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THE EFFECT OF READERS THEATER TECHNIQUE ON STUDENTS' READING COMPREHENSION AT MTS AN-NUR

PULAU PALAS KABUPATEN INDRAGIRI HILIR



BY
NUR VADILLA
SIN. 12110422170

UIN SUSKA RIAU

FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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BY
NUR VADILLA
SIN. 12110422170

Thesis

Submitted as partial fulfillment of the requirements
for Bachelor Degree of English Education (S.Pd.)

UIN SUSKA RIAU
DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

I hereby,

Name : Nur Vadilla
Student Number : 12110422170
Phone Number : 08985208836
E-mail : fadhilah1428@gmail.com
Department : English Education
Faculty : Education and Teacher Training
University : State Islamic University of Sultan Syarif Kasim Riau

Certify that this *skripsi* entitled "**The Effect of Readers Theater Technique on Students' Reading Comprehension at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir**" is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, June 16th, 2025



Nur Vadilla

NIM:12110422170



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Pekanbaru, Dzulhijjah 19th, 1446 H
June 16th, 2025 M

Approved by,

Head of Department of
English Education

Supervisor


Dr. Faurina Anastasia, S. S. M. Hum.
NIP. 198106112008012017


Rizki Amelia, M. Pd.
NIP. 198308202023212036



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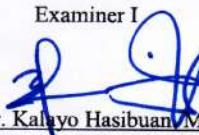
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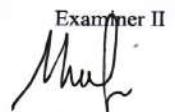
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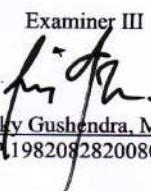
Examiner I


Dr. Kaluyo Hasibuan, M. Ed. TESOL.
NIP.196510281997031001

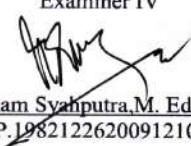
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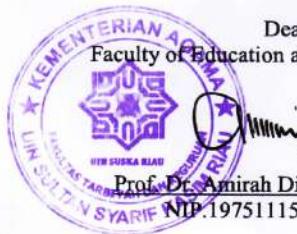

Mainar Fitri, M. Pd.
NIP.198105192014112001

Examiner III


Rizky Gushendra, M. Ed.
NIP.198208282008011008

Examiner IV


Idham Syahputra, M. Ed.
NIP.198212262009121004



Dean
Faculty of Education and Teacher Training
Prof. Dr. Amirah Diniaty, M.Pd.Kons
NIP.1975111520031220

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Finally, the researcher realized that this thesis is still far from perfect. Therefore, constructive comments, critiques, and suggestions are appreciated very



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much. Finally, the researcher realize that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Juni, 16th 2025
The Researcher

Nur Vadilla
SIN. 12110422170



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Nur Vadilla (2025) : The Effect of Readers Theater Technique on Students' Reading Comprehension at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir

ABSTRACT

Reading is one of the skills that students must learn. Readers theater technique is one of the techniques related to reading. This study aimed to determine the difference in the use of techniques on students' reading comprehension. This research used quantitative method with quasi experimental design. This research was conducted from March to April 2025 at MTs An-Nur Pulau Palas, Indragiri Hilir Regency. The samples were 46 students from 46 students of class VIII with total sampling technique. This research instrument was a test. The research data were collected with two kinds of tests, pre-test and post-test. In analyzing the data, researchers used the independent sample t-test formula using SPSS version 23. Based on the analysis of the t-test formula, H_a was accepted because $sig. (2-tailed)$ is $0.001 < 0.05$. Based on the results, concluded that there is a significant difference in the use of readers theater technique on students' reading comprehension at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir.

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ABSTRAK**Nur Vadilla (2025) : Pengaruh Teknik Teater Pembaca terhadap Pemahaman Membaca Siswa di MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir**

Membaca merupakan salah satu keterampilan yang harus dipelajari siswa. teknik teater pembaca merupakan salah satu teknik yang berhubungan dengan membaca. Penelitian ini bertujuan untuk mengetahui perbedaan penggunaan teknik pada pemahaman membaca siswa. Penelitian ini menggunakan metode kuantitatif dengan desain quasi eksperimen. Penelitian ini dilakukan pada bulan Maret sampai April 2025 di MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir. Sampel sebanyak 46 siswa dari 46 siswa kelas VIII dengan teknik total sampling. Instrumen penelitian ini adalah tes. Data penelitian dikumpulkan dengan dua macam tes, pre-test dan post-test. Dalam menganalisis data, peneliti menggunakan rumus independen sample t-test dengan menggunakan SPSS versi 23. Berdasarkan analisis rumus uji t , Ha diterima karena sig. (2-tailed) adalah $0,001 < 0,05$. Hasil penelitian menyimpulkan bahwa terdapat perbedaan yang signifikan penggunaan teknik teater pembaca terhadap pemahaman membaca siswa di MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir.

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ملخص

نور فضيلة، (٢٠٢٥): تأثير تقنية مسرح القارئ على فهم التلاميذ للقراءة في مدرسة النور المتوسطة الإسلامية بفو لاو فالاس، مقاطعة إندرا غيري هيلير

القراءة هي إحدى المهارات التي يجب على التلاميذ تعلمها. تعتبر تقنية مسرح القارئ إحدى التقنيات المرتبطة بالقراءة. يهدف هذا البحث إلى معرفة الفروق في استخدام التقنيات في فهم القراءة لدى التلاميذ. يعتمد هذا البحث على المنهج الكمي بتصميم شبه تجاري. تم إجراء هذا البحث في الفترة من مارس إلى أبريل ٢٠٢٥ في مدرسة النور المتوسطة الإسلامية بفو لاو فالاس، مقاطعة إندرا غيري هيلير. وعدد عينة البحث ٤٦ تلميذا من ٤٦ تلميذا في الصف الثامن باستخدام أسلوب العينة الكلية. أداة البحث هي الاختبار. تم جمع بيانات البحث باستخدام نوعين من الاختبارات، الاختبار القبلي والاختبار البعدي. وفي تحليل البيانات استخدمت الباحثة صيغة الاختبار الثاني للعينة المستقلة باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٣، وبناء على تحليل صيغة الاختبار الثاني تم قبول الفرضية البديلة لأن ذيل مزدوج هو $0,001 < 0,005$. وخلصت نتائج البحث إلى وجود فرق كبير في استخدام تقنية مسرح القارئ على فهم القراءة لدى التلاميذ في مدرسة النور المتوسطة الإسلامية بفو لاو فالاس، مقاطعة إندرا غيري هيلير.



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Tabel IV. 20 Differences in Students' Reading Comprehension Scores Taught and Without Taught by Using Readers Theater Technique at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir 79



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- Appendix 1** Lesson Plan
- Appendix 2** Research Instrument
- Appendix 3** Students Answer
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- Appendix 6** Documentation

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In English classes, Readers Theater is defined as students working in groups and using interpretative reading to generate dramatic effects while reading scripts (Shepard, 2004). Readers Theater, according to Shepard (2004), is a tiny theater without elaborate stage designs or costumes. Scripts are read aloud by narrators without memorizing. Bennett (2011) noted that Readers Theater, which lacks sets, costumes, and activities, shows students using voices to interpret lines and performing oral readings while holding scripts. To provide dramatic effects, readers perform script readings with varying intonations or tones. The interpretation of scripts by readers is given more consideration. Readers Theater gives students in English classes the chance to concentrate more on speaking. No longer will attire or props detract from students'

Students choose or write the script, read it aloud several times, and then perform it as part of the Readers Theater educational technique, which has been shown to increase fluency (Garrett & O'Connor, 2010; Mraz et al., 2013). Readers Theater is an interpretive exercise in which readers use their voices to give characters life, according to Mraz et al. (2013).

Readers Theater is distinct from traditional theater and other performance forms in that it does not require sets, costumes, props, motions, or memorized lines; instead, readers read expressively (Garrett & O'Connor,

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2010). Students can contribute ideas to the script through Readers Theater by creating new scenes, characters, and narratives. There were no discernible differences in reading comprehension between the Readers Theater group and the quasi-experimental design.

A powerful teaching strategy that blends theatrical elements and storytelling is Readers Theater. Readers Theaters offer students a communicative and genuine space to use language while incorporating the four primary components of language development (speaking, listening, reading, and writing) (Tsou, 2011). Secondary school students should be able to modify and create scripts out of narrative and factual texts taken from content-area courses, according to Paige and Magpuri-Lavell (2017).

This transformational learning approach creates an excellent avenue for writing practice and comprehension development. DiSalle and Rasinski (2017) discovered that short-term, intensive fluency education in the classroom enhanced students' reading fluency in addition to their writing. Pupils keep practicing until they reach a particular level of reading comprehension. In a similar vein, Rasinski (2019) asserted that students' psychology after receiving guidance and criticism

Reading comprehension is multidimensional and complex. The persistent challenges children, adolescents, and even adults face with reading comprehension call for concerted efforts to develop assessments that help identify sources of difficulties and to design instructional approaches to prevent

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or ameliorate these difficulties. Doing so requires drawing on extant research to understand the core components and processes of reading comprehension.

Reading comprehension is among the most complex human activities.

To understand this sentence, for example, one must visually process the words; identify their phonological, orthographic, and semantic representations; and connect the words using rules of syntax to understand the underlying meaning of the sentence (Perfetti & Stafura, 2014).

In addition, reading comprehension was defined as a child's emotional and/or negative physical response when they engage in or consider reading activities (Wallbrown et al. 1978). Children who avoid reading have been referred to by some authors as "reluctant readers" (Worthy 1996). The inherent complexity of reading comprehension demands a theory of reading to describe the cognitive and linguistic processes involved, and to make precise, testable predictions. At the same time, this inherent complexity limits our ability to build such a theory with the precision required (Perfetti & Stafura, 2014). As a result, reading and discourse researchers have proposed a number of theoretical models and frameworks that focus on selected components and processes of reading comprehension. One set of models focuses on the identification of component skills, linguistic and cognitive, that explain reading comprehension performance. In this context, several component skills predict reading comprehension, including word decoding (Ehri, 2014), reading fluency (Fuchs, Fuchs, Hosp, & Jenkins, 2001), vocabulary knowledge (Quinn, Wagner, Petscher, & Lopez, 2015), language comprehension (Kendeou, van den Broek,

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White, & Lynch, 2009; Storch & Whitehurst 2002), prior knowledge (Kintsch, 1988), comprehension monitoring (Cain, Oakhill, Barnes, & Bryant, 2001), and working memory (Sesma, Mahone, Levine, Eason, & Cutting, 2009). A second set of models¹ focuses on the identification of various processes concerned primarily with the construction of the mental representation during reading (see McNamara & Magliano, 2009, for a review).

The above facts confirm that the effect of the Readers Theater can influence the four main components of language development, namely speaking, listening, reading, and writing, but it is still unclear whether there is a difference in the effect of the Readers Theater. Most previous research only focused on the effect of Readers Theater Technique on student reading comprehension.

MTs An-Nur is a MTs school institution located on JL. Parit 07 Pulau Palas Province, Kabupaten Indragiri Hilir. This MTs started its journey in 2000. Now Mts An-Nur used the learning curriculum. At Mts An-nur eighth-grade English learning is four times a week and the Minimum Completeness Criteria (KKM) is 80 and there are still many students who have not achieved the minimum passing grade in english, their syllabus used the Merdeka Curriculum. The Merdeka Curriculum is the most appropriate choice for Narrative Text material using the Readers Theater technique, as it is flexible and encourages active, collaborative, and enjoyable learning methods. This technique aligns with project-based learning approaches and helps students improve their literacy, text comprehension, communication skills, and confidence in using

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English. Additionally, this activity supports the achievement of the Pancasila Student Profile through character development, collaboration, and critical thinking.

Since English is a required subject, students should be proficient in the four key areas. Reading is the most crucial skill for pupils to learn out of the four primary English language abilities. One measure of a student's proficiency in learning English is reading, according to the National Standard Council's (BSNP) 2013 curriculum. The standards for reading proficiency in English, as outlined in the curriculum of MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir, pertain to students' comprehension of brief functional texts and basic essays in the following text types: descriptive, recount, narrative, and procedures in everyday contexts, as well as their acquisition of scientific knowledge. However, English language learning there is very monotonous and there are no techniques for understanding English reading, which makes students bored and uninterested, so that only a small portion of students' achievements from this process have exceeded the minimum score for English. No research specifically explores students' reading comprehension in Readers Theater technique. Therefore, through this experiment focused on students at MTs An-Nur Pulau Palas, the researcher focused on the reading comprehension of Readers Theater technique students in Mts An-Nur Pulau Palas Kabupaten Indragiri Hilir.

Based on the researcher's preliminary study of the second grade students at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir by doing pre observation

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the students and interviewing the English teacher, the researcher discovered that the students lacked background knowledge, including main ideas, vocabulary, and inference, they also lacked vocabulary, they struggled to process the information they read, they were less interested in reading, and had trouble pronouncing words correctly. Actually, a variety of things can help students who struggle with reading comprehension. A good teacher should be able to instruct the students. For the pupils to grasp the lesson with ease, the right approach, plan, or media is crucial. Additionally, using engaging teaching techniques, material, and strategies can increase students' motivation and excitement for learning English.

Based on the fact above it implies one of the requirements in order to reach success in comprehending reading a text. One of the available techniques or strategies which are associated with reading is Readers Theater Technique the researcher on high students who conducted Readers Theater, In addition to positive Effect on English reading, Readers Theater may increase students' reading comprehension in English learning (Drew & Pedersen, 2010). Drew and Pedersen (2010) found pupils generally regarded Readers Theater as a activity that was enriched with education and entertainment.

