3) Is there any significant difference of students' ability in reading narrative text that were taught by reader's theater strategy and those who did not of the second year students at MTs Ittihadul Muslimin Siak Regency?

D. The Objectives and Significance of the Research

1. The Objective of the Research

- 1) To obtain students' ability in reading narrative text by using reader's theater strategy of the second year students at MTs Ittihadul Muslimin Siak Regency.

- 2) To obtain the students' ability in reading narrative text without using reader's theater strategy of the second year students at MTs Ittihadul Muslimin Siak Regency.
- 3) To obtain any significant difference of students' ability in reading narrative text that were taught by reader's theater strategy and those who did not of the second year students at MTs Ittihadul Muslimin Siak Regency.

2. The Significance of the Research

The research activity is significantly carried out for the following needs. They are:

- 1) To give some information to the teacher and the school about the effect of using reader's theater strategy toward students' reading ability.
- 2) To enhance the researcher' knowledge about teaching reading by using reader's theater strategy.
- 3) To motivate students to improve their proficiency in reading, in order to give chance for students to master of English.
- 4) To fulfill one of the requirements to finish the researcher' study in English education department of state Islamic university

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is different far from writing and speaking. Writing and speaking are productive language skills that require students to practice in order to improve these skills, while reading related to the students' reading in the texts. It means that writing and speaking are harder than reading. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ It requires students to know or what the information can be obtained from the texts. The students that always read are different significantly from students who do not. Their reading will influence their knowledge. It means that the more students read the more knowledge they have.

In addition, Colin Harrison stated that reading not only increases our life skills and extends our knowledge, but also it goes much deeper. He also argued that in many respects reading determines how we are able to think, that it has a fundamental on the development of imagination, and thus exerts the powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.²

¹ David Nunan. *Practical English Language Teaching*. Sydney: Mc Graw Hill, 2003. p. 68

² Colin Harrison. *Understanding Reading Development*. London: SAGE Publications, 2004. p. 3

Dealing with the explanation of reading above, Elizabeth S. Pang, et al. Cited that Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's Spoken language. Comprehension is the process of making sense of words, sentences and connected text.³ There are several meaning of the reading itself.⁴ They are:

- a. *Reading is the practice of using text to create meaning.* It means that if there is no meaning being created, there is no reading taking place.
- b. *Reading is a constantly developing skill.* Like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. It means that the more we practice in reading, the better our reading are.
- c. *Reading integrates visual and non visual information.* During the act of reading, the visual information found on the page combines with the non visual information contained in our head to create meaning. In that way, what is in our head is just as important as what is on the page in the process of creating meaning (reading).
- d. *Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. It means we focus on

³ Elizabeth, et all. *Teaching Reading*. Switzerland: International Academy of Education (IAE), 2003. p. 6

⁴ Andrew P. Johnson. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. Lanham: Rowman and Littlefield Education, 2008. p. 3-5

the context of the sentence and paragraph to know the meaning, not for each word in the text.

Based on definition of the reading above, the writer can conclude that reading is very important for learners. It will help students to know many things after they read. Reading is also an active process which consists of recognition and recognition comprehension skills. The process of reading itself may be broadly classified into three stages:⁵

- a. **The recognition stage.** At this stage the learner simply the recognize the graphic counterparts of the phonological items. For instances he/she 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 spelling conventions of two languages.
- b. **Structuring stage.** The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. **The interpretation stage.** This is the highest level in the reading processes. The learner comprehends the significance of a word, a phrase or a sentence in the overall context of the discards. It is this stage at which a person really reads for information or pleasure.

⁵ Dr. M. F. Patel & Praveen M. Jain. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors, 2008. p. 114 & 116

2. Reading Ability

Reading is an important activity in life in which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading skills/abilities are specific abilities which enable a reader; to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, to mentally interact with the message.⁶

Based on the definition of reading ability above, reading skills/ability enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. Reading is the most important activity in any language class. Good reading is that which keeps students regular in reading and provide them both pleasure and profit. Here are some kinds of reading skills:⁷

- a. **Word attack skills** let the reader figure out new words.
- b. **Comprehension skills** help the reader predict the next word, phrase, or sentence quickly enough to speed recognition.
- c. **Fluency skills** help the readers see larger segments, phrases, and groups of words as wholes.
- d. **Critical reading skills** help the reader see the relationship of ideas and use these in reading with meaning and fluency.

⁶ SIL International. "What are Reading Skills?" Version 4. 1999. p. 1 (Retrieved on April 30th2011) from <http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/watarereadingskills.htm>

⁷ Ibid. SIL International.

Besides, there are two categories of reading ability. They are:

1. Micro skills of reading⁸

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. Macro skills of reading⁹

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written texts, according to form and purpose.
- c. Infer context that is not explicit by using background knowledge.

⁸ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents, 1994. p. 291

⁹ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. New York: Longman, 2004. p. 188

- d. Describe events, ideas, etc., infer links and connections between events, deduce, causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meaning.
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

3. The Factors Influencing Reading Ability

There are several factors that influence reading ability. They are:¹⁰

- a. Prior knowledge.

Prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful and unsuccessful comprehenders. Teachers must begin by assessing whether or not this is true, by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

¹⁰ Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Prentice-Hall, 1986. p. 102-112

b. Motivation and interest.

Comprehension is also improved when students are motivated and interest. To some extent, teachers facilitate motivation each time they make the task easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural differences.

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers must be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding fluency.

Finally, students cannot be expected to comprehend passages when they are devoting large amounts of attention to identifying individual words. They must be given material they can decode fluently if they are to develop their comprehension skills.

4. Teaching Reading

Teaching reading is very important skill because this is the stage where the knowledge of learners start to flight. The selection of reading material should be authentic. The purposes of teaching reading are: we want our students to learn how language is used for conveying content, and we want students to develop the skills needed to extract the content from the language that expresses it. These are the skills they need in order to become effective independent readers.¹¹

The teacher can make his/her teaching reading effective as the following considerations:¹²

- a. Teacher should tell about the topic first to the learners. He should motivate students. Teacher should not read first but he should allow the students to read the text.
- b. Teacher should not allow the student to murmuring while reading.
- c. The subject matter should be interesting and effective and selected from the reading material developed for it.
- d. Eclectic approach can be used by teacher for better comprehension and understanding.

Teachers should know what their students' need in teaching reading.

So, all of the considerations in teaching reading above are very important for

¹¹ Christine Nuttall. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books, 1982. p. 31

¹² Dr. M. F. Patel & Praveen M. Jain. *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publishers & Distributors, 2008. p. 123

teachers in order to make readers interested in learning processes. Besides, there are several principles in teaching reading:¹³

- a. Exploit the reader's background knowledge.
- b. Build a strong vocabulary base.
- c. Teach for comprehension.
- d. Work on increasing reading rate.
- e. Teach reading strategies.
- f. Encourage readers to transform strategies into skills.
- g. Build assessment and evaluation into your teaching.
- h. Strives for continuous improvement as a reading teacher.

