



REINFORCING STUDENTS' READING ACHIEVEMENT BY USING READERS THEATER (A Classroom Action Research)

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Abstract

This research was aimed at reinforcing student's reading achievement by using the Readers Theater at the eleventh grade of SMAN 13 Bone. The research used the classroom action research with consisted of two cycles. The research was carried during six weeks at beginning on July 14th – August 18th 2020. The subject of this research was one class of the eleventh grades of SMAN 13 Bone. The data analyzes of the research were qualitative and quantitative. The research findings showed in the qualitative data, the students were motivated, confident and felt entertaining in learning reading. On other hand, in the quantitative data, the students mean score improved. The mean score in both Cycle I and Cycle II were 74.75 and 82.38. Therefore, the rate percentage based on the indicator achievement in both Cycle I and Cycle II running to enhance where the result was 37.6% to 78.2%. Both the qualitative and quantitative findings of this research showed there were reinforcing the students' reading achievement by using the Readers Theater in classroom action research.

Keywords: Reading Achievement, Classroom Action Research, Readers Theater

INTRODUCTION

English as an international language makes it important to learn in the schools in order to communicate around the world. As become a main lesson in many schools and colleges, in learning English has four major skills that should be learned. One of them is Reading which has to be viewed as the important component of the success of the student's English ability. Therefore, reading is very essential in learning English to get information from the text (Muthiah, 2013). As stated by Rumelhart in Panya Lekwilai (Lekwilai, 2014), reading is regarded as a complex process which involves the readers, the text, and the interaction between the reader and the text.

In teaching reading, there are components can measure the students' achievement. Explaining the components reference to the Learning point association (Associates, 2004), phonemic awareness is defined as the ability to focus on and manipulate phonemes in spoken words. In other hand, the phonics can be defined as a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language. The third component is vocabulary. It plays an important role in comprehension. Beside that fluency also plays to help students in comprehending what they read. The last point of component reading to measure reading achievement is comprehension. It involves construction meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.

Addition, there are many strategies can be used as method in teaching reading to help the students to reinforce their ability in gaining the achievement in the school. In this case, Reader Theater is the strategy that can be used by teacher in teaching reading. Based on Retliff in Timothy Rasinski, Et.al (Young et al., 2017), Readers Theater is perhaps the most imaginative, instructional, literature technique available for students. Besides, Readers Theater is expected to rehearse (an authentic form of repeated readings) their assigned script to develop automatically and prosody (expression in their oral reading).

By that reason, the Readers Theater is considered to help students to face reading difficulties and reinforce their reading achievement. Readers Theater provided students the comfort and ease of practicing text by rereading and rehearsing parts of text, which helps the readers correct mistakes through day-to-day practice. According to LaBerge and Samuels in Laura Ashley Black (Black, 2016), the repeated-reading process within Reader's Theater provides the opportunity for students to achieve automatically.

Furthermore, in learning reading, the students must be capable to comprehend the text and have motivation and attention. They can influence the students to get positive result of achievement in reading. In these cases, based on the pre-observation in the eleventh grade of SMAN 13 Bone, in general, it could be reported that there were some students who had low interested and score on reading. The minimal mastery level criteria or KKM of English Lesson was 75 (Pendidikan dan Kebudayaan 2015) and the students should get more than it.

Thus, based on the situation, the adequate of reading strategy is needed to help the students in reinforcing their reading achievement. So the researcher was interested in conducting a research to reinforce the students' reading achievement by using Readers Theater. How it reinforces of the students' reading achievement and there any reinforcement by using the Readers Theater is. Thereby, this research aimed to describe how the Readers Theater reinforces the students' reading achievement and find out the reinforcement by using it.

Based on the explanation above the researcher formulates the literature review are: Language acquisition is the process by which humans acquire their first language (Eddy, 2011). The first language acquisition commonly means the acquisition of a single language in childhood, regardless of the number of languages in a child's natural environment (Cruz-ferreira, 2011). In addition, the second language acquisition can be also acquired by immediate family and social entourage. In such a situation, the second language is a language that learners master the second best, after their first language (Punchihetti, 2013). Thus, the foreign language is also acquired after the first language. However, it is one a person voluntarily chooses. It is not a vital means of communication with other learners living in their homeland or a country they moved to. The choice is usually influenced by the interests of the individual and/or their plans for the future in an effort to make use of the language acquired (Eddy, 2011).