In an investigation into students' views, Readers Theater fostered English learning and interpersonal relations, while reducing learning anxiety (Huang, 2007). Hung (2008) indicated Readers Theater instruction assuaged reading comprehension significantly in both high students and low students. In doing so, learners are assigned roles they can cope with and they cooperate with

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group members to complete a task by reading out scripts. The process of practicing Readers Theater is enjoyable and feels at ease.

However, performance anxiety that influenced reading comprehension was not fully taken into consideration in Readers Theater instruction. Some learners may have difficulty reading aloud in front of the whole class. For example, Visser and Edge (2013) recommended that video recording of Readers Theater are needed for learners who are scared of speaking to the audience on stage. As a result, more empirical studies have required the experiment on the difference of reading comprehension during or after Readers Theater instruction.

There are many kinds of research dealing with readers theater technique in the learning English as a foreign language especially reading. One of which by Kelle D Jenkins, et al. J Phys Med Rehabil Disabil (2020) the result of this investigation support the use readers theater as a multi-dimensioanal instruction practice that has been successful in promoting aspect of reading, further, the research that was conducted by Millen & Rinehart, 1999, Carrick, 2000, Keehn,2003, Young,&Rasinski, 2009. The result showed that reading theater positively impected students' reading motivation and comprehension skill, and students expressed positive opinions about it.

Then, Corcoran & Davis, Flynn, Kabilan&Kamaruddin, Keehn, Harmon, &Shoho, Martinez, Roser, &Strecker, The findings may encourage teachers to extend students' active knowledge for real-time communication. From a pedagogical perspective, results of this study offered further empirical

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evidence in support of the flexibility of task-based approaches to language teaching and learning. In the context of a limited capacity cognitive system, it makes sense to think of a diet of tasks and task conditions as a way to help students focus on different aspects of L2 speech performance, thus developing L2 speech in its totality.

Next, Corcoran & Davis, 2005; Flynn, 2005, 2007;

Kabilan&Kamaruddin, 2010; Keehn, Harmon, &Shoho, 2008; Martinez, Roser, &Strecker, 1998).Of particular relevance to the present study was the finding that when language learners received either feedback or input between the two performances, the positive benefits of task repetition are transferred to performance of a new task. In line with Smith (2010), Readers Theatre to improve the reading ability of Special Education students. Readers Theatre to improve the reading ability of Special Education student.

The previous research has investigated about Readers Theater technique of Corcoran & Davis, Flynn, Kabilan&Kamaruddin, Keehn, Harmon, &Shoho, Martinez, Roser, &Strecker, Readers Theater in cognitive system and Readers Theater instudents reading comprehending detailed information. It seems that the previous research has not conducted the research about Readers Theater technique of diverse learner populations, as most studies have concentrated on mainstream students. There is a need for more research on how Readers Theater can be adapted for and impact diverse populations, such as English language learners from various cultural backgrounds or those with different learning abilities.

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Considering the problem above and regarding the advantages of readers theater technique, the researcher interested to conducted a research entitle **“THE EFFECT OF READERS THEATER TECHNIQUE ON STUDENTS’ READING COMPREHENSION AT MTS AN-NUR PULAU PALAS KABUPATEN INDRAGIRI HILIR”**

B. Research Problem

1. Identification of the Problem

Reading is a skill that plays an important role in various aspects of academic and professional life, especially in increasing student understanding while learning. Many students will experience public reading anxiety and lack of comprehension in reading. This can significantly hinder their ability to read and increase their knowledge effectively.

Therefore, the problem in this study is a number of elements influence how well pupils understand the content. Students' lack of background knowledge, including difficulties finding the main idea, vocabulary, and inference, their lack of vocabulary, their inability to process the information while reading, their lack of interest in reading, and their difficulties with pronunciation are some of the factors that the researcher discovered through observation and interviews with English teachers.

2. Limitation of the Problem

Based on problem identification, researchers focused on testing reading comprehension with the Readers Theater Technique at Mts An-Nur Pulau Palas. This is because reading with different techniques can cause

reading comprehension that affects students, especially middle school students. Middle students tend to be perfectionists, such as a result, they sometimes feel anxious and even think negatively about this matter the competencies they have.

3. Formulation of the Problem

Based on the focus of the research problem above, the researcher Formulated the problem into the research questions as follows:

- a. How is the students' reading comprehension taught by using Readers Theater Technique?
- b. How is the students' reading comprehension taught without using Readers Theater Technique?
- c. Is there any significant difference between students' reading comprehension taught by using Readers Theater Technique and without taught using Readers Theater Technique?

Objective and Significance of the Research

1. The Objective of the Research

The objective of the study are formulated as follows:

- a. To describe how the students' reading comprehension taught by using Readers Theater Technique
- b. To describe how the students' reading comprehension taught without using Readers Theater Technique

- c. To examine the significant differences between students' reading comprehension taught by using Readers Theater and taught without using Readers Theater Technique.

2. Significance of the Research

Based on the objectives stated above, this research attempts to test it students' reading comprehension at MTs An-Nur Pulau Palas by using Readers Theater the meaning of this research is divided into two categories, namely theoretical and practical significance. In terms of theoretical significance, this research is intended to understand more about reading comprehension using Readers Theater Technique at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir.

Because at MTs An-Nur school has never used any reading techniques in English lessons. By testing reading texts with Readers Theater whether there is an effect on students' comprehension reading, this research contributed to the existing literature on reading comprehension using Readers Theater and skills development. In terms of practical significance, this research was helpful to educators and academic institutions in understanding student reading comprehension and developing effective strategies to help students whether the Readers Theater trial had an effect on students' reading comprehension and can overcome reading comprehension.

Furthermore, the results of this research will provide valuable insights for MTs An-Nur Pulau Palas School in designing a comprehensive,

nurturing program for students' self-confidence, reading skills, and overall personal growth.

D. Definition of the Terms

Related to the title of this research, many terms are involved. Therefore, each term needs to be defined to avoid misunderstandings and misperceptions of these terms. The definition of the key terms to be used in the study is presented as follows:

1. Effect

An effect is the difference in outcomes that can be attributed to a treatment or intervention, as opposed to differences due to random chance or other variables (Campbell & Stanley, 1963). In this research, effect used to find out the effect of readers theater technique on students' reading comprehension.

2. Readers Theater

Readers Theater is regarded as learners working in groups reading out scripts, adopting interpretive reading to create dramatic effects in English class (Shepard, 2004). In this research, Readers Theater students read aloud from scripts while adopting various personas to enhance their reading comprehension skills.

3. Reading comprehension

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader (Duffy 2009). In this research reading comprehension refers to students' ability to

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understand narrative texts by identifying main ideas, making inferences, finding specific information, and understanding the overall message of the story.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Readers Theater

a. Definition of Readers Theater Technique

Shepard (2004) defined Readers Theater as a miniature theater with no full stage sets and costumes. Narrators read scripts openly without memorization. Similarly, Bennett (2011) pointed out that Readers Theater represents learners utilizing voices to interpret lines and doing an oral reading performance with scripts in their hands, but without sets, costumes, and actions. Readers use their voices to read out scripts with different intonations or tones to create dramatic effects. More attention is paid to how readers interpret scripts.

One of the suggested strategies to improve reading fluency is performance reading. A type of performance reading is Readers Theatre. Readers Theatre is a scripted text which teachers use as an instructional strategy and technique in the classroom. With guidance and modeling, students rehearse plays, scripts, poems, or other similar texts. These scripts vary in length, and allow students the opportunity to practice reading aloud (Corcoran & Davis, 2005). The complexity of the script varies depending on students' independent reading levels and capabilities. They should not be too difficult or create high levels of frustration. Teachers should refrain from using scripts that are below the

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students' reading levels. The scripts can be teacher or student-created, derived from books, or poems (Rasinki, 2003). Teachers are encouraged to use real life experiences such as field trips, school activities, special occasions, and individual student experiences to create scripts.

Readers Theater is defined as a reading activity using few of the theater techniques without dealing with the stage, costumes or sets (Rasinski et al., 2017). This method, which is used to improve students with poor reading skills, also helps to improve reading fluency, which is a prerequisite for reading comprehension. Readers Theater is reading different parts of a story, a poem or a play by more than one person with dramatic expressions and gestures (Marshall, 2017). There is a special effort made during reading in reader's theater that is considered as a group activity. The special effort here is the way the voice and gestures are used.

Readers Theater allows students to develop social, fluency, and comprehension skills. Also, the strategy can be integrated with science, social studies, and/or other content-related topics and subjects. When implemented correctly, Readers Theatre provides students with many opportunities for growth in all areas. Readers Theatre has been observed as an effective strategy to promote reading success (Smith, 2011). This type of strategy has been proven to improve word recognition, fluency, and comprehension. Supporters claim that Readers' Theatre is innovative, entertaining, and gets students excited about reading

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(Rasinski, 2003). Readers' Theatre allows the students to have fun by bringing characters to life in the classroom. Some of the best classroom experiences are when students are moving around and actively engaged with the learning process.

b. Procedures of Readers Theater

According to Rasinski (2003) how teachers use Readers Theatre is at Implementing Readers' discretion, but researchers suggest using a guide prior to implementation. Rasinski provides a quick guide to assist with preparing and implementing script:

- 1) Write or select script (have multiple copies)
- 2) At the beginning of the week, introduce Readers Theatre with the class
- 3) Establish parts by student volunteers, auditions, or teacher direct assignment
- 4) Have students practice parts for several days independently, in groups, or at home to prepare showtime!

Readers Theatre is a strategy used by teachers to improve reading fluency and comprehension among students. It involves students reading a script aloud in a group setting, with each student taking on a different role or character. The script can be selected by the teacher or written by the students themselves. Teachers have discretion in how they implement Readers' Theatre in their classroom, but

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researchers suggest using a guide prior to implementation. One such guide is provided by Rasinski, which includes the following steps:

- 1) Write or select a script and make multiple copies for students to use.
- 2) Introduce Readers' Theatre at the beginning of the week to the class, explaining its purpose and benefits.
- 3) Establish parts for the students through volunteerism, auditions, or teacher assignment.
- 4) Allow students to practice their parts for several days independently, in groups, or at home.
- 5) Prepare for showtime! Students will perform the script in front of the class or another audience.

c. Procedure to use readers theater in narrative text

Readers Theater is a well-researched instructional strategy, and various experts have provided insights into its effective implementation, especially with narrative texts. Here's a structured procedure for using Reader's Theater in narrative texts. Procedure for Using Reader's Theater in Narrative Text

1) Select Appropriate Texts

According to Rasinski (2003), selecting texts that are engaging and suitable for the students' reading levels is crucial for maximizing motivation and participation.

2) Prepare the Script

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- a) Adapt the Text: Convert the narrative into a script format, focusing on dialogue and narration.
- b) Fisher and Frey (2004) suggest that adapting texts for Reader's Theater should maintain the integrity of the original story while making it accessible for performance.

- 3) Assign Roles
 - a) Distribute Parts: Assign roles based on students' strengths and interests.
 - b. Rasinski (2003) emphasizes the importance of role assignment to ensure all students are engaged and have opportunities to participate.
- 4) Rehearse
 - a) Practice Reading: Conduct rehearsals where students read their parts aloud, focusing on fluency and expression.
 - b) Hudson, Lane, Pullen (2005) highlight that repeated reading during rehearsals builds fluency and confidence in students.
- 5) Discuss the Text
 - a) Comprehension Check: Engage students in discussions about themes, characters, and plot.
 - b) Beck McKeown (2001) advocate for pre- and post-reading discussions to deepen comprehension and engage students critically with the text.
- 6) Perform

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a) Set up a Performance Space: Create an inviting space for the performance.

b) Miller Kearney (2016) note that performance settings can enhance the experience and make reading more dynamic and engaging.

7) Reflect

a) Debrief After Performance: Hold a reflection session where students share their experiences.

b) Gambrell (2011) suggests that reflection helps reinforce learning outcomes and allows students to articulate their understanding of the text.

8) Integrate Assessment

a) Assess Performance: Use rubrics to evaluate fluency, expression, and comprehension.

b) Duke Pearson (2002) recommend ongoing assessment as part of the Readers Theater process to monitor student progress and understanding.

By following these steps, teachers can effectively implement Readers' Theatre in their classroom and help their students improve their reading skills while having fun and engaging in a group activity.

d. The Advantages of Readers Theater

Research shows that Readers Theatre has been beneficial for students of varying levels and abilities. In a study conducted in 2002, a

group of second grade students participated in Readers Theatre for several weeks. Although students were of varying reading levels, researchers reported empirical evidence showing gains with the students' oral reading fluency, as well as the students' comprehension levels (Morra, J., & Tracey, D. H., 2006). In a 2005 study that involved second and third grade low achieving students, Readers' Theatre was proven to increase and have a positive impact on fluency scores, reading attitudes, and confidence levels (Corcoran & Davis, 2005). In another study of 28 participants, the results indicated an increase in oral reading fluency and comprehension (Millin& Rinehart, 1999). The use of Readers' Theatre has also helped to improve fluency as well as comprehension skills in English Language Learners (Centeno, 2007).

Another study that used Readers Theater found that it was beneficial in improving reading comprehension (Young et al., 2019). Readers Theater is a method for improving reading skills and has been used to improve reading skills in studies conducted abroad (Al Quannabi, Gabarre, & Mirza, 2018; Black, 2016; Carrick, 2001; Caudill-Hansen, 2009; Marshall, 2017; Young &Rasinski, 2018; Young, Stokes, &Rasinski, 2017). Readers theater has been used in the classroom for more than 30 years, but studies investigating its effectiveness are limited (Rasinski, Blachowicz, &Lems, 2012).