National Institute of Child Health and Human Development (NICHD) shows that there are five essential components of reading instruction that must be taught for learners in order to learn to read:¹⁴

- a. Phonemic awareness

Phonemic awareness is the ability to discern, reflect on, and manipulate the individual sounds in spoken words. Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced. However, it can also be thought of as skill at hearing and producing the separate sounds in words, dividing

¹³ David Nunan. *Practical English Language Teaching*. Sydney: Mc Graw, 2003. p. 74-77

¹⁴ Learning Point Associates. *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers* 2004. (Retrieved on March 30th 2011) from: www.learningpt.org. p.1

or segmenting words into their component sounds, blending separate sounds into words, and recognizing words that sound alike or different. Phonemic awareness is related to the phonemes. Phonemes are the sounds that make up spoken words. They are the smallest segments of sounds within spoken language.

b. Phonics/phonological processing

Understanding phonics and the purpose of phonics instruction involves thinking about how written language was created. Phonological processing involves learning the alphabetic system; children must learn the letter sound correspondences and spelling patterns, as well as be able to apply this knowledge to their reading. Two categories of systematic phonics instruction have been the focus of considerable study. One is synthetic phonics in which students are taught to sound out words by matching sounds to letters and then blending the sounds to form words. The second category is called larger-unit phonics in which students detect and blend word parts that are larger than phonemes (units such as onsets and rimes and spelling patterns). Both methods can produce a statistically significant impact on reading achievement

c. Fluency

Reading fluency is the ability to read with accuracy, and with appropriate rate, expression, and phrasing.¹⁵ Reading fluency is also highly correlated with reading comprehension. That is, students who were low fluency also showed difficulty comprehending what they read. Fluent readers are able to decode text with speed, accuracy, and expression. Reading fluently is dependent upon word recognition skill. Students who are not fluent readers often have difficulty gaining the meaning of text (National Reading panel).¹⁶ Fluency improves when students can apply the guidance their teacher has provided in rereading the same passage. The most typical structure for guided repeated oral reading activities has several steps:¹⁷

- 1) The activity begins with some form of introductory explanation of the passage to connect it to the readers' background knowledge and to highlight important vocabulary words.
- 2) Then, the teacher may read the story or passage aloud as students follow along in their own books or listen without reading aloud. This provides students with a model of fluent reading that demonstrates fast, accurate word recognition well as phrasing and expression that sounds like natural speech.

¹⁵ Five Essential Components of Reading. (Retrieved on May, 10th 2011). from, <http://rs.ed.uiuc.edu/students/jblanton/read/5essential.htm>, p.1

¹⁶ Robert Reid & Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. New York: The Guilford Press, 2006. p. 150

¹⁷ Ibid, p. 19

- 3) At this point, students may be allowed to read the text aloud to themselves or to one another. This segment of the lesson may involve repeated readings. The teacher uses this time to listen to individual students read sections of the assigned text and provides support through one or more of the practices.
- 4) The final step of the lesson includes discussion of the story or passage to enhance comprehension.

The following forms of guidance are proven to produce improved fluency:

- 1) Telling students unfamiliar words as they encounter them so they can focus on constructing meaning and reading with fluency (Shany & Biemiller).
- 2) Helping students group words in a sentence into meaningful phrases (Taylor, Wade & Yekovich).
- 3) Having students read along orally as the teacher or another fluent adult reader reads the story aloud (Rasinski).
- 4) Using repeated reading with a taped-recorded version of the story produced significant gains in reading performance. When the training was completed, the students sustained their higher reading levels; however, without further training, they did not continue to improve (Blum, Koskinen, Tennant, Parker, Straub, & Curry).

d. Vocabulary

Vocabulary is linked to the specific meaning of words, while reading comprehension is thought of in larger units of meaning. Vocabulary is important for reading to learn as well as learning to read. Children need to understand the meanings of the words they read if they are to learn from what they read (Nagy & Scott). Vocabulary can be broken down into different categories: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary (National Reading panel). Each of these requires a different level of knowledge. Reading vocabulary requires that students recognize and understand various words or words parts in written text. While, listening and speaking vocabularies are sometimes referred to collectively as oral vocabulary.

e. Comprehension/text comprehension

Comprehension is the final goal of reading instruction. While, fluent decoding is an essential component of skilled reading (Block & Pressley) it should be considered a prerequisite to strong comprehension rather than an end itself. Good comprehenders do the following things:

- 1) They use a range of comprehension strategies to deepen and enrich their understanding of what they are reading (Pressley, El-Dinary, & Brown).

- 2) They are aware of their own thinking processes, and they make conscious decisions to use different comprehension strategies as they read, especially when they detect problems in understanding what they are reading (Baker & Brown).
- 3) They attribute successful comprehension to effort more than to ability. They believe they can understand what they read if they apply the right comprehension strategies; however, they also believe that achieving this level of understanding requires effort, according to Carr and Borkowski (as cited in Brown).

The five essential components of effective reading instruction above represent ingredients that must be presented in order for children to learn to read. Effective teachers know how to blend these ingredients in the right proportions to meet the unique needs of each child. They understand the roles of phonemic awareness and phonics in building word-recognition skills, and they know how to identify and correct students' weaknesses in these areas. They also know that these two foundational components will receive less emphasis as students gain competence as readers.

Effective teachers also know how fluency facilitates comprehension, and they know how to use research-based strategies for helping students become fluent readers. These teachers are continually building each student's vocabulary and the ability to learn the meanings of new words through a variety of word-learning strategies.

An in-depth understanding of these components will enable teachers to plan an effective program of reading instruction, diagnose reading difficulties and provide instruction that targets those difficulties effectively, evaluate reading materials and instructional practices, and help others become more effective teachers of reading.

5. The Nature of Reader's Theater Strategy

Reader's Theater is generally performed without costumes or much movement. In bringing a piece of literature to life, students not only understand and summarize or retell a text but, they also interpret mood, character, and events.¹⁸ It means that reader's theater is a strategy that will help students to understand the texts that they read. It is not only for comprehension but also useful for increasing reading fluency especially. According to Bette S. Bergeron and Melody Bradbury-Wolff said that reader's theater naturally reinforces the strategies of analyzing and summarizing, and can be performed in a variety of formats.¹⁹ That is why the researcher chose this strategy because it can help students enhance reading ability especially for reading comprehension.