Besides that, the language acquisition that has explained above, the researcher concludes that language acquired based on how to acquire. The first language is acquired kind by behavior, innate or interaction. While the second language is acquired at school or in another situation it can be from the immediate family and social entourage. On the other side, the foreign language acquires by one a person voluntarily chooses. Overall, language acquisition is always being starting by the first language where many called it is "mother tongue".

In Indonesia, English is known as a foreign language where people just choose it as an additional language. The first language is the local language "mother tongue", the second language is National language or "Indonesia" and the last is the foreign language. It is English or other languages.

Using English at school, many English teachers use the Indonesian language in teaching English. it is guessed more intimidated and effective. According to David Russell (Riddell, 2014) in his book "teach EFL", he told his experience as a student was on schooldays. He loved his teacher when the teacher used his language in this thing "French" during the teacher taught other languages in the class. He felt much more intimidating and effective.

In the teaching process, teachers need to adjust their language to suit the level of the class they are teaching. Thus, is done not by talking loudly or unnaturally slowly, but by simplifying the language they use (Riddell, 2014). On the other hand, the teacher must be aware that the effective and popular, the teacher should have a multitude of responsibilities and also know students' expectations. The teacher can respond to their students' personalities, attitudes, needs, and backgrounds.

Concept of Reading

Reading is an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language (Muthiah, 2013). Regarding to the aims of reading, Wahyu (Darmawan, 2016), explains that some of aims of reading. The first is for details and facts that means to get the information that is done by figure or to solve the problems which are made by figure. The second aim is for main ideas that aims to get the topic. The other aim is for sequence or organization. Reading for inference that means to understand the figure do something or the author's mean of the passage. Beside that, reading also aims for classifying; for evaluating and for comparing of contrast.

Furthermore, reading offers some types of reading that help reader to get poin in written text. Kozak M (Kozak, 2011) explained that reading to confirm expectation called as skimming. Its object is to familiarize you as quickly as possible with the material to be read. Other type is scanning. It is reading to extract spesific information. The last type is close reading that means not only reading and understanding the meaning of the individual printed words but also involves making oneself sensitive to all the nuances and connotations of language as it is used by skilled writers.

Reffering of the states above, reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time resources to develop (Bojovic, 2014). In other hand, reading activity also has style that classified into two styles based on Muhammad Mohsin Ali (Ali, 2019). The styles are intensive reading and extensive reading. Intensive reading involves learners reading in the detail with specific aims and tasks. It refers reading carefully for an exact understanding of text. Necessary for contracts, legal documentation, application forms, etc. This activity requires great mental effort and focus. That is because, the intensive reading must be careful to follow specific guidelines, or else risk dullness and stress (burnout). Meanwhile, the extensive reading involves learners reading texts for enjoy and develop the general reading skill. It refers the reading for joy. It supports learners to expose in the widest range of vocabulary and grammatical structures. In addition, the extensive reading is meant to be fun and pleasurable experience, requiring a low expenditure of mental effort. Doing extensive reading

Teaching Reading

Reading is about understanding written texts. According to Elizabet (Elizabeth et al, 2003) reading is complex activity that involves both perception and thought. In reading activity, there are two related processes that occur in reading. They are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language while comprehension is the process of making sense of words, sentence and connected text.

In teaching reading, Williams in I. S. P. Nation (Nation, 2008) mentioned that there some principles in teaching. The first is meaning-focused input that focuses on gaining of reading purposes. The second is meaning-focused output that explains in teaching reading should involve listening, speaking and writing activities related to reading. Other principle is language-focused learning that the teacher helps students to focus on extensive or intensive reading, helps students to be familiar with strategy package procedures and to be familiar with a range of text structures. The last is fluency development. This principle, the teacher helps the students to have fluency with activities like speed reading, repeated reading, paired reading, scanning and skimming. On other hand, the teacher helps the students to have motivated to read and helps them to read a lot.

Ultimately, the principles of teaching reading that previously explained above are the principle that the teacher should apply and give to their students in teaching reading. It helps the teacher to know what the teacher should do in assessment or measuring their students in reading. It also shows some opportunities for the teacher to be creative in developing strategies in teaching.