Readers Theater is the repeated action of reading a written script, paying attention to the meaning. Since acting, stage and costume are not

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used in the Readers Theater, readers should use their voices to reflect the meaning (Young & Rasinski, 2009). Students read and act out a script in the readerstheater. However, there is no memorization of lines, costumes, stages or props during this acting out part. Students who take part in reader's theater perform their reading only by standing in front of the audience (Rasinski, Stokes, & Young, 2017) Suggs (2019) applied reader's theater in her research and observed that students' reading fluency skills improved. She stated that students' reading aloud using the Readers Theater increased their reading awareness. In addition, she also stated that students' self-confidence increased while reading aloud.

Another research in which the Readers Theater practice was applied emphasized that the use of speech patterns such as voice quality, intonation, tone of voice, and language to reflect the physical and emotional state of the character improves reading fluency (Rasinski, Blachowicz, & Lems, 2012). It was seen in this research and other studies in the literature that have similar results, that the activities related to the emotions of the character positively improved reading fluency.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is among the most complex human activities. To understand this sentence, for example, one must visually process the words; identify their phonological, orthographic, and semantic representations; and connect the words using rules of syntax

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to understand the underlying meaning of the sentence (Perfetti & Stafura, 2014).

“Reading comprehension can be defined as the level of understanding a passage or text,” according to Bouchard & Trabasso (2003). According to Pardo (2004), It is a process in which readers construct meaning by interacting with the text by combining prior knowledge and past experiences, information contained in the text, and the reader's attitude towards the text”. Understanding what is being read is the ultimate aim of reading. Angell & Nation (2006). Understanding words is just as important as being able to recognize them if you want to be a good reader.

Reading comprehension, according to Snow (2002), is the process of concurrently deriving and creating meaning from written language through interaction and engagement. In contrast, Grabe and Stoller (2002) contend that reading for general comprehension the capacity to comprehend and effectively interpret information from a text is the most evident meaning.

Wooley (2011) asserts that reading is a means of defining the content's importance. Instead of focusing on the significance of isolated words or sentences, the goal is to understand the significance of the complete reading material. It suggests that reading perception is a cycle to understand the significance of the work as a whole, not simply the specific material. The assertion Horowitz (2013) further supports the

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idea that reading comprehension is an expounding intellectual cycle in which the reader should be thoughtful and perceptive in grasping the cycle, the reader must examine the words and their significance in order to fully understand the information.

Based on the definitions above, it can be concluded that reading comprehension is such a kind of language between an author and a reader in which the written language becomes the medium that causes the dialogue to happen when the through the print and need a full understanding of the whole meaning from written text.

b. Components of Reading Comprehension

In the Merdeka Curriculum, students in Eighth Grade are expected to develop the ability to comprehend various types of texts, including narrative texts. The learning objectives emphasize not only recognizing the structure and language features of narrative texts but also engaging with the content critically and contextually. Based on this curriculum, the following indicators are used to measure students' narrative text comprehension:

- 1) Identifying the main idea of a narrative text or its paragraphs.
- 2) Locating specific information such as events, settings, or character actions.
- 3) Recognizing the generic structure of the text, including orientation, complication, and resolution..

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b.

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- 4) Understanding language features, such as the use of past tense, action verbs, and time expressions.
- 5) Interpreting vocabulary based on context.
- 6) Making inferences about the meaning, characters' feelings, or motives.
- 7) Reflecting on the moral message conveyed by the story.

These indicators are in line with the five aspects of reading comprehension according to Nuttal (1982) there are five aspects of reading which the students should understand in order to comprehend the text, those are determining main idea, finding specific information, reference, inference and vocabulary.

- 1) Main Idea Determining an idea involves summarizing a passage and identifying repetitions of key ideas or words.
- 2) Specific information or part of the text To find specific information in a text, focus on relevant information while ignoring irrelevant ones
- 3) Reference refers to the intentional use of one word to indicate another, providing the necessary information for interpretation. Finding a reference involves translating one linguistic expression into another to determine its meaning.
- 4) Inference Inferences are logical conclusions drawn from a passage. The reader infers that the sentence is understood and logically complete.

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5) Understanding vocabulary Understanding Vocabulary refers to understanding the meaning of words. Expanding your vocabulary leads to deeper understanding. Vocabulary development is crucial for achieving the ultimate goal of reading understanding.

So the researcher concludes that, to fully comprehend a text, students need to demonstrate understanding of several key aspects: determining the main idea, finding specific information, understanding references, making inferences, and mastering the vocabulary. By being able to identify the central theme or message, locate relevant details, comprehend how pronouns and other referents are used, draw logical conclusions from the content, and grasp the meaning of the words employed, students can develop robust reading comprehension skills that allow them to engage deeply with written materials across a variety of subjects and genres.

c. Process of Reading Comprehension

As previously stated, reading comprehension is the process of learning new information and facts by applying comprehension techniques that are connected to the reader's existing knowledge. How readers interpret a book is intimately tied to their reading comprehension. Depending on the reader's references, different methods of meaning construction may be used. As seen below, Hudson (2007) and Brown (2001) distinguish three categories of reading processes:

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1) Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the words from one to another.

2) The top-down processing

According to Hudson (2007) in top-down processing, the readers involve their knowledge of syntax and semantic to create meaning of a text. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

3) Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge. This process combines the two previous processing i.e. the bottom-up and top-down processing.

d. Strategies in Reading Comprehension

Reading comprehension techniques, according to McNamara (2007), are cognitive acts or behaviors meant to enhance different facets of reading comprehension in particular contextual settings. The pupils' approach is determined by the approach that works best for them. Brown (2001) offers a number of reading comprehension techniques.

1) Identify the purpose in reading

- 2) Use grapheme rules and pattern to aid in bottom-up decoding
(beginning level)

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2.

- 3) Use efficient silent reading strategy for relatively rapid comprehension (for intermediate to advanced levels)
- 4) Skim the text for main ideas
- 5) Scan the text for specific information
- 6) Use semantic mapping or clustering
- 7) Guess when you are not certain
- 8) Analyze vocabulary
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationships.

e. Teaching Reading Comprehension

Reading comprehension instruction is regarded as a crucial component of English language proficiency since it makes it simpler for students to absorb and assimilate new information from any type of text. It is also anticipated that the reading comprehension exercise will help students develop the habit of reading, comprehend the meaning of texts, and articulate what they have read in their own words. Or, to put it another way, the goal of teaching reading comprehension is to help children become independent readers.

However, because it requires a wide range of skills, including spelling, grammar, vocabulary and phonics, mechanical eye motions, and cerebral understanding, reading is arguably one of the hardest language skills to master. The majority of English as a foreign language

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learners will have to study English in order to finish their college degrees, even though they may never speak much of it.

Therefore, the English instructor must have a plan in place to get the children ready for reading. Teachers are able to give students the confidence to read correctly by implementing effective teaching and learning tactics. Additionally, one of the key elements affecting the effectiveness of reading instruction is the teacher's approach.

In conclusion, teaching reading comprehension is an activity designed by the teacher to give students opportunities to comprehend the texts using a variety of techniques. When teaching reading comprehension, the instructor must be aware of the best teaching and learning tactics based on the needs of the students, the texts, and the classroom environment. This is due to the fact that various books require various reading comprehension techniques.

f. Assessment of Reading Comprehension

According to Weir (2005), the primary objective of reading comprehension assessments is to gauge reading proficiency without placing an emphasis on grammar or spelling. According to Brown, there are a few reading assessments:

- 1) Perceptive Reading
 - a) Reading Aloud
 - b) Written Respons

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- c) Multiple-choice response is not only a matter of choosing of four of five possible answer.
- d) Picture-Cued Items

- 2) Selecting Reading
 - a) Multiple-choice (For Form-Focused Criteria)
 - b) Matching Tasks
 - c) Gap-Filling Tasks
- 3) Interactive Reading
 - a) Cloze Tasks
 - b) Impromptu Reading Plus Questions
 - c) Short-Answer Tasks
 - d) Editing (Longer Tasks)

3. Narrative text

Narrative text is a text or story that tells the story of a succession of related events and is delivered either through spoken or written words or through a series of (moving) images. According to Rosita (2019), a narrative text is a text or story that deals with a sequence of related events and is presented sequentially from start to finish, either verbally or in writing. It may also include moving pictures and be presented chronologically.

According to Major and Crystal (2008) narrative text as a story that is told to a recipient and that needs to be translated into a sign in order to be told. In the particular sense, it alludes to a text by Bal (2008) that is not entirely composed of narration. One point in any narrative text can be a section that discusses something other than the event, like the narrator's

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perspective or a disclosure that is directly related to the event. A description of a person or place

Narrative text is a type of text that tells a story or recounts an event.

It is a fundamental form of human communication, used in various forms such as novels, short stories, and oral traditions. The meaning of narrative text lies in its ability to convey a sequence of events, often with a plot, characters, and a sense of progression. Narrative text can also be used to convey moral lessons, cultural values, and personal experiences.

The function of narrative text is multifaceted. It can entertain, educate, and persuade readers. Narrative text can also serve as a means of self-expression, allowing writers to convey their thoughts, emotions, and experiences in a creative and engaging way (Indriyani et al. 2023). Furthermore, narrative text can be used to preserve cultural heritage and tradition, as it often contains historical and cultural information (Wang, Song, and Kim Koh 2017).

a. Key features of Narrative Text

1) Past tenses

Narrative texts often contain past tense because they typically recount events or stories that have already occurred. Set the scene in time, making story feel real and vivid Example: The Adventure of Max and the Lost Treasure

2) Adverbials of time

Narrative texts often use adverbials of time to provide a clear structure and sense of progression to the story. These time

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expressions help the reader understand when events are happening, how they are related to one another, and the overall flow of the narrative. Guide readers through the story's timeline and helping the reader understand when each action took place example: one stormy night, under the blanket of the star.

3) Descriptive adjectives

Adjectives are words that describe or modify nouns, or, put it simply, adjectives are words that give more information about a noun such as its color, shape, size, characteristics, etc. In narrative text, adjectives help create a more detailed and vivid story. Example: The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead.

4) Rich noun phrases

Rich noun phrases are noun phrases that are rich in information and details, which help to enrich descriptions in narrative texts. These phrases often consist of more than one word and can include adjectives, adverbs and even prepositional phrases that provide additional context about the noun. In narrative texts, the use of rich noun phrases can enhance reader immersion by providing a clearer picture of the characters, places or objects in the story. Here are some examples of rich noun phrases in the context of narrative texts, the example:

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Simple phrase: "house" Rich noun phrase: "an old white house with a red roof and a yard full of roses" Sentence usage: "At the end of the street, there is an old white house with a red roof and a yard full of beautiful roses."

b. Key elements narrative text

- 1) Characters: The individuals who participate in the story. They can be humans, animals, or even inanimate objects that are personified. Characters are typically developed with distinct traits, motivations, and arcs.
- 2) Setting: This refers to the time and place where the story occurs. The setting provides context for the characters' actions and can influence the mood and themes of the narrative.
- 3) Plot: The sequence of events that make up the story. The plot usually follows a structure that includes:
 - a) Exposition: Introduction of characters and setting.
 - b) Rising Action: Development of conflict and complications.
 - c) Climax: The turning point or most intense moment of the story.
 - d) Falling Action: Events that follow the climax and lead to resolution.
 - e) Resolution: Conclusion of the story where conflicts are resolved.

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- 4) **Conflict:** The central problem or challenge faced by the characters.
Conflict can be internal (within a character) or external (between characters or between a character and an outside force).
- 5) **Theme:** The underlying message or main idea of the narrative.
Themes often explore universal human experiences, such as love, loss, friendship, courage, and identity.
- 6) **Point of View:** The perspective from which the story is told.
Common points of view include:
 - a) **First Person:** Narrated by a character using "I" or "we."
 - b) **Third Person Limited:** An outside narrator who knows the thoughts and feelings of one character.
 - c) **Third Person Omniscient:** An all-knowing narrator who understands the thoughts and feelings of multiple characters.

c. Characteristics of Narrative Text

- 1) **Descriptive Language:** Narrative texts often use vivid imagery and descriptive language to create a strong sense of place and character.
- 2) **Dialogue:** Conversations between characters help to develop their personalities and advance the plot.
- 3) **Chronological Order:** Many narratives are structured chronologically, although flashbacks and non-linear storytelling can also be used.
- 4) **Emotional Engagement:** Good narrative texts evoke emotions in readers, allowing them to connect with characters and their journeys.

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- Fiction: Stories that are created from the imagination, including novels, short stories, and fairy tales.
- Non-Fiction: True stories that recount real events or experiences, such as memoirs and autobiographies.
- Poetry: While often more abstract, some poems tell stories and can be considered narrative texts.
- Folktales/Myths: Traditional stories that convey cultural values or explain natural phenomena.

e. Purpose of Narrative Text,

Narrative texts serve several purposes, including:

- To entertain readers through engaging storytelling.
- To convey moral lessons or cultural values.
- To explore complex human emotions and experiences.
- To foster empathy by allowing readers to see the world through different perspectives.

f. The generic structure of narrative text

Typically follows a specific framework that helps to organize the story and guide the reader through the events. While variations exist depending on the story and author, the following structure is commonly observed:

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1) Orientation

This is the introduction of the narrative where the setting (time and place) and characters are introduced. It establishes the context for the story and gives readers background information about the characters and their situation.

2) Complication

In this part, a conflict or challenge arises that disrupts the initial situation. This complication drives the plot forward and creates tension, engaging the reader's interest as they anticipate how the characters will respond to the conflict.

3) Resolution

This section details how the conflict is resolved. The characters take action to overcome the challenges they face, leading to a climax where the tension peaks. The resolution ties up loose ends and provides closure to the story.

4) Coda (optional)

Some narratives include a coda, which offers a concluding remark or reflection on the events of the story. It may provide insights into the characters' growth or the moral of the story.

g. Example Structure

- 1) Orientation: Introduce the main character, setting, and background information.