Reader's theater is a strategy that combines reading practice and performing. Its goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's theater gives students a

¹⁸ Miriam P. Trehearne and ROZ Doctorow. *Reading Comprehension: Strategies that Work*. (Retrieved on April, 05th 2011). from
http://www.etacuisenaire.com/pdf/miriam/ch2_clr3_6.pdf. p. 167

¹⁹ Bette S. Bergeron and Melody Bradbury-Wolff. *Teaching Reading Strategies in the Primary Grades*. New York: Scholastic, 2002. p. 105

real reason to read aloud. Patricia A. Antonacci and Catherine M. O'Callaghan stated that reader's theater is a powerful strategy for engaging students in reading for meaning as they focus on interpreting the text through its dramatization. Each student receives a part, rehearses it through several rereading, and enacts the script for an audience that is performed through an oral reading.²⁰

Reader's Theater is also involves script to practiced by students. According to Harris and Sipay in Timothy Rasinski et all cited, script reading is one of the most interesting oral reading activities and encourages children to read using natural expression.²¹ In addition, Reader's Theatre provides an opportunity for students to study literature, develop better speech habits, and participate in self-expressive activities before an audience (Coger &White).

Comprehension and fluency are major components of reading. The National Reading Panel recommended oral guided repeated reading activities to build fluency and comprehension as well as mentioned before by the researcher. Reading plays aloud is an activity that promotes this. When students assume roles and read dialogue aloud, the spoken word supports not only the reader's comprehension, but that of the other readers and audience as they listen. In other hand, Readers' Theater is a practical way to engage students in the reading of plays because the emphasis is on fluency and comprehension instead of memorizing lines.

²⁰ Patricia. A. Antonaccy and Catherine M. O'Callaghan. *40 Strategies for Middle and Secondary Classrooms: Developing Content Area Literacy*. California: SAGE Publications, 2011. p. 56

²¹ Timothy Rasinski, et all. *Fluency Instruction: Research Based-Best Practices*. New York: The Guilford Press, 2006. p. 209

Students' comprehension will be evident by the oral interpretation of the lines. As readers begin to comprehend the dialogue, they will demonstrate that meaning through their oral interpretation of the lines.²² While, Finney said that a great deal of fluency research reiterates the need for repeated reading. Without fluency, there is a little comprehension. The value of reader's theater is increased tenfold when used as a strategy for increasing understanding of what is being read.²³ Besides, Said Judy Freeman as a children's literature consultant, "If you are searching for a way to get your children reading aloud with comprehension, expression, fluency, and joy, readers theater is a miracle."²⁴

As a strategy that is involved a script, selecting a script is very important, and it depends on the content area. Choosing a good script is the essential element to having successful Readers Theatre experiences. The script should be age- and grade-level appropriate, written at the readability level of the students engaged in reading the script, and interesting. Scripts should offer a rich vocabulary, be grammatically correct, and contain content area material (e.g., the water cycle, measurement, or Native American culture), and/or language arts topics (e.g., similes, fairytales, or cause and effect). The scripts of reader's theater can be purchased through publishing companies, book vendors, or script services. In addition, many scripts suitable for a variety of grade and reading levels, and representing a range of genres and content

²² Barbara Moss and Dianne Lapp. *Teaching New Literacies in Grades 4-6: Resources for 21st –Century Classrooms (Electronic Book)*. New York: The Guilford Press, 2010. p. 60

²³ Cara Bafle. *Reader's Theater: Giving Students a Reason to Read Aloud*. (Retrieved on 05th April 2011), <http://www.readingrockets.org/article/39>, p.1

²⁴ Ibid, Barbara Moss and Dianne Lapp.

matter, are available on the Internet. These scripts can be easily downloaded or printed and are generally available free of charge.

The scripts for reader's theater may be selected from fiction or informational text. They may be stories written in narrative with a number of characters that contain much dialogue or stories with few characters and little dialogue. For fiction as well as nonfiction material, dialogue may be incorporated within the script bringing the textbook or story to life and providing deeper meanings to students as they work on text interpretations and dramatizations. Scripts have been written for many pieces of literature that are typically read by middle and secondary students, and such scripts may be purchased online. Teachers and students may write the scripts for use with reader's theater.

Peggy Sharp suggested in choosing the scripts by the following:²⁵

- a. Begin with very easy scripts. It is important at the start students do not have to think about how to read the words.
- b. Select scripts that involve many readers. She prefers the ones that give more readers fewer words.
- c. Short scripts are best in the beginning. Students need to learn to listen to the reader's theater script just as much as they need to learn to read the script.
- d. Provide each reader with a separate script, highlighting his or her part with yellow (or another appropriate color).

²⁵ Ibid, p. 2

- e. Give the readers the opportunity to read the script to them silently, and to read their parts to themselves aloud.

If the script is adapted from a children's book, Freeman suggests that teachers read it aloud first, so students can enjoy it and can listen to expression and phrasing. Then, scripts can be distributed, and students can practice sounding out difficult words and getting a sense of their lines.

6. Reader's Theater Strategy in Teaching Reading

The stages of reader's theater strategy are:²⁶

- a. Deciding the scripts: the teacher may choose the script for students, have students work together to select an appropriate scripts. Many scripts are available online and numerous books contain scripts for all levels and for a range of content areas. Passages within content area textbooks may be appropriate as scripts for Reader's theater. Additionally, stories or parts of stories may be written into a script.
- b. Adapting the script: some teachers introduce Reader's theater to students by first using a commercially prepared script so that they understand the purpose and process of the activity. Oftentimes the script is adapted for length or to include fewer or more students in the activity. The teacher or students or both may work together to modify a script. Adaptation is especially required when using content area

²⁶ Patricia. A. Antonacccy and Catherine M. O'Callaghan. *40 Strategies for Middle and Secondary Classrooms: Developing Content Area Literacy*. California: SA GE Publications, 2011. p. 57-58

texts as scripts. Tierney and Readeance (2005, p. 251) explained how to adapt a script for a specific purpose and audience.

1) Begin with a short script that has been written for the students.

Show the students a model of the script, discussing how it is written with dialogue that expresses the characters' feelings, emotions, and moods.

2) Have small groups of students adapt a book that they are reading.

Assign each group to a small part of the book, and have them write a part of the script.

3) Adapting an apart of the textbook to interpret content maybe

accomplished in similar manner. To integrate drama in content, concepts such as oxygen or plants may be personified, becoming lifelike characters with emotions and feelings.

c. Ensuring comprehension-introducing the script; after the script has been selected, the teacher introduces it. Within the introduction there is an emphasis on comprehension of the story content and specific key words. Depending on nature of the script, the introduction might include the following: (a) an overview of the story or the content, (b) explicit explanations of connections of the curriculum, (c) a descriptive analysis of the characters and their roles in the story or the content, (d) information on the key concepts related to the content, and (e) a discussion of the meanings and pronunciations of the academic vocabulary. The teacher provides the prerequisite background

knowledge that students need to comprehend the text. Before the students begin to practice their scripts, the teacher ensures that they understand the content of the story or key concepts in the text.