Readers Theater

In teaching reading, using the strategy is helpful to reach the goal in learning process. The Readers Theater is an ideal approach for capitalizing on this desire to perform and simultaneously improve students' reading outcomes (Timothy Rasinski, Faida Stokes, 2017). Another statement from White in Jun Liu (Liu, 2020) stated the Readers Theater a dramatic approach to literature, is a creative oral reading of any type of literature that contains 'theater,' be it a play or otherwise. In other hand, according to Caroline Suggs (Suggs, 2013) mentioned the Readers Theater is an integrated approach to reading and writing using variety of methods, such as sharing literature, reading out loud, performing together, and working collaboratively. Readers Theater was firstly produced by Oedipus Rex as a professional group in New York (Parker, 2016). In Readers Theater students read and perform a script. However, Readers Theater entails no memorization of lines, costumes, acting, props or scenery (Timothy Rasinski, Faida Stokes, 2017). The performing students simply stand in front of their friends with scripts in hand and read.

In reading, the Readers Theater gives some benefits. According to Sandra K. Millin and Steven D. Rinehart (Millin and Rinehart, 2010) in their research that applying it the students can enhance their skills in reading include more accurate word recognition, better expression and improve fluency. It exercises oral reading with rereading or repeating the content of a text and allows students to become familiarized with it (Chou, 2013). As a result, it can develop fluency and accuracy. Besides that, according to Brummitt Yale in Cheryl Lynn Parker (Parker, 2016) explained that fluency has the greatest impacted on comprehension.

It can also make students' more confident, comfortable (Suggs, 2013). Furthermore, some of the results of teachers' interviews in Cheryl Lynn Parker's (Parker, 2016) research showed that the Readers Theater gives a positive impact on students. They felt motivated and excited when allowed to read with their peer or group and that they wanted to do well when performing for their class. With the manner, it allows the students to learn each other to work collaboratively (Suggs, 2013).

In addition, doing readers theater should pay attention of the effective Readers Theater reader characteristics. According to Linda Comwell (Cornwell, n.d.), she mentioned them as follow:

1. Reads with expression, proper emphasis, and clear enunciation, using his/her voice effectively to convey meaning.
2. Projects to the audience.
3. Is familiar with the part and is able to read it with fluency.
4. Paces himself/herself effectively.
5. Uses props, when employed, effectively (the script is a prop).
6. Demonstrates poise and self-confidence

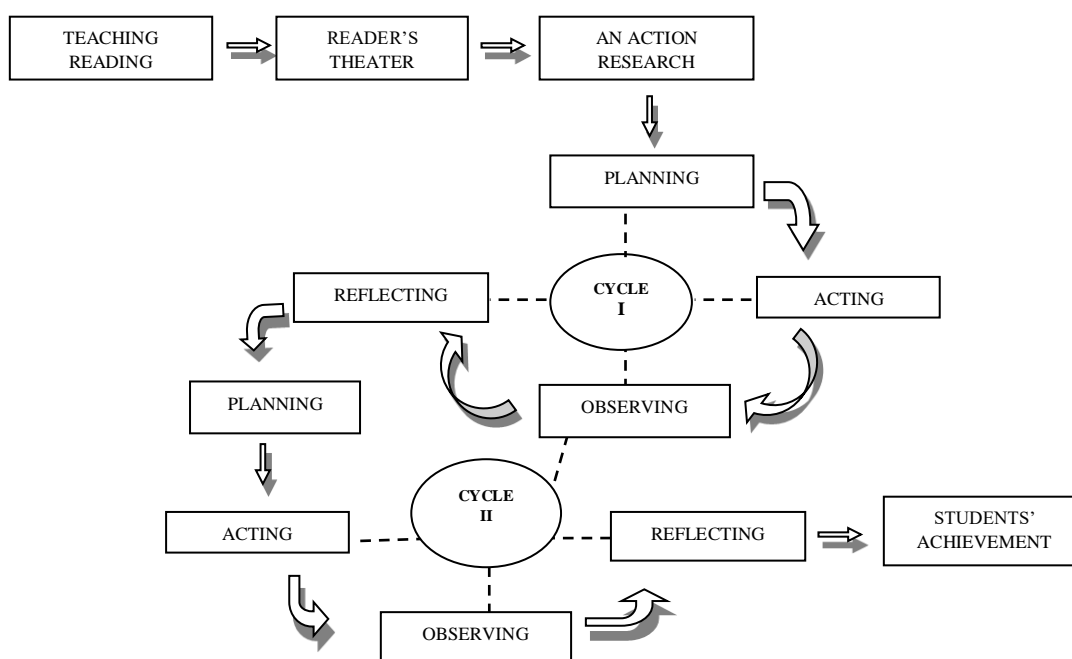
The Readers Theater consists of some procedures or steps. Panya Lekwilai (Lekwilai, 2014) mentioned some steps application of Readers Theater as follows:

1. Text selection: the teacher chooses a script at the student's instructional level. Several scripts made specifically for Readers Theater are widely available. Alternatively, the teacher can adapt his/her own scripts from books and other literature.
2. Modeling: the teacher reads aloud the script for students to demonstrate what fluent reading should be like. If an audio version of the script is available, the teacher can play it.
3. Discussion: discuss the plot, characters, settings, etc. with students. Vocabulary and sentence structures can be discussed as well to ensure comprehension.
4. Assign roles: divide students into groups and assign roles to them. When students are familiar with Readers Theater, the teacher may let them choose their roles.
5. Practice: students practice the role with their peers, and sometimes practice by themselves. Upon practicing the script, it will take both silent and oral reading for students.

