

**THE USE OF READER'S THEATER STRATEGY IN TEACHING
READING COMPREHENSION FOR THE TENTH GRADE STUDENTS
AT SMK NEGERI 3 LUBUKLINGGAU**

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ABSTRACT

The objective of this research was to know the influence of using reader's theater strategy on reading comprehension for the tenth grad students at SMKN 3 Lubuklinggau academic year 2024/2025. The researcher used pre-experimental method and the data were collected through test multiple choice. The population of this study was all of the tenth grade computer and networking engineering (TKJ) students of SMKN 3 Lubuklinggau academic year 2024/2025 consisted of 105 students and divided into three classes. The sample was taken through purposive sampling, it was class tenth TKJ 2 with 35 students. The researcher used three technique namely individual score, normality testing, and paired t-test in analyzing the data. The students' average score in the pre-test was 52.43, whereas in the post-test, the students' average score was 78.57. The students' average score in the post-test was higher than the students' score in the pre-test. The t-obtained was 11.47, it was higher than 2.032 as critical value. It means that reader's theater strategy is significantly positive influence in teaching reading comprehension for the tenth grade students at SMKN 3 Lubuklinggau academic year 2024/2025.

Keywords: Narrative Text, Reading Comprehension, Reader's Theater Strategy.

INTRODUCTION

Teaching is a vital procedure that allows teachers to impart knowledge to their pupils and impart knowledge about a subject to students in a class. Teaching is not an easy job, but it is an essential one, and it can be tremendously satisfying when we observe our students' improvement and know that we have contributed to it (Harmer, 2004:23). There are many things that can be done in classroom teaching.

Particularly for high school or vocational school students, reading is one of the abilities that students need to acquire in order to study English.

Reading is one of the most crucial abilities that pupils learn, particularly in technical high schools. According to Harmer (2007: 99), reading is beneficial to language acquisition. It means that, students can acquire information, ideas, fun, and knowledge. Students can find reading materials everywhere through magazines, academic books, fiction or nonfiction books, novels, newspapers, and others. If students lack understanding of a text, then read it more often so it will be easier to master it. According to Nunan (2003: 69), reading is a vital skill for English second language learners. Furthermore, reading is a skill that enables one to accurately interpret the material.

One of the crucial aspects of reading comprehension, where this strategy activities in order to make students understand a text. Serravallo (2010: 43) states that comprehension is heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension is classified into three types: readers who work on comprehension, works that must be comprehended, and activities that incorporate understanding. Students must be focused and skilled in order to comprehend a material. According to Grellet (1981: 3), reading a written document entails retrieving the necessary information as efficiently as feasible. As a result, reading comprehension is an effective phase in which students may grasp, remember, and organize the material they read using the appropriate reading strategy, allowing them to fulfill the goal of reading activities. In addition, students with good comprehension skills not only can to remember information in the text but can also develop critical, creative, and analytical thinking skills including in the context of English language instruction at vocational schools, using one of the learning elements, narrative text. In English learning, the narrative text is one of the materials taught to students in vocational high schools in tenth grade in the second semester. Narrative is sequence of events where the basic components are: the sequence of events itself in story, its verbal or visual representation in a text, and the act of narration. In addition, narrative text is a text that tells the story of an interesting event or incident from the past. Understanding narrative text refers to the ability to comprehend and apply knowledge included in written text material. Furthermore, reading comprehension of narrative content is critical for students to be able to apply in the learning process, particularly while studying English. In this study, the researcher made the first observation about students' comprehension of English texts in class X TKJ 2 SMK Negeri 3 Lubuklinggau.

Based on the preliminary results observation conducted by the researcher on February 4, 2025 to the students of class X TKJ at SMK Negeri 3 Lubuklinggau,

it was found that many students had difficulty in understanding English reading texts. An interview with one of the english teacher showed that students' low reading comprehension skills were caused by their limited vocabulary. This limitation makes it difficult for Students should understand the meaning of the content they read. In addition, students also tend to lack confidence and feel reluctant when interacting with English materials, especially in terms of understanding and discussing the content of reading. This finding is consistent with the results of a questionnaire provided to students in class X TKJ, which suggest that the primary barriers to learning English are students' lack of vocabulary mastery and poor self-confidence, both of which have a direct impact on their ability to grasp reading. In addition, interviews through an online questionnaire with 16 students revealed that 9 of them felt bored while learning English because they did not understand the teacher's explanation, especially when it was delivered in English. This lack of understanding also impacts on their difficulty in pronunciation and also makes their overall ability to comprehension the content of the text.\