- d. Modeling fluent reading of the script: the teacher provides an opportunity to the students to hear what fluent reading sounds like. She/he selects parts of the script and reads them aloud at an appropriate pace, using accurate phrasing and expression that will convey the meaning of the story or content. She/he may draw their attention to certain unfamiliar words and discuss their meaning and pronunciation or make connections to words students already know. She/he may also ask individual students to read like the character so that they understand the notion of interpretation and dramatization of the story content.
- e. Grouping students for learning and assigning roles: this step is critical for optimizing learning through the use of reader's theater. Within the middle and secondary classrooms, there is a wide range of the abilities among students, some of whom are highly fluent in reading, many are developing fluency, and a group of students are diffident or non fluent in reading. The teacher should take into account the fluency skills that each student possesses when assigning roles. Further, mixing the abilities when grouping students will ensure that students who need assistance will receive it from more capable readers. In grouping

students, it is important to consider the dynamics of students working together so as to avoid discipline problems.

- f. Practicing the script: provide ample time for students to practice their scripts, and encourage students to work collaboratively by reading, listening to each other, and offering advice and assistance when needed. Some teachers prefer structuring practice time in different ways. They may assign the reading and practicing of the scripts as homework first then follow it up with group practice in class. Others set aside a block of time each day from the period for practice. The focus of the practice is how the reading should sound to portray the appropriate mood or feelings of the characters, the poem, or the content of the text. This requires comprehension and interpretation of text that needs to be emphasized during practice.
- g. Casting the script: the last step of reader's theater is important to the delivery of the script. Students are reminded that staging effects may assist the audience in understanding the story. Staging includes the visual aspects of the production that establishes the context of reader's theater. Examples of staging include where the performers sit or stand during the reading and the readers' body language such as posture, facial expressions, and gestures.

7. The Effect of Using Reader's Theater Strategy toward Reading Ability

There are several reasons why use reader's theater strategy for students:²⁷

- a. Promotes cooperative action and learning
- b. Develops fluency, word recognition, and comprehension through emphasis on expressive reading and repeated (practiced reading)
- c. Enjoyable and motivating literary experience
- d. 5). Can be used as an alternative way to respond to reading (e.g. write a script from a story that was read and perform it for an audience)
- e. When developing a script from an authentic piece of literature, students study the craft of the author and use the original text as a "scaffold" or model for their own writing.
- f. It promotes fluency, helps readers learn to read aloud with expression, and helps build reading confidence.²⁸

Readers' Theater is a practical way to engage students in the reading of plays because the emphasis is on fluency and comprehension instead of memorizing lines. Students' comprehension will be evident by the oral interpretation of the lines. As readers begin to comprehend the

²⁷ Reader's Theater. (Retrieved on April 05th 2011), from <http://ebookbrowse.com/readers-theater-pdf-d13641871>. p. 1-2

²⁸ Joanne Meier & Maria Salvadore. *Classrooms strategies*. (Retrieved on April 05th 2011). from http://www.readingrockets.org/strategies/readers_theater, p. 1

dialogue, they will demonstrate that meaning through their oral interpretation of the lines. In addition, Reader's theater:²⁹

- a. Promotes the enjoyment of literature.
- b. Encourages creative expression.
- c. Improves oral reading skills.
- d. Improves writing skills.
- e. Engages performers and audience members in active listening

While the advantages of Reader's theater itself are:³⁰

- a. Students use their imaginations to become more personally engaged in their reading, which helps bring material to life.
- b. Students gain practice in translating the language of text into their own words and are involved in a more in-depth synthesis of the material.
- c. Students are encouraged to draw from their own experiences to understand events in text and are asked to elaborate on information in a meaningful way.
- d. Students develop sensitivity to different perspective of events and ideas.
- e. Role-playing as readers can be used effectively with materials in all content areas and is especially effective with social studies and literature.

²⁹ Barbara Moss and Dianne Lapp. *Teaching New Literacies in Grades 4-6: Resources for 21st –Century Classrooms*. New York: The Guilford Press, 2010. p. 60

³⁰ Doug Buehl, 3rd Ed. *Classroom Strategies for Interactive Learning*. New York: International Reading Association (IRA), 2009. p. 150

B. Relevance of the Research

Guy Trainin and Nancy Andrzejczak have been conducted a research entitled “Readers’ Theatre: A Viable Reading Strategy?”. They have published his research finding in a journal. The research was conducted to fifth grade students (52% female 48% male) from three schools in a Southern California school district. They found that reader’s theater demonstrated a significant impact on student achievement. Besides, they also found that the research on reader’s theater indicates three possible benefits as part of a fluency instruction. The first is motivational, i.e. most texts are engaging, and supporting independent student group repeated practice. The second aspect is the creation of meaningful context for re-readings, thus a rote activity becomes purposeful and even fun. The last is benefit is working on group performance fosters engagement with the text that enhances comprehension of the specific text through familiarity and discussion.

Based on the survey result, the reader’s theater group had significantly higher assessment scores in all measures. In reading recognition (San Diego Quick) analysis of covariance (controlling for initial achievement) showed a significant effect $F(1,185)=4.38$, $p,.05$, with an effect size (Cohen’s d) $d=.31$. For the star comprehension test, analysis of covariance of the reading comprehension showed $F(1,185)=4.1$, $p,.05$, and an effect size $d = .30$. An analysis of covariance on the unit test using the Star pre-test a covariate showed $F(1,185) =13.01$, $p,.001$,

and a moderate effect size $d = .53$.³¹ It is important to note, the benefits are not limited to reading fluency but extended to comprehension and vocabulary.

The research conducted by Guy Trainin and Nancy Andrzejczak above is different from this research. In this research, the researcher tried to find the significant difference between ability in reading narrative text that is taught by reader's theater strategy and without using reader's theater strategy.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in the research. It should be interpreted into particular words in order to make it easy to measure. There are two variables of this research. The first variable is Reader's theater strategy which refers to the teacher's strategy in teaching reading, and it is as an independent variable. The second one is students' ability in reading as a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of reader's theater strategy (variable X):

- a. The teacher gives the script for students.
- b. The teacher introduces reader's theater strategy to students. After that, both teacher and students may work together to modify the script.
- c. The teacher asks students to summarize the content of the script.
- d. The teacher ensures students that to understand the content of the story or key concepts in the text or script.

³¹ Guy Trainin and Nancy Andrzejczak. *Readers' Theater: A Viable Reading Strategy?*. University of Nebraska Lincoln. 2006. p. 2. from, <http://digitalcommons.unl.edu/cehsgpirw/8>

- e. The teacher asks students to model fluent reading of the script.
- f. The teacher divides students into some group for learning and assigning roles.
- g. The teacher asks students to practice their script and work collaboratively by reading, listening to each other, and offering advice.
- h. The teacher asks students cast the script in front of the class using body language such as posture, facial expressions, and gestures.

2. The indicators of students' ability in reading narrative text (variable Y) as follows:

- a. Students are able to identify main idea of the text.
- b. Students are able to find factual information in narrative text correctly.
- c. Students are able to identify the rhetorical steps of narrative text correctly.
- d. Students are able to locate the meaning of vocabulary in narrative text.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that the better using Reader's theater strategy, the better students' reading ability will be.