6. Feedback and comment: after students practice reading the script aloud, the teacher gives feedback and comments for improvement.
7. Perform: students stand in front of the class and perform the script

METHOD

This research applied Classroom Action Research (CAR). As stated Gwynn Mettetal (Mettetal, 2015) the classroom action research is a method of finding out what works best to improve students' learning. Because it is a planned, methodical observation related to one's teaching (P. Johnson, 2012). The classroom action research itself is conducted cyclical, consist of four stages: planning, action, observation, and reflection (Burns, 2017). Besides, in this research, the researcher conducted it in two cycles. The research design of this research that the researcher applied based on the model of research by Kemmis and McTaggart in Anne Burs (Burns, 2017) as below:



This research also was conducted collaboratively with the English teacher. The collaboration stetted up the part and the task of the researcher and teacher. The researcher applied Readers Theater to improve students' reading achievement and was responsible to monitor the result of teaching and learning process. Whereas, the teacher acted an observer support the result of the research.

The subject of this research would be one class of the eleventh grade who consist of 32 students especially of language class at SMAN 13 Bone. The subject was selected through purposive sampling technique. To collect the data, the researcher used four kinds of instruments namely test, observation, documentation and interview. For technique of collecting data, this research used two kinds technique. They were qualitative and quantitative data.

The qualitative data were observation, interview and documentation. The observation was used to monitor the students' activity during teaching and learning process. The researcher used observation checklist to collect the data. It would be conducted by using application to manage the observation. The application was WhatsApp (WA) and Zoom cloud meeting. The second, in interview, the researcher gave questions that had prepared to both the students and the English. The activity was done by using the application WA (WhatsApp). Then, documentation was used as the support data. Some data collected are lesson plan, list of students' name and the activity

when teaching and learning process. Meanwhile, the quantitative data, the researcher used tests. There were pre-test as diagnostic test and post-test reading in the last of each cycle that given by the researcher.

To analyze the data, this research did three processes in qualitative analysis. They were reducing data, displaying data and drawing and verifying conclusion based on the data collecting. In quantitative analysis, the data were analyzed by using descriptive and inferential statistical by employing Statistical Product and Service Solutions (SPSS) version IBM 20 for windows. The data were included mean calculation, percentage of students' score and rate percentage of development in the cycle.

FINDINGS AND DISCUSSION

Findings

The researcher described this research finding with dividing it in two points based on the research questions. The findings were as below:

Describing how reinforcing students reading achievement

This point, the researcher did giving diagnostic test and applying cycles with classroom action research method.

a. Diagnostic Test

The test was given to know the student's score or their achievement in reading as the first step to collect the data before giving some actions to them. The result of the diagnostic test below:

Table 1. Percentage of the Students' Diagnostic test

No	Classification	Score	Frequency (f)	Percent (%)
1	A	92-100	0	0
2	B	84-91	4	12.5
3	C	75-83	2	6.3
4	D	0-74	26	81.3
Total			32	100

From table above, the data showed the students that there 26 students got score <75 with percentage 81.3%. It meant that there were many students got lower score. Furthermore, as follow mean data that related the result.

Table 2. Statistic Students' Score of Diagnostic Test

Score	Students	Mean	Median	Std. Deviation
	32	64.50	64.00	14.215

Based on the table above, the result showed the mean of the students' score was 64,50 whereas the median was 64,00. It presented that many of students still did not pass the minimum completeness criteria (KKM). As result of the diagnostic test, the researcher continued to give a strategy to reinforce their achievement in some steps (cycles).