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- 2) Complication: Present a problem or conflict that disrupts the normal flow of life for the character.
- 3) Resolution: Show how the character confronts and resolves the conflict.
- 4) Coda: Offer a final thought or moral lesson derived from the events.

This structure helps create a coherent and engaging narrative that guides readers through the story's progression

h. Example of Narrative text

The Adventure of Max and the Lost Treasure

One sunny morning, Max, a curious young boy, decided to explore the forest near his house. He had heard stories from his grandmother about a hidden treasure buried somewhere deep in the woods. Excited, Max grabbed his backpack, filled it with snacks, and set off on his adventure.

As he walked through the forest, Max noticed the tall trees and heard the chirping of birds. After a while, he found an old map lying on the ground. The map showed a path leading to a mysterious “X” mark. Max followed the map, carefully looking around for clues.

After hours of searching, he finally arrived at the spot marked on the map. He began digging and soon, to his surprise, he uncovered a small wooden box. Inside the box were gold coins, a shiny necklace, and a note that read, “To the bravest adventurer, may you always find joy in discovery.”

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Max was overjoyed! He had found the treasure, but the greatest reward was the adventure itself. He smiled and knew that he would have many more adventures in the future.

i. Indicator ability in narrative text

In the Merdeka Curriculum, students in Eighth Grade are expected to develop the ability to comprehend various types of texts, including narrative texts. The learning objectives emphasize not only recognizing the structure and language features of narrative texts but also engaging with the content critically and contextually. Based on this curriculum, the following indicators are used to measure students' narrative text comprehension:

- Identifying the main idea of a narrative text or its paragraphs.
- Locating specific information such as events, settings, or character actions.
- Recognizing the generic structure of the text, including orientation, complication, and resolution.
- Understanding language features, such as the use of past tense, action verbs, and time expressions.
- Interpreting vocabulary based on context.
- Making inferences about the meaning, characters' feelings, or motives.
- Reflecting on the moral message conveyed by the story.

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B. Relevant Research

There are several relevant research which deal with the research about The Influence Readers Theater in. Relevant research is intended to avoid plagiarism toward the design and finding of the previous researchers. There are several relevant research which have:

First, Readers Theater studies in Taiwan have little focus on senior high students. Lin (2016), reviewed recent papers on Taiwanese Reader's Theater instruction and found many studies on Readers' Theater targeted at young learners. A study further indicated that different reading levels of learners resulted in different relations of reading fluency and comprehension (Kim et al., 2012). The results of this study which showed no significant difference was in line with the findings of the previous study (Tsou, 2011).

Second, according to Paige et al., (2014); Paige et al., (2012), this research aims to improve English reading and listening comprehension by developing oral reading fluency through Reader's Theater instruction. While fluency is crucial in elementary grades, research on its impact on adolescents, particularly those struggling with reading, is limited. The study involved 68 seventh-grade students from central Taiwan and used a 10-week quasi experimental design. The results showed a statistically significant difference in English reading comprehension between the RT group and the control group, with a medium effect size. Twenty-five students in the RT group expressed that RT activities, such as repeated reading and character enactment, helped them improve their reading comprehension. In spite of the encouraging results of this

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study as to the positive effect of RT on English learning, future research is required in the following directions to address relevant problems unresolved.

First, EFL students' listening ability was not easily enhanced through RT as Zimmerman et al. (2019) mentioned, many factors were associated with fluency development. Future researchers could consider variables like students' cognitive styles to analyze the effect of Readers on English listening comprehension. Second, the RT performance may lead to anxiety about English learning resulting in unwillingness to interact with group members. Therefore, future researchers could further explore the impact of performance of anxiety or the willingness to communicate on English achievement when adopting the RT instruction.

Third, according to Corcoran & Davis, (2005); Flynn, (2005), (2007); Kabilan&Kamaruddin, (2010); Keehn, Harmon, &Shoho, (2008); Martinez, Roser, & Strecker, (1998), this study investigated the effect of Readers Theater (RT) on oral proficiency and lexical knowledge of Iranian English learners. A sample of 90 female intermediate English learners was selected from a language school in Isfahan, Iran. The study involved interviews, vocabulary knowledge tests, and posttests. The experimental group was exposed to RT, while the control group attended regular classes. Data analysis showed improvements in fluency and complexity, with the experimental group outperforming the control group in lexical knowledge. The findings may encourage teachers to extend students' active knowledge for real-time communication. From a pedagogical perspective, results of this study offered further empirical evidence in support

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of the flexibility of task-based approaches to language teaching and learning.

This research was an attempt to report on a study into the potential transfer of benefits of repeated reading of the same story to the oral production of EFL learners. Of particular relevance to the present study was the finding that when language learners received either feedback or input between the two performances, the positive benefits of task repetition are transferred to performance of a new task.

Fourth, according to Liu (2000); Patrick, (2008); Roser&Strecker, (1999); Rasinski, (2000); Ree, 2005; Millin&Riehart; (1999) and psychological factors Carrick, (2000); Corcoran & Davis, (2005); Griffith &Rasinski, (2004); Worthy & Prater, (2002), the study examined the effectiveness of Readers Theater in developing speaking skills and reducing speaking anxiety among EFL secondary school students. The sample consisted of 55 first-year secondary school girls in Damietta Governorate. Results showed that readers' theater significantly improved overall speaking skills and reduced anxiety, but no significant differences were found in sub-skills. The study reveals that Recurrent Teaching (RT) effectively develops speaking skills in EFL secondary school students and reduces speaking anxiety, based on the results of previous RT studies. This supports previous success in language skills and psychological factors, and can serve as a foundation for other RT-based programs in various language learning contexts.

Fifth, according to Kelzang et al. (2023), researchers in Bhutan conducted an action research study to investigate the effectiveness of Readers

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Theatre as an intervention strategy to improve reading fluency and motivation among fifth-grade students. The study found significant improvements in reading fluency and enthusiasm among participants, highlighting the importance of motivation in successful reading interventions. A mixed-method design was employed, combining quantitative data collection through pre-test and post-tests with qualitative insights from structured interviews from 24 participants. To enhance the reading fluency, Readers Theatre approach was integrated into exploring its potential impact on motivation and fluency. The findings suggest the need for innovative and engaging reading strategies to empower students with essential reading skills and cultivate a lifelong love for learning. And the findings of this action research study shed light on the significant role that Readers Theatre can play in enhancing reading fluency and motivation among fifth-grade students. The quantitative data clearly indicates that the participants showed remarkable improvements in reading fluency after the intervention, with many surpassing expectations. Moreover, the qualitative data highlights the positive impact of Readers Theatre on students' attitudes towards reading, with many expressing newfound enthusiasm and confidence in their reading abilities.

Sixth, according to Smith (2011), this study investigates the effectiveness of Readers Theatre in improving reading fluency in fifth-grade students with special education services. Results show that after six weeks of intervention, Readers' Theatre positively impacted students' reading fluency rates, confirming its effectiveness in classrooms. The study emphasizes the need

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for successful strategies for all students, including those with special needs. All of the students who participated were fifth graders and attended the same school. Through the use of pre and post oral fluency tests, results indicated that after six weeks of intervention. It is recommended that further research be conducted in the use of Readers' Theatre to improve the reading ability of Special Education students. Although there were previous studies on Readers' Theatre, most were conducted with students with specific learning abilities and who were in lower grades. It is the researcher's belief that all students could benefit from the use of Readers' Theatre to improve reading fluency.

Seventh, according to Kellee D Jenkins, et al., *J Phys Med RehabilDisabil* (2020), the study explores the use of Reader's Theatre in improving reading fluency among 12 students with learning and behavioral challenges. After three months of use, students' reading fluency and classroom dynamics significantly improved, with a significant decrease in reading fluency errors. The study concludes with implications for the use of Reader's Theatre. This quantitative study documents the impact of using Reader's Theater. And the study employed one group pre test post-test design. Using a frequency count to collect pre and post-intervention data, researchers used Reader's Theatre scripts to determine if they would be useful in increasing reading fluency of students who struggled with reading and possessed learning and behavioral challenges. The results of this investigation support the use of Reader's Theater as a multi-dimensional instructional practice that has been successful in promoting all aspects of reading [9,26,27]. Used as a reading strategy, Readers

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Theater allows for repeated oral readings and multiple opportunities for students to practice retelling, expressiveness, and reading rate. Reading instruction that includes Reader's Theater as a critical component in the classroom contributes to oral fluency growth and increased comprehension [25, 26, 28]. The outcomes associated with the results of this study seem to support what appears in previous literature.

Eighth, according to Millin& Rinehart, (1999); Carrick, (2000); Keehn, (2003); Young &Rasinski, (2009), this study investigates the impact of Readers Theater on reading comprehension skills and motivation in teaching Turkish as a foreign language. Using an exploratory mixed design, 61 B1 level students were divided into experimental and control groups. Data was collected using reading comprehension achievement tests, reading motivation scales, and semi-structured interviews. Results showed that reading theater positively impacted students' reading motivation and comprehension skills, and students expressed positive opinions about it. The study found that using readers' theater positively impacts Turkish EFL learners' reading comprehension and motivation, and students expressed positive opinions about this method. Further research is needed to determine the effectiveness of other fluent reading strategies.

From the explanation above showed that there were the researchers did research focus on differences in learning outcomes and convey information to students Taught by Using The influence of Readers Theater on High School Students' English Reading Comprehension , The Effect of Readers Theater on EFL Seventh-Graders' Reading and Listening Comprehension, The Effect of

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Reader's Theater on Intermediate Iranian EFL Learners In Terms of Oral Performance and L2 Vocabulary Knowledge, The role of Readers Theatre in Developing Speaking Skills and Reducing Speaking Anxiety of EFL Secondary School Students (An experimental study), Effectiveness of Readers Theatre to Enhance English Reading Fluency in Fifth Grade: Action Research in Thrimshing Higher Secondary School, The Effect of Readers Theater in Elementary Special Education, Using Readers Theater to Improve Reading Fluency in African-American Male Students with Learning and Behavioral Challenges, and Effect of Readers Theater on Reading Comprehension Skills and Reading Motivation among Students of Turkish as a Foreign Language.

Based on some previous researches mentioned above, it can be assumed that most of the previous research focused on students effects Reader's Theater on reading and listening comprehension, and students' EFL Learners In Terms of Oral Performance and L2 Vocabulary Knowledge, Readers Theatre to Enhance English Reading Fluency in Fifth Grade: Action Research in Thrimshing Higher Secondary School, Reader's Theater in Elementary Special Education, Readers Theater on Reading Comprehension Skills and Reading Motivation among Students of Turkish as a Foreign Language, The role of Readers Theatre in Developing Speaking Skills and Reducing Speaking Anxiety of EFL Secondary School Students (An experimental study), and Using Readers Theater to Improve Reading Fluency in African-American Male Students with Learning and Behavioral Challenges, However, the studies are rarely focused on the effect readers theater technique on student reading comprehension.

Therefore, to fill the gap the researcher is interested to find out the effect readers theater technique on student reading comprehension .

C Operational Concept

Operational concept is the term that is used to clarify the theories in this research in order to avoid misunderstandings. In this research, the writer would like to explain briefly about the variables. This research is an experimental research which focuses on the effect Readers Theater used on student Reading comprehension through cooperative learning. Therefore, there are two variables in this research.

1. The indicators of variable X (Readers Theater)

A conceptual framework Readers Theater. How teachers use Readers' Theatre is at Implementing Readers discretion, but researchers suggest using a guide prior to implementation. Rasinski (2003) provides a quick guide to assist with preparing and implementing script:

- a. Teacher writes or selects script (have multiple copies)
- b. At the beginning of the week, teacher introduce Readers Theatre with the class
- c. Teacher establish has parts by student volunteers, auditions, or teacher direct assignment
- d. Teacher has students practice parts for several days independently, in groups, or at home prepareshowtime!

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2. The Indicators of Variable Y (Reading Comprehension)

According to Nuttal (1982) there are five aspects of reading which the students should understand in order to comprehend the text those are determining main idea, finding specific information, reference, inference and vocabulary. :

- a. Students are able to find main idea, determining an idea involves summarizing a passage and identifying repetitions of key ideas or words.
- b. Students are able to find a specific information or part of the text, To find specific information in a text, focus on relevant information while ignoring irrelevant ones
- c. Students are able to find reference, Reference refers to the intentional use of one word to indicate another, providing the necessary information for interpretation. Finding a reference involves translating one linguistic expression into another to determine its meaning.
- d. Students are able to make inference, Inferences are logical conclusions drawn from a passage. The reader infers that the sentence is understood and logically complete.
- e. Students are able to understanding vocabulary, Understanding Vocabulary refers to understanding the meaning of words. Expanding your vocabulary leads to deeper understanding. Vocabulary development is crucial for achieving the ultimate goal of reading understanding.

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3. Assumption and Hypothesis

a. Assumption

In this research, the researcher assumes that Readers Theater has an effect with students Reading Comprehension.

b. Hypothesis

1) H_0 (null hypothesis): There is no significant difference between the students who are taught by using Readers Theater technique and the students who are taught without using Readers Theater technique on student Reading comprehension at MTs An-Nur Pulau Palas Kabupaten Indragiri hilir.

2) H_a (alternative hypothesis): There is a significant difference between the students who are taught by using Readers Theater and the students who are without using Readers theater on students Reading Comprehension at MTs An-Nur Pulau Palas Kabupaten Indragiri hilir.

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CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research used Quantitative research. According to Creswell (2008), Quantitative research is describing a research problem through a description of trends or need for an explanation of the relationship among variables. This research is an experimental research design. Then Creswell (2008), “An experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”.