2. Hypotheses

- a. Ho: There is no significant difference of students' reading ability in narrative text between those students who taught by using reader's

theater strategy of the second year students at MTs Ittihadul Muslimin Siak and those who do not.

- b. Ha: There is a significant difference of students' reading ability in narrative text between those students who taught by using reader's theater strategy of the second year students at MTs Ittihadul Muslimin Siak and those who do not.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The type of this research was Experimental research. In this research, the researcher used quasi-experimental design with nonequivalent control group. John Creswell stated that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.¹ The researcher uses intact groups, the first class is as the experimental groups and the second class is as the control group. Furthermore, Gay and Peter Airasian stated that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.²

In conducting this research, the researcher took two classes as sample; one class is an experimental group taught by reader's theater strategy and one other is as a control group taught by conventional way. In the experimental group, the researcher gave students pre-test at the beginning of the teaching learning in order to find out students' reading ability. Then, there was a treatment at the middle. At the end of the teaching learning processes there was a posttest in order to find out the difference of using reader's theater strategy toward students' reading ability. So, the design of this research can be illustrated as follows:

¹ John W. Creswell. *Educational Research (Third Edition)*. New Jersey: Pearson Education, 2008. p. 313

² L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall, 2000. p. 394

Table III.1
The Research Design

1.	Control Class	Sample	Pre-test	No treatment	Post-test
2.	Experimental Class	Sample	Pre-test	Experimental treatment	Post-test

B. The Location and the Time of the Research

The research was conducted at the second year students of Islamic Junior School Ittihadul Muslimin Siak. The research was carried out for 7 weeks, starting from 22 February until 18 April 2012.

C. The Subject and the Object of the Research

The subject of this research was the second year students of Islamic Junior High School Siak with the total number of the second year students was 40 students. The object of this research was the effect of using reader's theater strategy toward students' ability in reading.

D. The Population and the Sample of the Research

The population of this research was the second year students of MTs Ittihadul Muslimin Siak in 2011-2012 Academic Year. It had 2 classes which consist of 20 students on each class. The total number of the second year students at MTs Ittihadul Muslimin was 40 students.

The population above was enough to be all taken as sample of the research. The researcher took only two classes after doing total population

sampling; VIII A as a control class and VIII B as an experimental class. Those were as the sample of the research by numbers 40 students.

Table III.2
The Total Population of the Second Year Students of
MTs Ittihadul Mulimin Siak 2011-2012

No.	Class	Number of Students
1.	VII A	20
2.	VII B	20
Total		40

E. The Technique of Collecting Data

In order to get some data needed to support this research, the writer applied the technique by using reading test. The researcher gave test; pre-test and post test to the students. Both control group and experimental group obtained the same pre-test and post-test. The pre-test was given before treatment, while post-test was given after the treatment. The experimental group the researcher used Reader's Theater strategy and the control group used conventional way. The data from pre-test and post-test were analyzed by using descriptive and inferential statistics.

Assessing reading is not easy to do it accurately. Kalayo Hasibuan stated that reading ability is very difficult to assess accurately³. But, based on teaching reading in our curriculum (KTSP), if the students are able to achieve to goal, it means that assessment of reading ability needs to be correlated with purposes of reading. While, Hughes said there are many techniques that can assess the

³ Kalayo Hasibuan and Muhammad Fauzan. *Teaching English as Foreign Language (TEFL)*. Pekanbaru: Alaf Riau, 2007. p. 123

students' ability but the researcher used one technique, it was multiple choices. This test consisted of 20 items for each pretest and posttest. Multiple choices technique is a technique that was designed by using four choices and the respondents was choose one, it based on the question.⁴ This technique can assess the student's reading ability.

F. The Validity and Reliability of the Test

1. Validity

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill in which it is intended to measure.

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure. There are three kinds of validity that consists of content validity, construct validity and empirical validity⁵. Content validity is the validity stated based on the assesment from two raters. Logical validity is the validity stated based on the results of the minds. The empirical validity is the validity stated based on the result of experience.⁶ It means that

⁴ Arthur Hughes. *Testing for Language Teachers, Second Edition*. New York: Cambridge University Press, 2003. p.143, 144 & 148

⁵ J.B Heaton. *Writing English Language Test*. New York: Longman Group UK Limited, 1988, p. 159

⁶ Maman Abdurrahman, Sambas Ali Muhidin and Ating Soematri. *Dasar-Dasar Metode Statistika untuk Penelitian*. Bandung: CV Pustakaa Setia, 2011. p. 49-50

the instrument of the research stated valid if the instrument has been examined from the experience such as try out.

In order to obtain the data about the comparison between student's reading ability that are taught by using reader's theater strategy and conventional way, the researcher acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered too difficult or too easy often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:⁷

$$FV = \frac{R}{N}$$

Where:

FV : index of difficulty of facility value

R : the number of correct answer

N : the number of examinees or students taking the test

The formula above is used to find out whether the test is easy or difficult for each item test that researcher gave to the respondents. The items that do not reach the standard level of difficulty are excluding from the test and they were rejected.

⁷ *Ibid*, p. 179

In this research the researcher used the correlation product moment in analyzing the validity of the instruments. The formula is as follows:

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\
 &= \frac{3836}{\sqrt{5670 \times 4178.75}} \\
 &= \frac{3836}{\sqrt{23689260}} \\
 &= \frac{3836}{486716139} \\
 &= 0.78
 \end{aligned}$$

Table III.3
The Standard Validity of the Test

No.	The Standard Validity (r_{xy})	Category/Status
1.	0.00 < 0.20	Very low
2.	0.20 < 0.40	Low
3.	0.40 < 0.70	Fair
4.	0.70 < 0.90	High
5.	0.90 1.00	Very high

(Adapted from Direktorat Pembinaan SMP/MTs)⁸

Based on the result above, the instruments were categorized into high validity.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency

⁸ Direktorat Pembinaan SMP/MTs. *Juknis Analisis Butir Soal SMP/MTs*. From http://www.suaidinmath.files.wordpress.com/2011/01/34-juknis-analisis-butir-soal_isi_revisi_0104.pdf Retrived on Sunday, May 21st 2011

test and classroom test⁹. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing.
- b. The administration of the test, clearly this is an important factor in deciding reliability.

In this research the researcher is to find the score of reliability used program SPSS 16. To know the reliability of the test, the writer found the mean score, the standard deviation of the test, and Cronbach's Alpha.

Table III.4

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Based on the table III.3, we can see that the cases valid are 20 students, exclude 0, and the total students are following these test 20 students.

Table III.5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.60	11.937	3.455	20

Based on the table III 4. We can see that the mean score is 10.60, variance is 11.937. std. Deviation is 3.455, and number of items are 20.