In overcoming above problems, A fascinating and effective learning strategy is needed. One strategy that can be used is the reader's theater strategy. According to Jannah (2024: 45), using the reader's theater method can affect or increase students' reading comprehension in narrative texts. As a result, reader's theater is one of the ways available for teaching narrative text material. According to Worthy and Prater (2002: 295), there are many different tactics for teaching English, one of which is the reader's theater strategy, which involves students rehearsing and performing scripts (texts) in front of an audience. It means that in this strategy students in groups perform oral readings from an adapted story script from literature, drama or other story texts. This strategy involves reading the script in a group, reading aloud, understanding the content of the text or script well and can improve teamwork and the courage to speak in public.

Several previous studies have shown the effectiveness of this strategy. The use effective where this strategy increase students' interest in learning (Azzahra: 2023). Another researcher also proved that reader's theatre strategy have a significant positive influence on reading comprehension skills and students motivation (Aktas: 2023).

Based on the description above, the researcher was interested in doing a study entitled "The Use of Reader's Theater Strategy in Teaching Reading Comprehension for the Tenth Grade Students at SMK Negeri 3 Lubuklinggau". This research expected that this method can boost reading comprehension and student interest in learning English.

RESEARCH METHOD

This study employed a quantitative method using a pre-experimental research design, which aims to examine the effectiveness of a treatment—in this case, the Reader's Theater strategy—in improving students' reading comprehension. As Sugiyono (2020) explains, quantitative methods rely on the philosophy of positivism, focusing on objective measurement and testing hypotheses using statistical procedures. The researcher used a one-group pre-test and post-test design, where the same group of students was tested before and after treatment to observe any measurable differences in outcomes.

- **Research Design**

This research utilized a One Group Pre-test and Post-test Design, as illustrated below:

Tabel 1. One Group Pre-test & Post-test Design

O1	X	O2
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(Source: Sugiyono, 2020)

This design involves three main steps: 1. Administering a pre-test (O1) to assess the students' initial reading comprehension. 2. Applying the treatment (X) using Reader's Theater over four sessions. 3. Conducting a post-test (O2) using the same set of instruments to assess improvement.

- **Place and Time of Research**

- Place: SMK Negeri 3 Lubuklinggau
- Address: Jl. Pioner No.46 B, Kel. Air Kuti, Lubuklinggau, South Sumatra
- Schedule: The study was carried out over 6 sessions during the second semester, following the English subject schedule on Wednesdays and Thursdays.

- **Population and Sample**

- Population: All tenth-grade Computer and Network Engineering (TKJ) students at SMK Negeri 3 Lubuklinggau.
- Sample: 35 students from Class X TKJ 2, selected using purposive sampling. This class was chosen due to the accessibility, relevance to the research focus, and recommendation by the English teacher.

Tabel 2. Sample of Research

No	Name of Class	Number of Students		Total
		Male	Female	
1	X TKJ 2	20	15	35

(Source: List of students of TU SMK Negeri 3 Lubuklinggau City)

- **Data Collection Techniques**

The researcher used test instruments to measure reading comprehension: - Pre-Test: 30 multiple-choice questions on narrative texts. - Post-Test: The same 30 items, given after treatment.

Narrative texts used included: *The Wolf & The Goat*, *Sunan Kalijaga*, *Man Ordered Some Flowers*, *A Milkmaid*, *Kiai Gede Penanggungan*, *Ant & Chrysalis*, *The Snake & Frog*, *The Two Frogs*.

- **Instrument Specification**

Table 3. The Test Spesification

Objective	Material	Aspect	Total of Item Test	Type of Test
The students can understand reading narrative text and can answer the question	1. The Wolf & The Goat	1. Main idea (Topic)	(11), (19), (22)(26)	Multiple Choice
		2. Expression/I diom/ phrases	(6),(28)	
	2. Sunan Kalijaga			
	3. Man Order some flowers	3. Inference (Implied Detail)	(3), (7), (12), (17), (20), (24),(27)	
	4. A Milkmaid	4. Grammatica l Features (Reference)	(4), (9), (10), (13), (14)	
	5. Kiai Gede Penangu	5. Detail (Scanning for a specifying stated detail)	(2)	
	6. Ant & chrysalis			
	7. The Snake & Frog			
	8. The Two Frogs	6. Unstated Detail	(5), (8), (25),(30)	
		7. Supporting Idea	(18),(23)	
		8. Vocabulary in Context	(1),(15), (16),(29), (21)	
Total of Items			30	

(Source: Jannah (2024))

- **Validity and Reliability**

- a. **Validity:** Content validity was ensured by aligning items with the Merdeka curriculum and consulting expert reviewers. Empirical validity was calculated using the Pearson correlation formula. Of 30 items, 20 were retained based on having at least moderate validity.
- b. **Reliability:** The test's reliability was calculated using Kuder-Richardson 21 (KR-21) formula. A result of 0.86 confirmed that the test was highly reliable (above the 0.70 threshold).