b. Report Cycle

1) Cycle I

a) Planning

The researcher planned to conduct the first cycle in four meetings. The researcher's schedule was conducted every Tuesday at 10.30 am until 12.00 am based on the students' schedule in the school. In the first meeting, the researcher planned to make deal to students about the material that would be done in four meetings. The material was about asking and giving opinion that listed in basic competence 3.2 of syllabus SMAN 13 Bone. In doing the research, the researcher did the research by online. It caused of their school was closed to prevent the spread of the corona virus. Therefore, the researcher did the research by using applications. The applications were WhatsApp, Zoom Meeting Cloud, and Google Form. For the reason, the teaching learning process was done by online whether in giving instruction, material, and test. For the second and the third meetings, the researcher planned to discuss about the material and also prepared an exercise based on the material. After that, the researcher planned to give Readers Theater script. In addition, the research also prepared a link video from YouTube as additional information how to apply the Readers Theater. The last meeting, the researcher planned to set the students' performance in Zoom meeting cloud application and prepared the test.

b) Implementation of the action in Cycle I

In this research, the researcher acted as the teacher that taught the students and the English teacher acted as observer that observed all activities during teaching-learning process. The first meeting was conducted on Tuesday, 14th July 2020. For the first meeting, the researcher did introducing herself, giving introduction about the material, explaining the learning object and also introduction the Readers Theater as strategy that used in teaching.

The second meeting was conducted on Tuesday, 21st July 2020. In this meeting, the researcher gave explanation and discussion about the material. The researcher applied rereading in guiding the students to be familiar and comprehend the text. After learning the material, the researcher gave a task that related that they have learned.

In the third meeting, Tuesday 28th July 2020, In WA group, the researcher formed four groups which each groups consist of eight students and gave them script of Readers Theater with each different title. In the group, the students began to communicate and build a team to discuss their character in the script. In addition, each group got a link video from YouTube as supporting information to show how to apply the Readers Theater. Surely with the researcher's guide. The last for this meeting, the researcher asked the students to prepare their performance for the next meeting. The formed group as follow:



Figure 1. Making Group

The fourth meeting in the cycle I, the researcher conducted on Tuesday, 4th August 2020. In this meeting, the students performed with their group in Zoom. The Readers Theater actually was the strategy which also aimed to make students more expressive and confident in reading. The students did not have to wear the custom and memorize the line.

During performing, the researcher also pay attention their pronunciation. The researcher gave correction about the words and asked the students to repeat pronouncing those words. At the end of this stage, the researcher and students discussed some comprehension questions about the text/script. The last, the researcher gave reading test to student. The test was the multiple choices. The students answered the test in Google Form.

c) Observation

Based on the observation, there are some problems that faced during teaching-learning process and the implementation of Readers Theater. They are stability of internet networking, the students' participation in WhatsApp group, and the students' unexpected affairs.

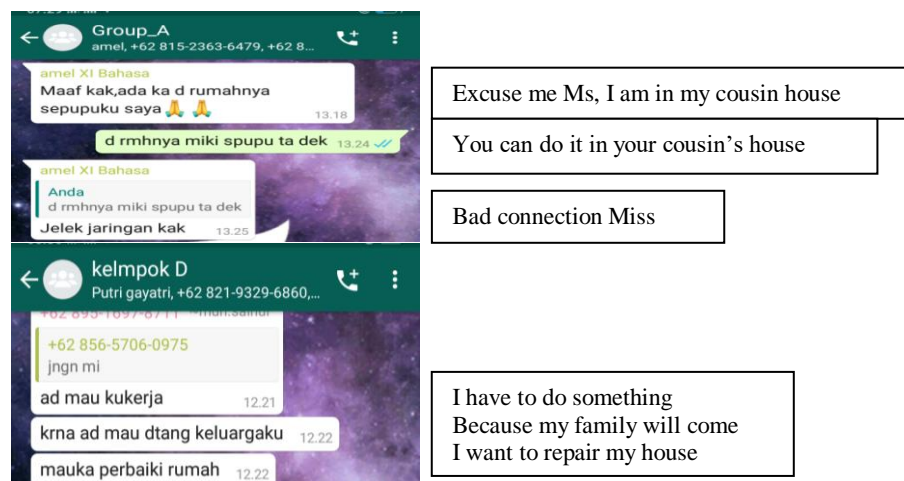


Figure 2. Students' Strangle

Besides that, most of the students were enjoying what they done. They felt fun although they felt little nervous and embarrassed.