The design of this research used quasi experimental design called a non-equivalent control group design which used pre-test and post-test. A non-equivalent control group design has two groups which are, experimental and control group. By using a nonequivalent control group research design, where a group of subjects is taken from a certain population and carried out pretest then subjected to treatment. Experimental and quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced (Loewen&Plonsky, 2016) in (Rogers, J and Andrea, 2005). Abraham and MacDonald (2011) in Iowa State University stated that “quasi-experimental research is similar to experimental research in that there is manipulation of an independent variable. It differs from experimental research because either there

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is no control group, no random selection, no random assignment, and/or no active manipulation.”

There were two variables in this research, the independent variable and dependent variable. The independent variable is Readers Theater, symbolized by “X” and the dependent variable is Reading Comprehension symbolized by “Y” According to Sugiyono (2007) research data on quantitative approach in the form of numbers and analysis using statistics.

There were two classes used as samples in this research. The first one is an experimental class which was taught by using Readers Theater and the other one is a control class which was taught without Readers Theater. As mentioned by Creswell (2008):

Tabel III. 1
Quasi Experimental design

Group Test	Pre-Test	Treatment	Post-Test
Experimental 1	X 1	T	Y
Control Class 2	X 2	-	Y

Which mean:

X 1: Pre-Test in Experimental group

X 2: Pre-Test in Control group

Y 1: Post-Test in Experimental group

Y 2: Post-Test in Control group

T : Treatment

B. Location and Time of the Research

This research was held at MTs An-Nur Pulau Palas, which is located at Jl. Provinsi Parit 7. The time of this research started from March until April 2025 in the academic year 2025/2026.

C. Subject and Object of the Research

The subject of this research was the eighth-grade students of MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir. The object of this research was the effect of readers theater technique on students' reading comprehension.

D. Population and Sample of the Research

1. Population

The population of this research was the students in the eighth grade of MTs An-Nur Pulau Palas. The total population of the eighth grade is 46 students.

Tabel III. 2
The Total Population of Eighth-grade Students
of Mts An-Nur Pulau Palas

No	Class	Students
1	VIII 1	23
2	VIII 2	23
Total		46

Cresweel (2011) said that the population is a group who have similar characteristics. The population of this research was the eighth grade students

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of MTs An-Nur Pulau Palas. It had 2 classes. The total number of the population is 46 students. Students are large enough to be taken as a sample.

2. Sample of the Research

Total sampling, also known as complete enumeration, refers to the process where every individual in the population is included in the sample (Cochran, 1977). This method ensures that all members of the population are observed, providing comprehensive data for analysis. As noted by Yamane (1967), total sampling is particularly advantageous when dealing with small populations, as it eliminates sampling error and allows for accurate representation of the entire group. Furthermore, Bertram (2010) highlights that total sampling is often employed in census studies, where obtaining complete data is essential for informed decision-making. Thus, total sampling serves as a robust method for researchers seeking to gather detailed insights from a population without the limitations associated with sampling methods.

The researcher took two classes for the sample by using total sampling. In this research, the samples are class 1 as the experimental class and class 2 as the control class. The reason why the researcher take this class as an experimental class and as a control class because the researcher find both of the class have similar answer when the researcher asked about how they feel in learning English especially for reading sentences (reading skill) they said they confused about how to read in English and was afraid

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of how to read errors (in grammar rules). The total number of samples is 46 students.

Tabel III. 3
Sample of Research

No	Class	Students
1	VIII 1	23
2	VIII 2	23
Total		46

E. Technique of Collection Data

1. Test

Brown (2004) states that test is a method of measuring person's ability, knowledge, or performance in a given domain. In this study, there were two kinds of test which can be used by the researcher. The test is a reading comprehension test (Multiple Choice) in which the students are assigned to read the text or passage of descriptive text and then answer some questions related to the text that they have read before. The total number of questions is 20 items. During the treatment, the students are mainly focused on reading comprehension process. At the end of the treatment, a post-test is given to know the effect of the treatment received by the students.

For the further information about the instruction of the test, the researcher showed the Blueprint of the test (instrument) as follows:

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Tabel III.4
The BluePrint of Reading Comprehension Text
(Nuttall 1982)

Variable	Indicators	Number Items	Items number
Reading comprehension	Identify main idea	4 items	1,6,11,16
	Detail information	4 items	2,7,12,17
	Understanding vocabulary	4 items	3,8,13,18
	Identifying reference	4 items	4,9,14,19
	Identifying inference	4 items	5,10,15,20

a. Pre-test

The pre-test is the test that was given before some treatments.

The pre-test is to examine students Reading Comprehension before implementing the Readers Theater in the classroom. It was given to both the experimental and control group.

b. Treatment

For the experimental group, the students were given some treatments by using Readers Theater Technique related to the topic (Narrative Text). However, the control group, they were not given any treatments. They were taught using conventional teaching. There were four meetings using this treatment. There were four narrative texts used in this treatment, each student was given a piece of paper with a story and multiple-choice question related to the story, then the teacher guide students how to readers theater related to the text. After teacher and

students Readers Theater together, students are asked to answer the question.

c. Post-test

Post-test was given to the experimental and the control group.

The type of post-test item is the same as the pre-test. This test aims is to measure students' ability in reading after the end of instruction. The result of this test was compared with the result of pre-test in order to know the difference of teaching reading comprehension through Readers Theater Technique to the students reading comprehension. From the post-test, the researcher is able to get the data that can be used to measure the students' progress taught by using Readers Theater Technique.

After administering the test, the researcher took a total score of the reading comprehension test. According to Arikunto (2009, p. 245), the classification of students score can be seen on the table below:

Tabel III. 5
The Classification of Students Score (Harmer 2006, 24-25)

Score	Catagorize
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

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2. Validity of instrument

Validity refers to whether the measurement instrument measures the behavior or quality it is intended to measure, and is a measure of how well the measurement instrument performs its function (Anastasi and Urbina, 1997) as cited in Sürütü, L. & Maslakçı, A.,(2020). Next, Whiston (2012) defined validity as obtaining appropriate data for the intended use of measuring devices. In this research, the researcher use content validity method.

To find out the validity of instrument, researcher calculated it by using SPSS 23. version. The standard value of validity is $r\text{-item} > r\text{-table}$. Based on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Tabel III. 6
The Item Validity of Try Out

Item Number	r-item	r-table	Result
1	0,464	0,413	Valid
2	0,707	0,413	Valid
3	0,648	0,413	Valid
4	-0,211	0,413	Invalid
5	0,721	0,413	Valid
6	0,628	0,413	Valid
7	0,723	0,413	Valid
8	-0,537	0,413	Invalid

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Item Number	r-item	r-table	Result
9	0,721	0,413	Valid
10	-0,094	0,413	Invalid
11	0,721	0,413	Valid
12	0,425	0,413	Valid
13	-0,342	0,413	Invalid
14	0,508	0,413	Valid
15	0,707	0,413	Valid
16	0,500	0,413	Valid
17	-0,086	0,413	Invalid
18	0,628	0,413	Valid
19	0,707	0,413	Valid
20	0,723	0,413	Valid
21	0,723	0,413	Valid
22	0,508	0,413	Valid
23	0,523	0,413	Valid
24	0,610	0,413	Valid
25	0,462	0,413	Valid

Based on the table above, it was clear that there were 5 invalid items of 20 items. Thus, the researcher only took 20 valid items to be tested as instrument.

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3. Reliability Test

The reliability test measures whether the research instrument used for pre-testing and post-testing activities is reliable or not. Cohen et al. (2007, p. 146) claim that a reliable instrument for a research paper will produce similar respondents over time. Additionally Frankle and. al., (2012, p. 154) state that reliability refers to the consistency of the scores obtained - how consistent they are for each individual from one administration of one instrument to another and from one set of items to another.

A test must be reliable as measuring instrument. Reliability is the degree to which the test consistently measures whatever it is measuring. The mean and standard deviation of the test must be known for obtaining the reliability of the test. According to Cohen et.al, (2007) the guidelines for reliability is as follows:

Tabel III. 7
Catagory Reliability

No	Reliability	Catagory
1	>0.90	Very highly reliable
2	0.80 – 0.90	Highly reliable
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Minimally reliable
5	<0.60	Unacceptably low reliable

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In this research, the writer used software SPSS 23 version to calculate the reliability of test. The result of test reliability is as follows:

Tabel III. 8
Reliability Statistic

Cronbach's Alpha	N of Items
0,884	20

The reliability of test was 0.884. It is categorized into very highly reliable level.

F. Technique of analyzing Data

The technique of data on this research, the researcher gave the test twice that is pre-test (before treatment) and post-test (after treatment). The data compared from the mean of the score from pretest and post-test. After got the data from the score they were analyzed and processed by using statistic calculation of T-test formula by using SPSS 23 version. The researcher used independent sample t-test to determine whether the mean difference between the experimental group and the control group.

In the calculation of an independent sample t-test, the effect size statistic indicates the magnitude of the differences between two groups. According to Pallant (2010), effect size is a set of statistics that indicate the amount of differences in mean in the dependent variables that are predictable from knowledge of the level of independent variable. In this case, the effect size statistic for the independent sample t-test is calculated using the following.

$$\text{Eta Square} = \frac{t^2}{t^2 + (n_1+n_2-2)}$$

Where :

T = t-statistic obtained from the t-test

N^1 = sample size of experimental group

N^2 = Sample size of control group

The formula is used to know the significant effect of students' reading comprehension before and after taught by using Readers Theater. According to Pallant (2010) the guidelines for interpreting the value are 0,01 = small effect, 0,06 = medium effect and 0,14 = large effect.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was done to find out the difference of using Readers Theater Technique on students reading comprehension at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir. Based on the data presentation and data analysis in the previous chapter, the researcher provided the conclusion as follows:

1. The students reading comprehension taught by using Readers Theater at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir was categorized “Good” level with mean score 70,22.
2. The students reading comprehension taught without using Readers Theater at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir was categorized “Less” level with mean score 51,30.
3. There was a significant difference with score 18,91 on students reading comprehension taught without using and by using Readers Theater at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir.

Based on the result of the research, it is clear that teaching reading by using Readers Theater at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir was better than students were taught without using Readers Theater Eight grade students at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir.

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B. Suggestion

There are some suggestion related to this topic for teachers, for students and for future researchers as stated in the following.

For teachers, the researcher suggests that teachers use the Readers Theater technique in the teaching and learning process, especially when teaching reading. Additionally, teachers should demonstrate creativity in enhancing students' reading comprehension by using various techniques or other supporting media.

For students, they should pay more attention to the lessons given by the teacher. In addition, they should smart, responsive, active, and creative in choosing learning materials that can improve their reading comprehension, such as by using the Readers Theater technique as a learning method.

For future researchers, they can apply this technique to different students levels, ranging from elementary to junior high school. In addition, future researchers can use the Readers Theater technique to improve their understanding of other English skills, such as writing and speaking.

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Appendix



UIN SUSKA RIAU

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Appendix 1

Lesson Plan of the Eight Grade Students of Mts An-Nur

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Mts An-Nur Pulau Palas Kabupaten Indragiri hilir
Mata Pembelajaran : Bahasa Inggris
Kelas / Semester : VIII/ Genap
Materi Pokok : Narrative Text
Alokasi Waktu : 4 X 40 JP

A. Kompetensi Inti

KI-1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 :Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Memahami pengetahuan faktual, konseptual, dan prosedural tentang teks naratif (narrative text) melalui membaca dan mengamati, dengan rasa ingin tahu terhadap cerita fairy tales atau cerita rakyat dan budaya dari berbagai daerah atau negara	3.7.1 Mengidentifikasi struktur teks naratif: orientation, complication, resolution. 3.7.2 Menjelaskan unsur kebahasaan yang umum digunakan dalam teks naratif (past tense, time signals, action verbs). 3.7.3 Mengartikan kosakata baru dari teks naratif sesuai konteks cerita. 3.7.4 Menyimpulkan pesan moral dari cerita naratif.

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	<p>3.7.5 Menjawab pertanyaan berdasarkan isi cerita secara lisan dan tulisan.</p> <p>4.7 Mencoba, mengolah, dan menyajikan secara lisan teks naratif melalui teknik Readers Theater, dengan menampilkan ekspresi, pelafalan, dan intonasi yang tepat, serta kolaborasi yang baik dalam kelompok.</p>
	<p>4.7.1 Membaca teks naratif secara ekspresif sesuai dengan karakter dan alur cerita.</p> <p>4.7.2 Memerankan tokoh dalam cerita naratif melalui teknik Readers Theater dengan ekspresi, gerak, dan intonasi yang sesuai.</p> <p>4.7.3 Bekerja sama dalam kelompok untuk mempersiapkan dan menampilkan drama singkat berbasis cerita naratif.</p> <p>4.7.4 Menulis ringkasan cerita naratif yang telah dibacakan/diperankan.</p>

C. Tujuan Pembelajaran**Pertemuan 1: Pengenalan Narrative Text dan struktur teks**

1. Guru memaparkan pengertian, fungsi, dan struktur Narrative Text.
2. Siswa menonton vidio tentang contoh Narrative Text dengan judul (The Dove and The Ant <https://youtu.be/njaWaFA9TQc?si=xLe7cM9LsCbU4ar>)
3. Siswa membaca teks Narrative secara individu dan mengidentifikasi struktur (Orientation, Complication, Resolution). Dengan tema fairy tales (The Adventure of Timmy and the Treasure Map)
4. Diskusi kelompok dan presentasi hasil identifikasi struktur teks.

Pertemuan 2: Unsur kebahasaan dan latihan pemahaman

1. Guru menjelaskan unsur kebahasaan (past tense, action verb, time signal).
2. Guru memberikan text tentang Narrative Text (The Foolish crow).
3. Siswa mengerjakan latihan isian tentang teks yang telah dibaca.
4. Guru memberikan umpan balik.