⁹ *Op.cit.* p.159

Table III.6
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.607	.614	20

Based on the table III 5, we can see that cronbach's Alpha is 0.607, cronbach's alpha based on standardized items is 0.607 and number of items are 20.

The score obtained compares to r table of product moment that the degree of freedom was 20 " r " product moment at the level of 5% is 0.44 and 1% is 0.354. The score obtained of Cronbach's Alpha was 0.607. It means that the test was high reliability. Based on Suharsimi Arikunto there is the interpretation of reliability as follows:¹⁰

- a. Between 0.800 – 1.00 : very high
- b. Between 0.600 – 0.800 : high
- c. Between 0.400 – 0.600 : enough
- d. Between 0.200 – 0.400 : low
- e. Between 0.00 – 0.200 : very low

¹⁰ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara, 2008. p. 75

G. The Technique of Data Analysis

In presenting the data that had been collected by the reading test is presented in chapter IV. In analyzing the data, the researcher used scores of post test of experimental and control group. This score was analyzed statistically. The different mean was analyzed by using T-test formula as follows:¹¹

T-test formula

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

t- obs : t-test

Mx : The means of post test/ post-observation Experimental group

My : The means of post test/ post-observation control group

SDx : Standard deviation of experimental group

SDy : Standard deviation of control group

N : Number of student

The t-table was employed to see whether there was a significant difference between the mean score of both experiment and control group. The t-obtain value was consulted with the value of t –table at degree of freedom (df) = (N1+N2)-2 statically hypothesis

Ho = Variance population identic

Ha = Variance population not identic

Ha = $t_o > t\text{-table}$

Ho = $t_o < t\text{-table}$

¹¹ Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar, 2008. p. 208

H_a is accepted if $t_0 > t - \text{table}$ or there is a difference of using reader's theater strategy toward students' reading ability.

H_o is accepted if $t_0 < t - \text{table}$ or there is no difference of reader's theater strategy toward students' reading ability.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of the research is to obtain the students' reading ability which is taught by using reader's theater strategy and without using reader's theater strategy, and to find out whether there is significant difference between the students' reading ability which is taught by using reader's theater and those who are not. The data were obtained from students' reading ability of experimental and control group.

Before taking the data from the sample, the researcher gave try out to the other schools in order to prove whether the test was reliable or not. The researcher gave the test to the other schools because the sample of the research only consists of two classes. The result found in the try out was 0.78 based on the table of standard validity of the test in chapter III. It means that the test was high validity. The researcher asked the students to answer some questions based on the text given; the text was a narrative text. Based on the technique of taking the sample that is total population sampling, it was found that class VIII A was as an experimental group and VIII B was as a control group. Then, the researcher gave treatments to experimental group for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of narrative to test students' reading ability for the post-test of experimental class. While for control class, which is taught without using treatments, the researcher used the same format of questions of narrative for

their post-test too. The result of reading test was evaluated by concerning four components, namely:

1. Students are able to identify main idea of the text.
2. Students are able to find factual information in narrative text correctly.
3. Students are able to identify the rethorical steps of narrative text correctly.
4. Students are able to locate the meaning of vocabulary in narrative text.

The data of this research were gotten from the scores of students' experimental group and control group. All of data were collected through the following procedures:

1. In both classes (experimental and control groups), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.
3. The researcher together with the observer gave a score of the students' reading ability that was collected from their score of post-test.

The test was composed of 20 items, and each item was given score 5. The final score was analyzed by using the following formula¹:

$$\text{Final score} = \frac{\text{TotalCorrectAnswer}}{\text{TotalQuestioner}} \times 100$$

B. The Data Presentation

To obtain the data about the effect of using reader's theater strategy to improve students' reading ability, the researcher acquired to show list of the implementation of reader's theater strategy.

¹ Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008 p. 32

1. The Implementation of Reader's Theater Strategy

- a. The teacher gives the script for students.
- b. The teacher introduces reader's theater strategy to students. After that, both teacher and students may work together to modify the script.
- c. The teacher asks students to summarize the content of the script.
- d. The teacher ensures students to understand the content of the story or key concepts in the text or script.
- e. The teacher asks students to model fluent reading of the script.
- f. The teacher divides students into some group for learning and assigning roles.
- g. The teacher asks students to practice their script and work collaboratively by reading, listening to each other, and offering advice.
- h. The teacher asks students cast the script in front of the class using body language such as posture, facial expressions, and gestures.

2. The Data Presentation of Using Reader's Theater (Variable X)

In this research, the writer used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by himself. The test was multiple choices with 20 items. To get a good data; test should be valid and reliable.

a. Reading Ability Taught by Using Reader's Theater Strategy

The data of students' reading ability taught by using reader's theater strategy were gotten from pre-test and post-test of VIII 1 as an experimental group, taken from the sample of this class (20 students).

The writer taught the class by himself in the experimental group. The data can be seen from the table below:

Table IV.1
The Score of the Students' Reading Ability Taught by
Reader's Theater Strategy

Students	Experimental Class			
	Pre-test	Post-test Score		Average
		Post-test 1	Post-test 2	
1	60	70	80	75
2	55	65	75	70
3	50	70	60	65
4	65	75	85	80
5	60	85	85	85
6	50	75	65	70
7	55	80	70	75
8	45	60	80	70
9	55	80	70	75
10	50	85	85	85
11	65	85	75	80
12	55	70	70	70
13	50	80	70	75
14	65	70	80	75
15	70	75	85	80
16	50	80	80	80
17	55	70	80	75
18	50	65	85	75
19	50	65	75	70
20	50	75	85	80
Total	1105	1480	1540	1510

From the table IV. 1, the writer found that the total score of pre-test in experimental group was 1105 while the highest was 70 and the lowest was 45, and the total score of average from post-test in experimental group was 1510, while the highest was 85 and the lowest was 65. It means that the students showed significant increase of their

reading ability, it was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV.2
The Frequency Score of Pre-test of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	5.0	5.0	5.0
	50	8	40.0	40.0	45.0
	55	5	25.0	25.0	70.0
	60	2	10.0	10.0	80.0
	65	3	15.0	15.0	95.0
	70	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Referring to the table above, it could be seen that there was 1 student obtained 45 (5.0%), 8 students obtained 50 (40.0%), 5 students obtained 55 (25.0%), 2 students obtained 60 (10.0%), 3 students obtained 65 (15.0%), 1 student obtained 70 (5.0%).

Based on the table above, it can be seen that the total number of the students was 20 students. The highest score was 70 and the lowest score was 45. The highest frequency was 8 at the score of 50.

Table IV.3
The Frequency Score of Post-test of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	5.0	5.0	5.0
	70	5	25.0	25.0	30.0
	75	7	35.0	35.0	65.0
	80	5	25.0	25.0	90.0
	85	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Based on the table above, it could be seen that there was 1 student obtained 65 (5.0%), 5 students obtained 70 (25.0%), 7 students obtained 75 (35.0%), 5 students obtained 80 (25.0%), 2 students obtained 85 (10.0%).