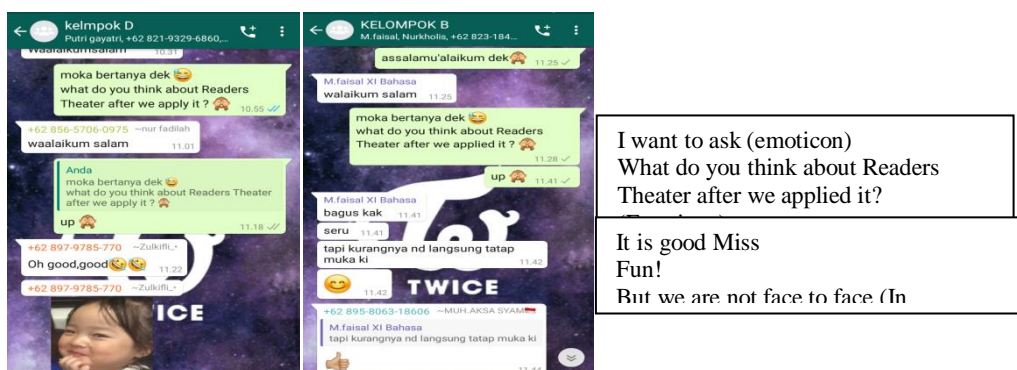


Figure 3. Students' Respon

d) Reflection

As follow the table shows the result of the reflection in cycle one:

Table 3. The Problems Related to the Actions Implemented in Cycle I

No	Actions	Problems
1	Giving Instruction	Some students were just being silent readers.
2	Implementation Readers Theater in reading practice	Not all students could perform in Zoom because their friends not ready at the time. It caused they had unexpected affairs and bad connection
3	Giving feedback	-
4	Making Group	-

Besides that, after doing the cycle one, the researcher also analyzed the students' reading test score. The result was as follow.

Table 4. Percentage of Cycle I Test

No	Classification	Score	Frequency (f)	Percent (%)
1	A	92-100	2	6.3
2	B	84-91	5	15.6
3	C	75-83	13	40.6
4	D	0-74	12	37.5
Total			32	100

From table above, the data showed the transformation. It fact, the data presented that there 12 students got score <75 with percentage 37.5%. However, the data still not showed the achievement by the students after the implementation the Readers Theater strategy.

Furthermore, for addition data, the researcher counted the data mean that related the result. It was as bellow:\

Table 5. Statistic Students' Score in Cycle I

Score	Students	Mean	Median	Std. Deviation
	32	74.75	76.00	10.333

Based on the result above, the students' reading score presented that the score mean was 74.75 and the median was 76.00. The score also showed that the students still not reached the indicator achievement in cycle I. As the data show, the researcher and the collaborator decided to revise the action and implementation in the next cycle because there were still some problems related to the implementation.

2) Cycle II

a) Planning

Based on the problems related to the action implemented in the first cycle, the second cycle focused on revising and implementing the actions to success the practice of teaching reading and, as the result, to improve students' reading achievement.

Table 6. The Relevance among the Action in Cycle I, Problems of the Implementation, and Recommendation for Cycle II

No	Actions in Cycle I	Problems	Recommendation for Cycle II
1	Giving Instruction	Some students were just being silent readers.	The researcher should send the instructions to the students by personal chat that not giving comment while teaching-learning process.
2	Implementation Readers Theater in reading practice	Not all students could perform in Zoom because their friends not ready at the time. It caused they had unexpected affairs and bad connection	The Readers Theater should be implemented with certain time allocation and gave the chancing the students to determine their schedule but must still on decision together between the researcher and the students
3	Giving feedback	-	This action should be continued in Cycle II
4	Making Group	-	The same group for Cycle II

b) Implementation of the action cycle II

In cycle II, the researcher did the action in two meetings. The first meeting was 11th August 2020 and the second meeting was 18th August 2020. Similarly, in the cycle I, the researcher acted as the teacher whereas the English teacher acted as the observer or collaborator. After that, the researcher explained the materials again with giving a new phrases or expressing in asking and giving opinion with the examples in using it. It helped the students to know various expressions. The next meeting, the students continued to perform the Readers Theater in Zoom and did the test.

c) Observation

Referring the teaching-learning process, in this stage, the researcher and the collaborator received positive change. Average the students gave respond although with sticker, emoticon or the short answer. In implementation of Readers Theater, all of the groups could perform. The students felt fun because they enjoyed with their friend. It meant that they missed teaching-learning process in the class with their friends. The students also were easier to comprehend the text because the story of the script was fun.

d) Reflection

The result of the reflection showed that the revised action implemented in cycle II was successful. The students got all the instruction although they did not active at the time. All the students got an opportunity to perform. The performance, made students felt fun, got a new vocabulary and was be more expressive. In other hand, based on data analyze of their test showed average the students got 75-83 with frequency 12 students and mean was 82.38.