Pertemuan 3: Pengenalan Readers Theater dan pembagian peran

1. Guru menjelaskan teknik Readers Theater beserta manfaat nya.
2. Guru menampilkan vidio contoh membaca menggunakan teknik Readers Theater. https://youtu.be/kYufkwjxSdw?si=St6B5tJXPFOi_qmP
3. Siswa dibagi kelompok dan diberikan script untuk dibaca dan dianalisis. (The Magic Fish)
4. Siswa melatih pembacaan peran dengan intonasi dan ekspresi.



5. Siswa mengerjakan latihan pilihan ganda dan isian tentang teks yang telah dibaca.

Pertemuan 4: Penampilan dan refleksi

1. Masing-masing kelompok siswa menampilkan Readers Theater dengan tema cerita yang Mereka pilih
2. Guru dan siswa memberikan umpan balik
3. Refleksi pembelajaran dan penguatan nilai karakter.

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

Faktual : Observe and understand the content of narrative texts through performing characters in Readers Theater.

Konseptual : Analyze the language features and generic structures of narrative texts through reading and performing scripts collaboratively.

Prinsip : Apply the principle of expressive reading and collaborative performance in Readers Theater to build reading fluency and comprehension.

Procedural : Practice the steps of performing a narrative text through Readers Theater by identifying characters, assigning roles, rehearsing with expression, and presenting it to the class.

NARRATIVE TEXT

A. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

B. The Purpose of Narrative Text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story

C. Generic Structures of Narrative Text

- 1) Orientation
- 2) Complication
- 3) Resolution
- 4) Re-orientation (Coda)



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D. Language Feature of Narrative Text

Pada Narrative Text, terdapat beberapa ciri-ciri antara lain sebagai berikut :

- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : Climbed, Turned, Brought, dsb.
- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the king, the queen, dsb.
- Menggunakan Adjectives yang membentuk noun phrase. Misalnya : Short black hair, two red apples, dsb
- Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya : then, before, after, soon, dsb.
- Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : here, in the mountain, happily ever after, dsb.

E. The Example of Narrative Text

The Adventure of Timmy and the Treasure Map

One day, a boy named Timmy found an old treasure map while cleaning his attic. The map was faded and had strange symbols on it. Excited, Timmy showed it to his best friend, Sarah. Together, they decided to go on an adventure to find the treasure.

They packed some snacks, a flashlight, and the map, and set off into the woods behind Timmy's house. After walking for a while, they reached a big oak tree that was marked on the map. They dug around the tree and discovered a small chest buried in the ground.

When they opened the chest, they found it filled with gold coins and shiny jewels! Timmy and Sarah couldn't believe their eyes. They decided to share the treasure with their families and use it to help others in their town.

2. Materi Pembelajaran Pengayaan

GENERIC STRUCTURE OF NARRATIVE TEXT

- a. Orientation Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- b. Complication Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

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- c. Resolution The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
- d. Re-orientation/Coda This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

**THE EXPLANATION OF GENERIC STRUCTURE IN FAIRY TALES
EXAMPLE OF THE ADVENTURE OF TIMMY AND THE TREASURE
MAP**

Orientation	One day, a boy named Timmy found an old treasure map while cleaning his attic. The map was faded and had strange symbols on it. Excited, Timmy showed it to his best friend, Sarah. Together, they decided to go on an adventure to find the treasure.
Complication	They packed some snacks, a flashlight, and the map, and set off into the woods behind Timmy's house. After walking for a while, they reached a big oak tree that was marked on the map.
Resolution	They dug around the tree and discovered a small chest buried in the ground. When they opened the chest, they found it filled with gold coins and shiny jewels!
Reorientation (Coda)	Timmy and Sarah couldn't believe their eyes. They decided to share the treasure with their families and use it to help others in their town.

3. Materi Pembelajaran Remedial

GENERIC STRUCTURE OF NARRATIVE TEXT

- a. Orientation Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- b. Complication Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- c. Resolution The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

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d. Re-orientation/Coda This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

GENERIC STRUCTURE IDENTIFICATION**The Greatful Turtle****(Orientation)**

One sunny day, a turtle was stuck in a fishing net on the beach. No matter how hard he tried, he couldn't escape. A young boy walking nearby saw the turtle and helped free him.

The turtle slowly crawled back to the sea, turning his head as if to say thank you.

(Complication)

A week later, the boy was swimming and got caught in a strong current.

(Resolution)

Suddenly, the same turtle appeared with other turtles and helped push the boy to shore

(Re-orientation)

The boy realized that kindness is always returned in unexpected ways.

F. Metode Pembelajaran

Pendekatan	: Saintifik
Strategi	: Aktif dan Kooperatif
Metode	: Metode Readers Theater Siswa membaca dan memerankan teks naratif tanpa menghafal, melainkan dengan membaca ekspresif menggunakan intonasi dan gestur untuk membangun pemahaman teks dan keterampilan berbicara.
Model Instructions	: Model Project – Based Learning (PjBL)

G. Media dan Bahan**1. Media**

- Audio dan video
- Slide presentasi
- Lembar naskah (Script)

2. Bahan

- Teks naratif sederhana
- Worksheet
- Naskah Readers Theater

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H. Sumber belajar

Buku LKS Bahasa Inggris Kelas VIII

Modul Ajar dari Kemendikbud atau guru

YouTube Channels edukatif (misal: "Storyline Online", "Theater for Kids")

I. Langkah-Langkah Pembelajaran**Pertemuan ke 1 (2 JP)**

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none">1) Peserta Didik melakukan doa sebelum belajar (meminta seorang peserta didik untuk memimpin doa)2) Guru mengecek kehadiran peserta didik sebagai sikap disiplin dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan.3) Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari.4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan	10 menit
Inti	<ol style="list-style-type: none">1. Guru memaparkan pengertian, fungsi, dan struktur Narrative Text menggunakan slide presentasi (PPT)2. Siswa menonton video tentang contoh Narrative Text dengan judul (The Dove and The Ant) https://youtu.be/njaWaFA9TQc?si=xLe7cM9LsCbU4ar3. Siswa membaca teks Narrative secara individu dan mengidentifikasi struktur (Orientation, Complication, Resolution). Dengan tema fairy tales (The Adventure of Timmy and the Treasure Map).3. Diskusi kelompok dan presentasi hasil identifikasi struktur teks.	60 menit



Penugasan	<p>1. Identification the generic structure of this fairy tales The Adventure of Timmy and the Treasure Map</p> <p>One day, a boy named Timmy found an old treasure map while cleaning his attic. The map was faded and had strange symbols on it. Excited, Timmy showed it to his best friend, Sarah. Together, they decided to go on an adventure to find the treasure.</p> <p>They packed some snacks, a flashlight, and the map, and set off into the woods behind Timmy's house. After walking for a while, they reached a big oak tree that was marked on the map. They dug around the tree and discovered a small chest buried in the ground.</p> <p>When they opened the chest, they found it filled with gold coins and shiny jewels! Timmy and Sarah couldn't believe their eyes. They decided to share the treasure with their families and use it to help others in their town.</p>	
Penutup	Guru dan siswa melakukan refleksi pembelajaran, memberikan umpan balik terhadap performa siswa, dan menyimpulkan isi teks.	10 menit

Pertemuan ke 2 (2 JP)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<p>1) Peserta Didik melakukan doa sebelum belajar (meminta seorang peserta didik untuk memimpin doa)</p> <p>2) Guru mengecek kehadiran peserta didik sebagai sikap disiplin dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan.</p> <p>3) Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari.</p> <p>4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk</p>	10 menit

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Hak Cipta Dilindungi Undang-Undang	<p>mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.</p> <p>6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan</p>	
Inti	<ol style="list-style-type: none">1. Guru menjelaskan unsur kebahasaan (past tense, action verb, time signal).2. Guru memberikan text tentang Narrative Text (The Foolish crow).3. Siswa mengerjakan latihan isian tentang teks yang telah dibaca.4. Guru memberikan umpan balik..	60 menit
Penugasan	<p>The Foolish Crow</p> <p>One day, a crow was flying in the sky looking for food. Suddenly, he saw a piece of bread lying on the ground. He quickly picked it up and flew to a nearby tree to enjoy his meal.</p> <p>At the same time, a hungry fox was walking under the tree. The fox saw the crow with the bread and wanted to get it. He thought of a clever plan.</p> <p>The fox looked up and said, "Oh, beautiful crow! Your feathers are so shiny. You must have a sweet voice too. Can you sing a song for me?"</p> <p>The crow felt proud and opened his beak to sing. But as he did that, the bread fell from his mouth. The fox quickly grabbed the bread and ran away.</p> <p>The crow realized he had been fooled. He felt very sad and said to himself, "I shouldn't have believed the fox's words."</p> <ol style="list-style-type: none">1. Siswa mengubah V1 ke dalam bentuk V2 dengan kata-kata yang sudah tersedia di dalam teks dalam cerita The Foolish Crow.	

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No	Verb 1 (Present)	Verb 2 (Past Tense)
1	fly	_____
2	see	_____
3	pick	_____
4	sit	_____
5	hold	_____
6	speak	_____
7	drop	_____
8	fall	_____
9	take	_____
10	laugh	_____

Penutup Guru dan siswa melakukan refleksi pembelajaran, memberikan umpan balik terhadap performa siswa, dan menyimpulkan isi teks.

10 menit

Pertemuan ke 3 (2 JP)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<p>1) Peserta Didik melakukan doa sebelum belajar (meminta seorang peserta didik untuk memimpin doa)</p> <p>2) Guru mengecek kehadiran peserta didik sebagai sikap disiplin dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan.</p> <p>3) Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari.</p> <p>4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.</p> <p>6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan</p>	10 menit

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Inti	<p>1. Guru menjelaskan teknik Readers Theater beserta manfaatnya dengan menggunakan slide presentasi (PPT)</p> <p>2. Guru menampilkan video contoh membaca menggunakan teknik Readers Theater.</p> <p>https://youtu.be/kYufkwjxSdw?si=St6B5tJXPF_Oi_qmP</p> <p>3. Siswa dibagi kelompok dan diberikan script untuk dibaca dan dianalisis. (The Magic Fish)</p> <p>4. Siswa melatih pembacaan peran dengan intonasi dan ekspresi.</p> <p>5. Siswa mengerjakan latihan pilihan ganda dan isian tentang teks yang telah dibaca.</p>	60 menit
Penugasan	<p>1. Siswa menampilkan cerita dari naskah the magic fish dengan menggunakan teknik readers theater secara berkelompok .</p> <p>2. Siswa di berikan worksheet berupa soal multiple choice teks naratif (The Magic Fish)</p> <p><i>ANSWER THESE QUESTIONS!</i> <i>"The Magic Fish"</i> Once upon a time, a poor fisherman caught a golden fish that could talk. The fish begged to be set free, and the fisherman kindly let it go. When he told his wife, she insisted he ask the fish for a better house. The fish granted the wish. Day by day, the wife became greedier — asking for a palace, to be queen, then emperor. Finally, she wanted to be a goddess. The fish got angry, and suddenly everything returned to how it was — a small hut by the sea. 1. What is the main idea of the story "The Magic Fish"? A. A fisherman who becomes rich through hard work. B. A golden fish that helps people find treasure. C. A greedy woman who loses everything due to her desires. D. A kingdom that is ruled by a kind empress. 2. What did the fisherman's wife ask for after getting a palace? A. A ship. B. To become a queen. C. More gold. D. A big garden. 3. What does the word "granted" in the sentence "The fish granted the wish" most likely mean? A. Denied. B. Gave. C. Ignored. D. Warned. 4. In the sentence "The fish got angry, and suddenly everything returned to how it was," what does the word "everything" refer to? A. The fish's owner. B. The wealth. C. The woman's wives and possessions. D. The fisherman's job. 5. What can we learn from the story? A. Being rich will make people happy. B. We should never talk to animals. C. Greed can lead to loss. D. Wealth is always dangerous.</p>	
Penutup	<p>1) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan tentang pelajaran yang mereka pelajari.</p>	10 menit



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Pertemuan ke 4 (2 JP)

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none">1) Peserta Didik melakukan doa sebelum belajar (meminta seorang peserta didik untuk memimpin doa)2) Guru mengecek kehadiran peserta didik sebagai sikap disiplin dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan.3) Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari.4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan	10 menit
Inti	<ol style="list-style-type: none">1. Masing-masing kelompok siswa menampilkan Readers Theater dengan tema cerita yang Mereka pilih2. Guru dan siswa memberikan umpan balik	60 menit



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	3. Refleksi pembelajaran dan penguatan nilai karakter.	
Penugasan	1. Siswa menampilkan cerita dari naskah cerita yang mereka pilih dengan menggunakan teknik readers theater secara berkelompok	
Penutup	1) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan tentang pelajaran yang mereka pelajari. 2) Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 4) Guru melakukan penilaian dan memberikan penugasan baik tugas individual maupun kelompok sesuai	10 menit

J. PENILAIAN

1. Teknik Penilaian

1. Sikap Sosial: Observasi kerja sama, tanggung jawab, dan percaya diri saat tampil.
2. Pengetahuan: Tes tertulis (struktur teks, unsur cerita, kosakata).
3. Keterampilan: Rubrik performa Readers Theater (intonasi, ekspresi, pemahaman).

2. Pembelajaran Remedial

Siswa yang belum mencapai KKM akan diberikan bimbingan membaca ulang cerita dengan serta latihan soal pemahaman teks.

3. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk mempelajari soal-soal PAS dan Siswa yang sudah mencapai KKM diminta menulis dan memerangkan cerita pendek baru secara berkelompok..