- **Data Analysis Techniques**

Three main procedures were used:

1. **Individual Scoring:** $[S = (R / N)]$ Where: S = student score, R = correct answers, N = total items
2. **Normality Test (Chi-Square):**
To assess whether the data were normally distributed using standard deviation and mean formulas.
3. **Paired Sample t-Test:** Used to determine whether the difference between the pre-test and post-test means was statistically significant.
Formula: $[t =]$ Where: SE = Standard Error of the Mean

The hypothesis was tested using a significance level of 0.05. In this research was use that If $(t_{\text{obtained}} < t_{\text{critical value}})$, the alternative hypothesis (H1) was accepted, indicating a significant positive influence of Reader's Theater strategy on students' reading comprehension.

FINDINGS

This research aimed to investigate the influence of Reader's Theater Strategy in improving reading comprehension among tenth-grade students of SMKN 3 Lubuklinggau. The study was conducted through a one-group pre-test and post-test design. The instrument consisted of 20 multiple-choice items based on narrative texts. The participants were 35 students from class X TKJ 2.

1. Students' Score in the Pre-Test

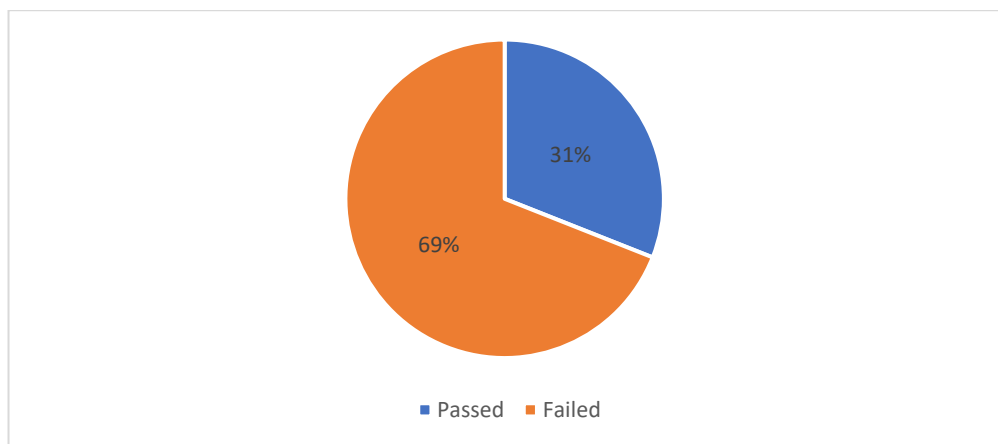
The pre-test was conducted on May 13th, 2025. The students answered 20 multiple-choice questions on narrative texts in 80 minutes. The results revealed that 24 students (68.6%) did not meet the minimum mastery criterion (MMC) of 60, while only 11 students (31.4%) passed. The average score in the pre-test was 52.43. These results indicated that most students had difficulty in comprehending narrative texts before receiving the treatment.

Table 4. The Passing Grade of the Pre-Test

MMC	Qualification	The Number of Students
≥ 60	Passed	11
≤ 60	Failed	24
Total		35

(SMKN 3 Lubuklinggau Academic Year 2024/2025)

Below is the chart of students' criteria percentage in pre-test. The result were presented in the chart 1.

**Chart 1. Students' Score in Pre-Test**

A bar chart shows 31% students passed and 69% failed.

This shows that the majority of students were unable to comprehend the texts effectively prior to the use of Reader's Theater.

2. Students' Score in the Post-Test

The post-test was given on May 28th, 2025, following four treatment sessions using Reader's Theater. The results showed a remarkable improvement. All 35 students (100%) achieved scores above the passing grade of 60. The average score increased to **78.57**, with the highest score being **95**.

Table 5. The Passing grade of the Post-Test

MMC	Qualification	The Number of Students
≥ 60	Passed	35
Total		35

(SMKN 3 Lubuklinggau Academic Year 2024/2025)

Below is the chart of students' criteria percentage in post test. The result were presented in the chart 2.