1. Describing whether there the reinforcing of the students' reading achievement

a. Describing the result of diagnostic test

The result of diagnostic test as bellow:

Table 7. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Score	32	40	88	64.50	14.215
Valid N (listwise)	32				

Based on the data above, showed that the mean of the data was 64.50, standard deviation was 14.2. It meant the value that was still low from the completeness values (KKM) for English lesson. As follow the count of passing grade the percentage of the diagnostic test.

Table 8. Count of Passing Grade the Diagnostic Test

No	Criteria	Diagnostic Test	
		Frequency (f)	Percent (%)
1	> 75	6	18,7%
2	75	0	0%
3	< 75	26	81.4%

The result concluded that criteria <75 was the highest frequency with 26 points and 81.4%.

b. Describing the Result of Cycle I

The result of cycle I as fallow:

Table 9. Descriptive Statistics of Cycle I

	N	Minimum	Maximum	Mean	Std. Deviation
Score	32	56	92	74.75	10.333
Valid N (listwise)	32				

The test of cycle I was conducted after doing all the meetings and implementing the Readers Theater. The indicator of achievement that the students should get after implementation the Readers Theater was average ≥ 80 point. From the result, it could assume that in cycle I was still not proved the standard. As follow the count of passing grade the percentage of the Cycle I test.

Table 10. Count of Passing Grade the Cycle I

No	Criteria	Cycle I	
		Frequency (f)	Percent (%)
1	> 80	7	22%
2	80	5	15.6%
3	< 80	20	62.6%

Referring the table, the data analyzes showed the students that got the criteria 80 and >80 was still low. The percentage both was 37.6%. It meant rate percentage in the cycle I still not showing the achievement.

c. Describing the Result of Cycle II

The result of cycle I as fallow:

Table 11. Descriptive Statistics of Cycle II

	N	Minimum	Maximum	Mean	Std. Deviation
Score	32	64	96	82.38	7.861
Valid N (listwise)	32				

In implementation of Readers Theater in cycle II gave a change. The data showed the improvement. As follow the count of passing grade and the percentage of the Cycle II test.

Table 12. Count of Passing Grade the Cycle II

No	Criteria	Cycle II	
		Frequency (f)	Percent (%)
1	> 80	16	50.1%
2	80	9	28.1%
3	< 80	7	22%

In cycle II, the researcher did some new action that related from the problem of cycle I. For the reason, there was a changing that the researcher got. From the result above, the data analyzes showed that the criteria 80 and >80 increased. The percentage both is 78.2%. It meant rate percentage in the cycle II improve with difference 56.2%.

d. Describing the Rate Percentage of Cycle I and Cycle II

Based on the data, the analyzed carried out in this research was analyzed the rate percentage from both the cycle. The result of the data was presented in the following tables.

Table 13. Rate Percentage of the Cycle I and the Cycle II

No	Criteria	Cycle I		Cycle II	
		Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
1	> 80	7	22%	16	50.1%
2	80	5	15.6%	9	28.1%
3	< 80	20	62.6%	7	22%

Table 14. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Cycle 1	74.75	32	10.333	1.827
	Cycle 2	82.38	32	7.861	1.390

From the result of the both table above, the data showed there was transformation from the cycle I to cycle II. The values above explained that cycle I presented that the criteria achievement 80 and >80 was 37.6% and still not passed. Whereas the cycle II showed criteria 80 and >80 was 78.2%. It meant the data showed the reinforcing students' reading achievement in teaching-learning process by using the Readers Theater strategy.

B. Discussion

1. *Implementation the Readers Theater in Reinforcing the Students' Reading Achievement*

Based on the research finding, the result showed that the implementation of Readers Theater was running to reinforce the students' reading achievement. It indicates that after implementing of Readers Theater as strategy, based on the interview, the students have more confident. It is related with Cheryl Lynn Parker (Parker, 2016) stated that the Readers Theater gives a positive impact on students. It exercised the oral reading with rereading so it could develop the fluency, accuracy and comprehend (Chou, 2013). Mentioning the interview, the researcher saw on their performing, the students comprehend the story so they feel happy and expressive in performing. The fact was supported by Caroline Suggs (Suggs, 2013) theory that she said the students can be motivated as reader. For the conclusion, the implementation of Readers Theater can make the students quite confident, motivated, fluency with exercising oral reading with rereading technique and feeling entertaining.