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Kepala sekolah

Muhammad Latif, S.Pd.I
NIP. 198204282005011104

Mengetahui

Peneliti

Nur Vadilla
NIM.12110422170



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Appendix 2

Research Instrument



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NARRATIVE TEXT (PRE-TEST)

Name :

Class :

School :

Read the Narrative text to answer questions 1 to 5

“The Clever Mouse”

One day, a mouse was walking through the forest when he saw a lion trapped in a net. The lion roared for help, but no animal dared to come close. The mouse felt sorry for the lion and decided to help. He chewed the ropes with his sharp teeth until the lion was free. The lion was very thankful and said, “Even a small friend can be a great help.” From that day on, they became good friends.

1. What is the main idea of the story?
 - A. The lion was too strong to be trapped.
 - B. The mouse was afraid of the lion.
 - C. A small mouse helped a big lion escape from a trap.
 - D. The mouse wanted to become king of the forest.
2. How did the mouse help the lion?
 - A. By calling other animals
 - B. By using a knife to cut the net
 - C. By chewing the ropes of the net
 - D. By pushing the net with his body
3. What does the word "trapped" in the sentence line 1 "he saw a lion trapped in a net" mean?
 - A. Free
 - B. Caught
 - C. Walking
 - D. Sleeping
4. What does the word “he” in “he saw a lion trapped in a net” refer to?
 - A. The lion
 - B. The mouse
 - C. The forest
 - D. The net
5. What can be inferred about the mouse?
 - A. He is brave and helpful.
 - B. He only helps big animals.
 - C. He wants to be famous.
 - D. He is stronger than the lion.



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The Narrative text is for questions 6 to 10**“The Honest Woodcutter”**

Once upon a time, a poor woodcutter was cutting wood near a river. Suddenly, his axe slipped from his hand and fell into the water. He was very sad because it was his only axe. A fairy appeared and asked why he was crying. After hearing his story, the fairy went into the river and came back with a golden axe. “Is this yours?” she asked. The woodcutter shook his head and said, “No, that’s not mine.” Then she brought a silver axe. Again, the woodcutter said it wasn’t his. Finally, she brought his old iron axe. The woodcutter smiled and said, “Yes, that’s mine!” The fairy was happy with his honesty and gave him all three axes as a reward.

6. What is the main idea of the story?
 - A. A fairy helped a rich woodcutter.
 - B. The woodcutter lost all of his axes.
 - C. A poor woodcutter was rewarded for being honest.
 - D. The woodcutter chose the golden axe.
7. What did the fairy give the woodcutter in the end?
 - A. Only his old axe
 - B. A golden axe and silver axe only
 - C. Nothing
 - D. All three axes
8. What does the word "honesty" most likely mean in the sentence line 6 "The fairy was happy with his honesty"?
 - A. His cleverness
 - B. His bravery
 - C. His truthfulness
 - D. His kindness
9. What does the word "she" in the sentence "Then she brought a silver axe" refer to?
 - A. The woodcutter
 - B. The fairy
 - C. The river
 - D. The axe
10. What can we infer about the woodcutter?
 - A. He only wanted the golden axe.
 - B. He was dishonest at first.
 - C. He was truthful and did not lie.
 - D. He didn’t care about his lost axe.

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The Narrative text is for questions 11 to 15**“The Lost Necklace”**

One day, a girl named Anna was playing in her grandmother's garden. While running around, she lost her necklace, a special gift from her mother. She looked everywhere but couldn't find it. The next morning, her grandmother's cat brought something shiny to the porch. It was Anna's necklace! Anna hugged the cat tightly and thanked it for finding her treasure. From that day on, Anna always played carefully and never forgot to thank those

11. What is the main idea of the story?
 - A. Anna bought a new necklace.
 - B. A cat helped Anna find her lost necklace.
 - C. Anna lost her toy in the garden.
 - D. The cat lost Anna's necklace.
12. Where did Anna lose her necklace?
 - A. In her room
 - B. In the park
 - C. In her grandmother's garden
 - D. At school
13. What does the word “treasure” most likely mean in the sentence line 4 “Anna hugged the cat tightly and thanked it for finding her treasure”?
 - A. A pet
 - B. A valuable thing
 - C. A snack
 - D. A toy
14. What does the word “it” in the sentence line 3 “It was Anna's necklace!” refer to?
 - A. The porch
 - B. The garden
 - C. The cat
 - D. The shiny object
15. What can we infer about Anna at the end of the story?
 - A. She became careless.
 - B. She didn't like the necklace.
 - C. She learned to be more careful.
 - D. She was angry with the cat.

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The Narrative text is for questions 16 to 20**“The Magic Seeds”**

Long ago, a poor farmer received a small bag of magic seeds from an old traveler. The traveler told him to plant the seeds during the full moon. The farmer followed the advice, and the next morning, he found a garden full of golden plants. He sold the plants and became rich. But instead of keeping all the money, he built a school and helped others in his village. Everyone admired his generosity and wisdom.

16. What is the main idea of the story?
 - A. farmer became rich by finding gold in the river.
 - B. Magic seeds helped a farmer become rich and generous.
 - C. The traveler needed help from the farmer.
 - D. The farmer grew vegetables with the seeds.
17. What did the farmer do with his money?
 - A. He built a big house.
 - B. He kept it all for himself.
 - C. He traveled the world. He built a school and helped others.
18. What does the word “generosity” most likely mean in the sentence line 4 “Everyone admired his generosity and wisdom”?
 - A. Bravery
 - B. Kindness in giving to others
 - C. Strength
 - D. ntelligence
19. What does the word “he” in the sentence line 3 “He sold the plants and became rich” refer to?
 - A. The traveler
 - B. The farmer
 - C. The moon
 - D. The school
20. What can be inferred from the story?
 - A. Helping others can bring happiness.
 - B. Magic seeds are easy to find.
 - C. The traveler tricked the farmer.
 - D. Only rich people can build schools.



READING TEST(POST TEST)

NARRATIVE TEXT

Name :

Class :

School :

Read the Narrative text to answer questions 1 to 5

"Lily's Garden"

Lily was a little girl who loved flowers. Every day after school, she would go to her garden and take care of her plants. She had roses, daisies, and sunflowers. One sunny afternoon, Lily noticed that her favorite flower, a beautiful bluebell, was wilting. Worried about her bluebell, Lily decided to water it more. She also talked to the flower softly, telling it how much she loved it. The next day, when she checked her garden, she was happy to see that the bluebell looked much better! Lily learned that taking care of her plants with love and attention made them grow healthy and strong. From that day on, she spent even more time in her garden, making sure all her flowers were happy.

1. What is the main idea of the story?
 - A. A girl has many flowers in her garden.
 - B. Lily learns how to take care of her favorite flower.
 - C. Flowers need sunlight to grow.
 - D. Lily loves to play outside.
2. What type of flower was Lily's favorite?
 - A. Rose
 - B. Daisy
 - C. Sunflower
 - D. Bluebell
3. What does the word "wilting" mean in the context of the story?
 - A. Growing taller
 - B. Becoming weak and droopy
 - C. Changing color
 - D. Spreading seeds
4. In the sentence line 4 "She also talked to the flower softly," what does "she" refer to?
 - A. The bluebell
 - B. Lily
 - C. The sun
 - D. The garden
5. What can we infer about Lily's feelings towards her garden?
 - A. She does not care about it.
 - B. She loves spending time with her flowers.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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- C. She wants to grow vegetables instead.
- D. She is afraid of being outside.

The Narrative text is for questions 6 to10**"Tommy's Adventure"**

Tommy was a curious boy who loved to explore. One day, he decided to go on an adventure in the nearby forest. He packed a small backpack with some snacks, a flashlight, and a map. As he walked into the forest, he saw tall trees and heard birds singing. After walking for a while, Tommy found a sparkling river. He sat down on a rock to enjoy his snacks. Suddenly, he noticed something shiny in the water. It was a beautiful stone! Tommy carefully picked it up and decided to take it home as a treasure. Feeling happy with his find, Tommy continued his adventure. He explored more of the forest and even saw a family of deer. When the sun began to set, Tommy knew it was time to go home. He returned with his treasure and many stories to tell his family about his exciting day.

- 6. What is the main idea of the second paragraph ?
 - A. Tommy found a shiny stone in the river
 - B. Tommy built a small house near the river .
 - C. Tommy was afraid of the river .
 - D. Tommy lose his backpack near the river .
- 7. What did Tommy find in the river?
 - A. A fish
 - B. A beautiful stone
 - C. A toy
 - D. A piece of wood
- 8.What does the word "sparkling" mean in the context of the story?
 - A. Dull and dark
 - B. Shining brightly
 - C. Rough and sharp
 - D. Large and heavy
- 9.In the sentence line 2 "He packed a small backpack with some snacks," what does "He" refer to?
 - A. The forest
 - B. Tommy
 - C. The deer
 - D. The river
- 10.What can we infer about Tommy's character?
 - A. He is afraid of exploring new places.
 - B. He enjoys discovering new things.
 - C. He dislikes nature.



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- D. He prefers to stay indoors.

The narrative text is for questions 11 to 15

"The Brave Little Mouse"

Once upon a time in a big forest, there lived a little mouse named Timmy. Timmy was smaller than all the other mice, but he was very brave. One day, while searching for food, he heard a loud roar. It was Leo the lion! All the animals in the forest were scared of Leo because he was so big and fierce. Timmy decided he wanted to help his friends. He thought of a clever plan. He gathered all the animals and said, "We can work together to scare Leo away!" The animals agreed, and they made a lot of noise by banging on pots and pans. When Leo heard the commotion, he got confused and ran away, thinking there was a monster in the forest. All the animals cheered for Timmy. They were grateful for his bravery and cleverness. From that day on, Timmy was known as the hero of the forest.

- 11. What is the lesson from the story?
 - A. Small and clever individuals can make a big difference.
 - B. Being the biggest and strongest is always the best.
 - C. Running away from danger is the smartest thing to do.
 - D. Loud noises always scare away dangerous animals
- 12. What did Timmy use to scare Leo away?
 - A. His size
 - B. A loud roar
 - C. Pots and pans
 - D. A clever plan
- 13. What does the word "commotion" mean in the context of the story?
 - A. A quiet place
 - B. A loud noise or disturbance
 - C. A friendly gathering
 - D. A type of food
- 14. In the sentence line 9 "They were grateful for his bravery and cleverness," what does "they" refer to?
 - A. Timmy and Leo
 - B. The other mice
 - C. All the animals in the forest
 - D. The lions
- 15. What can we infer about Timmy's character?
 - A. He is not afraid of anything.
 - B. He likes to play alone.
 - C. He cares about his friends and is willing to help them.
 - D. He wants to become a lion.



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

The Narrative text is for questions 16 to 20

"The Lost Puppy"

Once upon a time, in a small village, there was a little puppy named Max. Max loved to play outside and explore the fields near his home. One sunny day, while chasing a butterfly, he wandered too far from home and got lost. Max looked around and realized he didn't recognize anything. Feeling scared, he started to bark for help. A kind old woman heard Max's barks and came to find him. She gently called out. "Come here, little puppy!" Max ran towards her, wagging his tail. The old woman took him home, fed him, and gave him a warm place to sleep. The next day, she put up posters around the village to find Max's owner. Soon after, a little girl named Lily saw the poster and rushed to the old woman's house. She was so happy to find her lost puppy! Max and Lily were reunited, and they played happily ever after.

16. What is the main idea of the last paragraph?
 - A. Lily was excited to be reunited with her lost puppy, Max.
 - B. The old woman decided to keep Max as her pet.
 - C. Max refused to go back home with Lily.
 - D. Lily was sad because she lost her puppy forever.
17. Who helped Max when he was lost?
 - A. A little girl
 - B. A kind old woman
 - C. A boy from the village
 - D. Max's owner
18. What does the word "reunited" mean in the context of the story?
 - A. Lost
 - B. Found again
 - C. Played together
 - D. Went away
19. In the sentence line 5 "She gently called out, 'Come here, little puppy!',", what does "she" refer to?
 - A. Max
 - B. Lily
 - C. The old woman
 - D. The butterfly
20. What can we infer about Max's feelings when he was lost?
 - A. He was excited to explore.
 - B. He felt scared and alone.
 - C. He wanted to find food.
 - D. He didn't care about being lost.



UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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Appendix 3

Students Answer

UIN SUSKA RIAU



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19x3

95

Name : Aliza Saputri

Class : VIII

School : MTS An-nur Pulau Ratas

Read the Narrative text to answer questions 1 to 5

"Lily's Garden"

Lily was a little girl who loved flowers. Every day after school, she would go to her garden and take care of her plants. She had roses, daisies, and sunflowers. One sunny afternoon, Lily noticed that her favorite flower, a beautiful bluebell, was wilting.

Worried about her bluebell, Lily decided to water it more. She also talked to the flower softly, telling it how much she loved it. The next day, when she checked her garden, she was happy to see that the bluebell looked much better!

Lily learned that taking care of her plants with love and attention made them grow healthy and strong. From that day on, she spent even more time in her garden, making sure all her flowers were happy.

1. What is the main idea of the story?

A) A girl has many flowers in her garden.
 B) Lily learns how to take care of her favorite flower.
 C) Flowers need sunlight to grow.
 D) Lily loves to play outside.

2. What type of flower was Lily's favorite?

A) Rose
 B) Daisy
 C) Sunflower
 D) Bluebell

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3. What does the word "wilting" mean in the context of the story?

A) Growing taller

B) Becoming weak and droopy

C) Changing color

D) Spreading seeds

4. In the sentence line 4 "She also talked to the flower softly," what does "she" refer to?

A) The bluebell

B) Lily

C) The sun

D) The garden

5. What can we infer about Lily's feelings towards her garden?

A) She does not care about it.