Based on the table above, it can be seen that the total number of the students was 20 students. The highest score was 85 and the lowest score was 65. The highest frequency was 7 at the score of 75.

Table IV.4
The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class
Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	20	55.25	6.781	1.516
posttest	2	20	75.50	5.356	1.198

Based on the table above, it could be seen that the total students from each class, pre-test of experimental group consisted of 20

students and post-test group too. The mean score of pre-test was 55.25, and the mean score of post-test was 75.50. The standard deviation of pre-test was 6.781, while standard deviation from post-test was 5.356. Standard error mean from pre-test was 1.516, and post-test was .1.198.

b. Reading Ability Taught without Using Reader's Theater Strategy

The data of students' reading ability taught without using reader's theater strategy were also taken from pre-test and post-test of class VIII 2 as control group. The data can be seen from the table below:

Table IV.5

The Score of Students' Reading Ability Taught without Using Reader's Theater Strategy

Students	Control class		Gain
	Pre-test	Post-test	
1	55	60	5
2	50	65	5
3	55	65	10
4	55	60	5
5	50	60	10
6	45	55	5
7	45	55	10
8	50	60	10
9	55	60	5
10	65	70	5
11	55	65	10
12	55	65	10
13	50	60	10
14	45	60	15
15	40	50	10
16	60	65	5
17	70	65	-5
18	55	60	5
19	50	65	15
20	65	65	0
Total	1070	1230	145

From the table IV. 5, the writer found that the total score of pre-test in control group was 1070 while the highest was 70 and the lowest was 40, and the total score of post-test in control group was 1230, while the highest was 70 and the lowest was 50. It means that the students showed significant increase of their reading ability, it was proved by the total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as follows:

Table IV.6
The Frequency Score of Pre-test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	5.0	5.0	5.0
45	3	15.0	15.0	20.0
50	5	25.0	25.0	45.0
55	7	35.0	35.0	80.0
60	1	5.0	5.0	85.0
65	2	10.0	10.0	95.0
70	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Based on the table above, it could be seen that there was 1 student obtained 40 (5.0%), 3 students obtained 45 (15.0%), 5 students obtained 50 (25.0%), 7 students obtained 55 (35.0%), 1 student obtained 60 (5.0%), 2 students obtained 65 (10.0%), 1 student obtained 70 (5.0%).

Based on the table above, it can be seen that the total number of the students was 20 students. The highest score was 70 and the lowest score was 40. The highest frequency was 7 at the score of 55.

Table IV.7
The Frequency Score of Post-test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
50	1	5.0	5.0	5.0
55	2	10.0	10.0	15.0
60	8	40.0	40.0	55.0
65	8	40.0	40.0	95.0
70	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Based on the table above, it could be seen that there was 1 student obtained 50 (5.0%), 2 students obtained 55 (10.0%), 8 students obtained 60 (40.0%), 8 students obtained 65 (40.0%), 1 student obtained 70 (5.0%).

Based on the table above, it can be seen that the total number of the students was 20 students. The highest score was 70 and the lowest score was 50. The highest frequency was 8 at the score of 60 and 65.

Table IV.8
The Mean and Standard Deviation of Pre-test and Post-test of Control Class

Group Statistics					
	Pretest	N	Mean	Std. Deviation	Std. Error Mean
Pre test	1	20	53.50	7.452	1.666
Pre test	2	20	61.50	4.617	1.032

Based on the table above, it could be seen that the total students from each class, pre-test of experimental class consisted of 20 students and so did post-test class. The mean score of pre-test was 53.50, and the mean score of post-test was 61.50. The standard deviation from pre-test was 7.452, while standard deviation of post-test was 4.617. Standard error mean from pre-test was 1.666, and post-test was .1.032.

C. The Data Analysis

1. The Analysis Improvement of Reading Ability of Experimental Class

The following table is the description of pre-test and post test of experimental class.

Table IV.9
The Students' Reading Score at Pre-test to Post-test at Experimental Class

No	Students	Experimental Class		
		Pre-test	Post-test	Gain
1.	Student 1	60	75	15
2.	Student 2	55	70	15
3.	Student 3	50	65	15
4.	Student 4	65	80	15
5.	Student 5	60	85	15
6.	Student 6	50	70	20
7.	Student 7	55	75	20
8.	Student 8	45	70	25
9.	Student 9	55	75	20
10.	Student 10	50	85	35
11.	Student 11	65	80	25
12.	Student 12	55	70	15
13.	Student 13	50	75	25
14.	Student 14	65	75	10
15.	Student 15	70	80	10
16.	Student 16	50	80	30
17.	Student 17	55	75	20
18.	Student 18	50	75	25
19.	Student 19	50	70	20
20.	Student 20	50	80	30
Mean		55.25	75.5	20.25

From the table IV.9, the writer found that the students' mean score at pre-test in experimental group was 55.25. While the students' mean score at post-test was 75.5. So, the mean gain of the experimental group from pre-test to post-test was 20.25. It means that the students' mean score at pre-test to post-test was significantly improved.

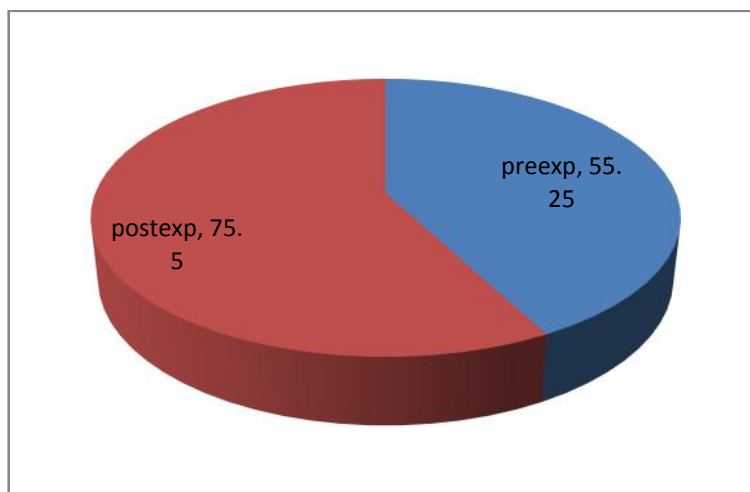


Table IV.10

The Classification of Students' Score of Experimental Class

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	7	35%
2.	Good	70-79	12	60%
3.	Enough	60-69	1	5%
4.	Less	50-59	-	0%
5.	Bad	0-49	-	0%
Total			20	100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed 7 frequencies (35%), the

category number 2 showed 12 frequencies (60%), the category number 3 showed 1 frequency (5%), the category number 4 showed (0%) and the category number 5 showed no frequency. The table above also showed that the highest percentage of experimental class was 60% at the mean score 70-79. Thus, the majority of the students in experimental class could be classified **good category**.