2. *Reinforcing the Students' Reading Achievement by Using Readers Theater*

In this researcher used the Classroom Action Research as method. The researcher did this researcher in two cycles. Before doing the method, the researcher gave a diagnostic test for the first assessment to students. In the cycle II, the students could reach the mean score was 82.38. It presented the students' development. It related with the percentage of students' score and rate percentage. In indicator of achievement, the researcher targets grade that students will get after using the Readers Theater as strategy is 80. It meant there is improvement of the students' in reading after using Reader Theater strategy. The percentage of passing grade the students increase from 37.6% in cycle I to 78.2% in cycle II. Ultimately, the result relates with the Chi-thing Chou's (Suggs 2013) theory that he stated in implementation of Readers Theater helps the students to improve oral reading and English learning achievement.

CONCLUSION

The researcher concludes that using Readers Theater as teaching strategy could be used in teaching reading in class. This fact is shown by both qualitative and quantitative data collected during the research. The implementation the Readers Theater strategy indicates that it makes teaching-learning process motivated, fun and more entertaining. In addition, the mean and percentage of students in diagnostic test and the test in each cycle during the teaching-learning process were: the diagnostic test, mean: 64.50, percent: 18.7%; the cycle I, mean: 74.75, percent: 37.6%; and the cycle II, mean: 82.38, percent: 78.2%. From the data, the result proves there is an achievement that the students get during the process in teaching-learning by using the Readers Theater strategy.

Moreover, the researcher suggests for the English teacher to apply Readers Theater strategy in reading as alternative in teaching in order to make students feel enjoy and improve their participation. In other hand, the researcher hopes that the next researcher can prepare everything as good as possible in conducting the research and can do the follow up of this research.

ACKNOWLEDGEMENTS

Alhamdulillah rabbil 'Alamiin, all praises be to Allah, the lord of the worlds, who has given the health and strength to the researcher in completing this script. May Allah's peace and blessing be upon his final prophet and messenger, Muhammad, his family and his companions.

During the writing of this script, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, the writing of this research would never been possible completed. Therefore, the researcher would like to express the greatest thanks and appreciation for those people, they are:

1. The greatest thanks to researcher's parent Baco Tang and Patimang who always educate, give affection, support, and pray for the researcher's success.
2. Prof. Dr. A. Nuzul, S.H.,M.Hum. is as the Rector of State Institute of Islamic Studies of Bone (IAIN Bone).
3. Dr. Wardhana, S.Ag.,M.Pd.I. is as the Head of Tarbiyah Faculty of State Institute of Islamic Studies of Bone (IAIN Bone).
4. Dr. Muhammad Zuhri Dj, S.S.,M.Hum. is as the Head of English Study Program for his motivation, support and big contributions.
5. Dr. Muhammad Zuhri Dj, S.S.,M.Hum. and Uswatun Hasana, S.Pd.I.,M.Pd. the first and the second consultant for their guidance and advice during this writing script.
6. Bj.Pratiwi, S.Pd.,M.Pd, Dr.Ishak S.Pd.,M.Pd., Tenriawaru Taslim, S.Pd.,M.Pd. and all my lectures that the researcher cannot tell one by one for their assistance, support, insightful, and invaluable comment this research which make the researcher has been able to complete this research.
7. All staffs of the library of IAIN Bone for their help to find some books and who have provided and lent many references.
8. All staffs of English education department of IAIN Bone for their assistance in service and administration during the lecture process.
9. Syaharuddin, S.Pd as the English teacher of the eleventh grade of SMAN 13 Bone, big appreciation for his for giving the researcher knowledge, experience and kindly help in conducting this research.
10. My beloved siblings, Ika, Arming, Andika, Arjuna, and Lisman, Fitri thanks for always supporting and understanding the researcher.
11. The best appreciation most profound thanks to all of my classmates that could not be mentioned here. Thanks for friendship, kindness, togetherness and suggestion.

12. The best appreciation to my beloved friends Swag_sq (Mubarika, Elsa, Aireen, Fitri, Winda, Zulfa, Ira, Eka, Nisa, Yaya, and Faisah), Kisrah Mujahadah Dimyati and Nur Fadhilah Abustang who have given time, assistance, and motivation to the researcher during this writing script.

13. All my beloved families of Rumah Baca RUMI who cannot be mentioned their names one by one, thanks for all the kindness and pray for the researcher's success.

The researcher realizes that, this writing script is still far the simplest one. Remaining errors are the researcher's own. Therefore, constructive criticism and suggestions will be highly appreciated.

Finally, willingly the researcher prays may all our efforts are blessed by Allah SWT. Aamiin.

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