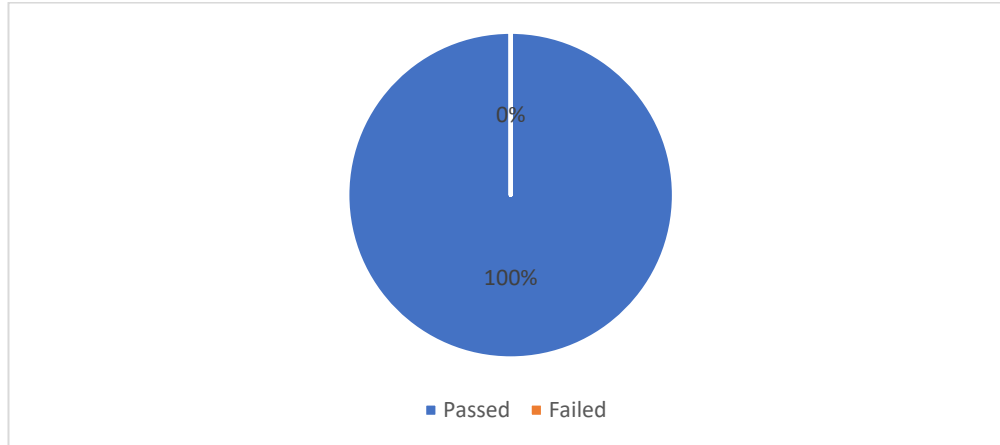


Chart 2. Students' Score in Post-Test

A bar chart shows 100% of students passed.

This improvement indicates that the Reader's Theater Strategy contributed significantly to students' reading comprehension performance.

3. Descriptive Statistics of Scores

Table 6. Data Description of the students Score

Number of Students	Test	Minimum Score	Maximum Score	Mean	Standard Deviation
35	Pre-Test	25	80	52,43	13,95
	Post-Test	60	95	78,57	7,73

From the table above, the post-test scores showed a higher mean and a lower standard deviation, indicating both improvement and consistency in student performance after the treatment.

4. Normality Testing

Chi-Square tests were conducted to determine whether the data distribution in both pre-test and post-test scores was normal.

a. Pre-Test: χ^2 obtained = 5.44 < χ^2 table = 9.488 (df = 4; α = 0.05) → Data were normally distributed.

b. Post-Test: χ^2 obtained = 4.18 < χ^2 table = 7.815 (df = 3; α = 0.05) → Data were normally distributed.

5. Paired t-Test Result

A paired sample t-test was conducted to analyze whether the observed improvement in reading comprehension was statistically significant.

a. $\Sigma D = 915$

b. $\Sigma D^2 = 30,125$

c. **Standard Deviation** = 13.51

d. **Standard Error (SE)** = 2.28

e. **t-obtained** = 11.47

f. **t-table** = 2.032 (df = 34; $\alpha = 0.05$, two-tailed)

Since **t-obtained (11.47) > t-table (2.032)**, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This shows a **statistically significant improvement** in students' reading comprehension after being taught using Reader's Theater Strategy.

DISCUSSION

The results demonstrate the effectiveness of Reader's Theater in improving students' reading comprehension of narrative texts. Before the treatment, most students scored below the passing grade. After four treatment sessions using engaging scripts such as *The Clever Rabbit and the Lion*, *Golden Cucumber*, *Snow White*, and *The Magic Mirror*, students showed greater interest and comprehension. These findings are consistent with studies by Martinez et al. (1999), who emphasized that comprehension is based on the need to understand text, and by Aktas (2023), who confirmed that Reader's Theater significantly enhances both comprehension skills and student motivation. Similarly, Babacan & Yıldız (2022) noted that Reader's Theater improves reading comprehension though not necessarily reading fluency.

In summary, Reader's Theater provided a collaborative and interactive method that helped students process narrative texts more effectively. The strategy enhanced vocabulary, expression, inference, and engagement—critical components in reading comprehension.

CONCLUSION

Based on the findings in chapter IV, the researcher found that there was a significant difference between students' reading comprehension scores before and after being treated with Reader's Theater Strategy. The average score of students in the pre-test was 52 and the average score of students in the post-test was 79. So the researcher concluded that there was a significant difference between students'

learning achievement. Based on the calculation results in the findings and Appendix C, a t-test of 11.47 was obtained which exceeds the t-table coefficient of 2.032 (two tailed). This means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. From the explanation above, the researcher concludes that the use of Reader's Theater strategy in teaching reading comprehension to class X TKJ students of SMKN 3 Lubuklinggau in the academic year 2024/2025 is very effective.

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