2. The Analysis Improvement of Reading Ability of Control Class

Table IV.11

The Students' Reading Score at Pre-test to Post-test at Control Class

No	Students	Control class		
		Pre-test	Post-test	Gain
1.	Student 1	55	60	5
2.	Student 2	50	65	15
3.	Student 3	55	65	10
4.	Student 4	55	60	5
5.	Student 5	50	60	10
6.	Student 6	45	55	10
7.	Student 7	45	55	10
8.	Student 8	50	60	10
9.	Student 9	55	60	5
10.	Student 10	65	70	5
11.	Student 11	55	65	10
12.	Student 12	55	65	10
13.	Student 13	50	60	10
14.	Student 14	45	60	15
15.	Student 15	40	50	10
16.	Student 16	60	65	5
17.	Student 17	70	65	15
18.	Student 18	55	60	5
19.	Student 19	50	65	15
20.	Student 20	65	65	0
Mean		53.5	61.5	9

From the table IV.11, the writer found that the students' mean score at pre-test in control group was 53.5. While the students' mean score at post-test was 61.5. So, the mean gain of the control group from pre-test to post-

test was 9. It means that the students' mean score at pre-test to post-test was not significantly improved.

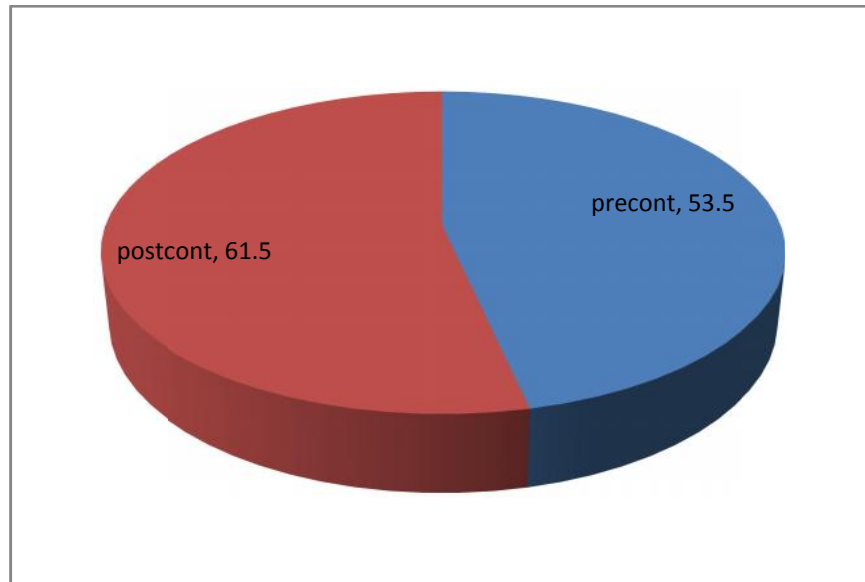


Table IV.12

The Classification of Students' Score of Control Class

No.	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	-	0%
2.	Good	70-79	1	5%
3.	Enough	60-69	16	80%
4.	Less	50-59	3	15%
5.	Bad	0-49	-	0%
Total			20	100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed (0%), the category number 2 showed 1 frequency (5%), the category number 3 showed 16 frequencies (80%), the category number 4 showed 3 frequencies (15%) and the category number 5 showed no frequency. The table above also showed

that the highest percentage of control class was 80% at the mean score 60-69. Thus, the majority of the students in control class could be classified into **enough category**.

3. The Data Analysis of the Improvement of Students' Reading Ability by Using Independent Sample T-test

Table IV.13

The Analysis Statistics of the Improvement of Students' Reading Ability by Using Independent Sample T-test

Group Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Experiment	20	19.00	7.363	1.646
Control	20	7.25	4.723	1.056

Based on the table above, it could be seen that the total students' from each class, the experimental class consisted of 20 students and so did control class. The mean of experimental class improvement was 19.00 and the mean of control class improvement was 7.25. Standard deviation from experimental class was 7.363, while standard deviation from control class was 4.723. Standard error mean from experimental class was 1.646, and control class was 1.056.

Table IV.14
The Data Analysis by Using Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
control	Equal variances assumed	2.385	.131	6.007	38	.000	11.750	1.956	7.790	15.710
	Equal variances not assumed			6.007	32.370	.000	11.750	1.956	7.768	15.732

Output of Independent Samples Test shows that Levene's Test to know the same variance.²

Ho = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05, Ho is accepted.

If probabilities < 0.05, Ho is rejected.

Based on the output above, it was answered the hypothesis of the research that Ho was rejected and Ha was accepted because $0.000 < 0.05$.

The next standard for analysis based on Equal variant assumed.

² Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar, 2008, p. 159

From the output above also, it could be seen that score of t-test was 6.007 with $df=38$, because $df=38$ was not found from the “t” table, so the researcher took $df=40$. Mean difference was 11.750 and standard error difference was 1.956. Lower interval of the difference was 7.790 and upper confidence difference was 15.710.

If t_o (t Observation), 6.007 compared with t_t with df 40, the t critic point was:

Significance 5% = 2.02

Significance 1% = 2.72

It could be seen that the t_o was higher than $t_t= 6.007$ in significance 5% and 1% ($2.02 < 6.007 > 2.72$). It means H_o was rejected and H_a was accepted; or there was a significant difference of using reader’s theater strategy students’ toward reading ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research finding in chapter IV, finally the research about the effect of using reader's theater strategy toward reading ability of the second year students at Islamic junior high school Ittihadul Muslimin Siak comes to the conclusion as follows:

1. Students' reading ability of narrative text taught by using reader's theater Strategy was categorized into good level.
2. Students' reading ability of narrative text without reader's theater strategy was categorized into enough level.
3. There is a significant difference of students' reading ability those students who are taught by using reader's theater strategy at the second year students of MTs Itihadul Muslimin Siak and those who are not.

So, it can be concluded that reader's theater strategy has a positive difference of reading ability at the second year students of Islamic Junior High School Iitihadul Muslimin Siak.

B. Suggestion

Considering reader's theater strategy toward reading ability, the researcher would like to give some suggestions as follows:

1. Suggestions for the teacher:
 - a. It is recommended to teacher to use reader's theater strategy in teaching and learning process.

- b. The teacher builds a favorable atmosphere in teaching-learning process, because the conducive condition in teaching would become one asset to carry the success of material to be taught.
 - c. The teacher should be creative to select kinds of reading text in order to make students' ability in English better and to diminish boredom in learning English especially in reading subject.
2. Suggestion for the students:
- a. The students should try to understand to reader's theater strategy in reading text and practice in the classroom.
 - b. The students pay more attention to the lesson that has been shared by students in front of the class.
 - c. The students should avoid cheating in doing their exercises because in reader's theater strategy each student given time to think about his/her own answer. So students should independently do their exercise.

Finally, the researcher considers that this study still needs corrections and suggestions from the next researcher that has the same topic as this study.

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