B) She loves spending time with her flowers.

C) She wants to grow vegetables instead.

D) She is afraid of being outside.

The Narrative text is for questions 6 to 10

"Tommy's Adventure"

Tommy was a curious boy who loved to explore. One day, he decided to go on an adventure in the nearby forest. He packed a small backpack with some snacks, a flashlight, and a map. As he walked into the forest, he saw tall trees and heard birds singing.

After walking for a while, Tommy found a sparkling river. He sat down on a rock to enjoy his snacks. Suddenly, he noticed something shiny in the water. It was a beautiful stone! Tommy carefully picked it up and decided to take it home as a treasure.

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Feeling happy with his find, Tommy continued his adventure. He explored more of the forest and even saw a family of deer. When the sun began to set, Tommy knew it was time to go home. He returned with his treasure and many stories to tell his family about his exciting day.

6. What is the main idea of the second paragraph?

- A) Tommy found a shiny stone in the river
- B) Tommy built a small house near the river
- C) Tommy was afraid of the river
- D) Tommy lost his backpack near the river

7. What did Tommy find in the river?

- A) A fish
- B) A beautiful stone
- C) A toy
- D) A piece of wood

8. What does the word "sparkling" mean in the context of the story?

- A) Dull and dark
- B) Shining brightly
- C) Rough and sharp
- D) Large and heavy

9. In the sentence line 2 "He packed a small backpack with some snacks," what does "He" refer to?

- A) The forest
- B) Tommy
- C) The deer



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D) The river

10. What can we infer about Tommy's character?

A) He is afraid of exploring new places.

B) He enjoys discovering new things.

C) He dislikes nature.

D) He prefers to stay indoors

The narrative text is for questions 11 to 15

"The Brave Little Mouse"

Once upon a time in a big forest, there lived a little mouse named Timmy. Timmy was smaller than all the other mice, but he was very brave. One day, while searching for food, he heard a loud roar. It was Leo the lion! All the animals in the forest were scared of Leo because he was so big and fierce.

Timmy decided he wanted to help his friends. He thought of a clever plan. He gathered all the animals and said, "We can work together to scare Leo away!" The animals agreed, and they made a lot of noise by banging on pots and pans. When Leo heard the commotion, he got confused and ran away, thinking there was a monster in the forest.

All the animals cheered for Timmy. They were grateful for his bravery and cleverness. From that day on, Timmy was known as the hero of the forest.

11. What is the lesson from the story?

A) Small and clever individuals can make a big difference.

B) Being the biggest and strongest is always the best.

C) Running away from danger is the smartest thing to do.

D) Loud noises always scare away dangerous animals



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12. What did Timmy use to scare Leo away?

A) His size

B) A loud roar

C) Pots and pans

D) A clever plan

13. What does the word "commotion" mean in the context of the story?

A) A quiet place

B) A loud noise or disturbance

C) A friendly gathering

D) A type of food

14. In the sentence line 9 "They were grateful for his bravery and cleverness," what does "they" refer to?

A) Timmy and Leo

B) The other mice

C) All the animals in the forest

D) The lions

15. What can we infer about Timmy's character?

A) He is not afraid of anything.

B) He likes to play alone.

C) He cares about his friends and is willing to help them.

D) He wants to become a lion.

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The Narrative text is for questions 16 to 20

"The Lost Puppy"

Once upon a time, in a small village, there was a little puppy named Max. Max loved to play outside and explore the fields near his home. One sunny day, while chasing a butterfly, he wandered too far from home and got lost. Max looked around and realized he didn't recognize anything. Feeling scared, he started to bark for help.

A kind old woman heard Max's barks and came to find him. She gently called out, "Come here, little puppy!" Max ran towards her, wagging his tail. The old woman took him home, fed him, and gave him a warm place to sleep. The next day, she put up posters around the village to find Max's owner. Soon after, a little girl named Lily saw the poster and rushed to the old woman's house. She was so happy to find her lost puppy! Max and Lily were reunited, and they played happily ever after.

16. What is the main idea of the last paragraph?

A) Lily was excited to be reunited with her lost puppy, Max.

B) The old woman decided to keep Max as her pet.

C) Max refused to go back home with Lily.

D) Lily was sad because she lost her puppy forever.

17. Who helped Max when he was lost?

A) A little girl

B) A kind old woman

C) A boy from the village

D) Max's owner

18. What does the word "reunited" mean in the context of the story?

A) Lost

B) Found again



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C) Played together

D) Went away

19. In the sentence line 5 "She gently called out, 'Come here, little puppy!'", what does "she" refer to?

A) Max

B) Lily

C) The old woman

D) The butterfly

20. What can we infer about Max's feelings when he was lost?

A) He was excited to explore

B) He felt scared and alone

C) He wanted to find food.

D) He didn't care about being lost.



12x5

60

Name : Oes Nia Fitri Anti

Class : VIII 2

School : MTS AN-NUR PULAU-PULAU

Read the Narrative text to answer questions 1 to 5

"Lily's Garden"

Lily was a little girl who loved flowers. Every day after school, she would go to her garden and take care of her plants. She had roses, daisies, and sunflowers. One sunny afternoon, Lily noticed that her favorite flower, a beautiful bluebell, was wilting.

Worried about her bluebell, Lily decided to water it more. She also talked to the flower softly, telling it how much she loved it. The next day, when she checked her garden, she was happy to see that the bluebell looked much better!

Lily learned that taking care of her plants with love and attention made them grow healthy and strong. From that day on, she spent even more time in her garden, making sure all her flowers were happy.

1. What is the main idea of the story?

- A) A girl has many flowers in her garden.
- B) Lily learns how to take care of her favorite flower.
- C) Flowers need sunlight to grow.
- D) Lily loves to play outside.

2. What type of flower was Lily's favorite?

- A) Rose
- B) Daisy
- C) Sunflower
- D) Bluebell

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3. What does the word "wilting" mean in the context of the story?

- A) Growing taller
- B) Becoming weak and droopy
- C) Changing color
- D) Spreading seeds

4. In the sentence line 4 "She also talked to the flower softly," what does "she" refer to?

- A) The bluebell
- B) Lily
- C) The sun
- D) The garden

5. What can we infer about Lily's feelings towards her garden?

- A) She does not care about it.
- B) She loves spending time with her flowers.
- C) She wants to grow vegetables instead.
- D) She is afraid of being outside

The Narrative text is for questions 6 to 10

"Tommy's Adventure"

Tommy was a curious boy who loved to explore. One day, he decided to go on an adventure in the nearby forest. He packed a small backpack with some snacks, a flashlight, and a map. As he walked into the forest, he saw tall trees and heard birds singing.

After walking for a while, Tommy found a sparkling river. He sat down on a rock to enjoy his snacks. Suddenly, he noticed something shiny in the water. It was a beautiful stone! Tommy carefully picked it up and decided to take it home as a treasure.

**Hak Cipta Dilindungi Undang-Undang**

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Feeling happy with his find, Tommy continued his adventure. He explored more of the forest and even saw a family of deer. When the sun began to set, Tommy knew it was time to go home. He returned with his treasure and many stories to tell his family about his exciting day.

6. What is the main idea of the second paragraph ?

A) Tommy found a shiny stone in the river

B) Tommy built a small house near the river .

C) Tommy was afraid of the river. .

D) Tommy lost his backpack near the river.

7. What did Tommy find in the river?

A) A fish

B) A beautiful stone

C) A toy

D) A piece of wood

8. What does the word "sparkling" mean in the context of the story?

A) Dull and dark

B) Shining brightly

C) Rough and sharp

D) Large and heavy

9. In the sentence line 2 "He packed a small backpack with some snacks," what does "He" refer to?

A) The forest

B) Tommy

C) The deer



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

D) The river

10. What can we infer about Tommy's character?

A) He is afraid of exploring new places.

B) He enjoys discovering new things.

C) He dislikes nature.

D) He prefers to stay indoors.

The narrative text is for questions 11 to 15

"The Brave Little Mouse"

Once upon a time in a big forest, there lived a little mouse named Timmy. Timmy was smaller than all the other mice, but he was very brave. One day, while searching for food, he heard a loud roar. It was Leo the lion! All the animals in the forest were scared of Leo because he was so big and fierce.

Timmy decided he wanted to help his friends. He thought of a clever plan. He gathered all the animals and said, "We can work together to scare Leo away!" The animals agreed, and they made a lot of noise by banging on pots and pans. When Leo heard the commotion, he got confused and ran away, thinking there was a monster in the forest.

All the animals cheered for Timmy. They were grateful for his bravery and cleverness. From that day on, Timmy was known as the hero of the forest.

11. What is the lesson from the story?

A) Small and clever individuals can make a big difference.

B) Being the biggest and strongest is always the best.

C) Running away from danger is the smartest thing to do.

D) Loud noises always scare away dangerous animals



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12. What did Timmy use to scare Leo away?

- A) His size
- B) A loud roar
- C) Pots and pans

D) A clever plan

13. What does the word "commotion" mean in the context of the story?

- A) A quiet place
- B) A loud noise or disturbance
- C) A friendly gathering
- D) A type of food

14. In the sentence line 9 "They were grateful for his bravery and cleverness," what does "they" refer to?

- A) Timmy and Leo
- B) The other mice

C) All the animals in the forest

- D) The lions

15. What can we infer about Timmy's character?

- A) He is not afraid of anything.
- B) He likes to play alone.
- C) He cares about his friends and is willing to help them.
- D) He wants to become a lion.

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The Narrative text is for questions 16 to 20

"The Lost Puppy"

Once upon a time, in a small village, there was a little puppy named Max. Max loved to play outside and explore the fields near his home. One sunny day, while chasing a butterfly, he wandered too far from home and got lost. Max looked around and realized he didn't recognize anything. Feeling scared, he started to bark for help.

A kind old woman heard Max's barks and came to find him. She gently called out, "Come here, little puppy!" Max ran towards her, wagging his tail. The old woman took him home, fed him, and gave him a warm place to sleep. The next day, she put up posters around the village to find Max's owner. Soon after, a little girl named Lily saw the poster and rushed to the old woman's house. She was so happy to find her lost puppy! Max and Lily were reunited, and they played happily ever after.

16. What is the main idea of the last paragraph?

A) Lily was excited to be reunited with her lost puppy, Max.

B) The old woman decided to keep Max as her pet.

C) Max refused to go back home with Lily.

D) Lily was sad because she lost her puppy forever.

17. Who helped Max when he was lost?

A) A little girl

B) A kind old woman

C) A boy from the village

D) Max's owner

18. What does the word "reunited" mean in the context of the story?

A) Lost

B) Found again



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C) Played together

D) Went away

19. In the sentence line 5 "She gently called out, 'Come here, little puppy!'", what does "she" refer to?

A) Max

Lily

C) The old woman

D) The butterfly

20. What can we infer about Max's feelings when he was lost?

A) He was excited to explore

B) He felt scared and alone.

C) He wanted to find food.

D) He didn't care about being lost.



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Appendix 4

Score of Post Test

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Fasim Riau

No	Nama	Score Post Test (Experiment)																				Total	Score
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20		
1	AL	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	17	85
2	AS	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19	95
3	ALZ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
4	DNS	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	18	90
5	FH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19	95
6	H	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	6	30
7	LM	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	15	75
8	LU	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	14	70
9	MRA	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	6	30
10	MSH	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	15	75
11	MZK	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	12	65
12	MG	1	0	0	0	1	0	1	1	0	1	0	1	1	0	0	1	0	0	1	0	10	50
13	MAS	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	17	85
14	MA	1	0	0	1	0	0	1	0	1	0	0	1	1	1	0	1	1	0	1	0	11	55
15	MH	1	1	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	12	60
16	MRS	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	17	85
17	NAAF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	18	90
18	NR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	16	80
19	NSA	1	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	9	45
20	RAL	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	15	75
21	RA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	90
22	SRG	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	1	1	11	55
23	SM	1	0	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0	0	8	40

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1	AS	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	14	60
2	A	1	0	0	1	0	0	0	1	0	0	0	1	1	1	1	8	40
3	AI	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	6	30
4	AT	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	25
5	DE	0	1	0	1	0	1	1	1	1	0	0	1	1	1	1	12	60
6	EW	0	1	0	1	1	1	1	1	1	0	0	0	0	1	0	11	55
7	FZ	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	11	55
8	KAA	1	0	0	0	1	1	1	0	0	1	1	1	0	1	0	13	65
9	KH	1	0	0	1	0	0	1	1	1	0	1	1	0	1	0	12	60
10	KNA	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	15	75
11	M-FAM	0	0	1	1	0	0	1	1	0	1	0	0	1	0	0	10	50
12	MH	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	7	35
13	MN	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	15	75
14	MR	1	1	0	1	0	0	0	1	0	1	1	1	1	1	0	6	30
15	MN	1	1	0	1	0	0	0	1	0	1	0	0	0	0	0	14	70
16	MN	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	8	40
17	MRM	0	1	0	1	0	0	0	1	0	0	1	1	1	0	1	9	45
18	MR	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	14	70
19	NR	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	13	65
20	N	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	6	30
21	RAT	0	1	0	0	0	1	1	1	0	1	1	1	0	0	1	12	60
22	RS	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	6	30
23	ZA	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	14	70



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Appendix 5

Research Letter

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Fax. 0361-8214467 Email: amelia.fktk@uin-suska.ac.id E-mail: amelia.fktk@yahoolive.com.id

Nomor Un 04 F II.4 PP 00 9 5108/2024

Sifat **Rasa**

Lamp.

Hal **Pembimbing Skripsi**

Pekanbaru, 27 Februari 2024

Kepada
Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara
sebagai pembimbing skripsi mahasiswa :

Nama	: NUR VADILLA
NIM	: 12110422170
Jurusan	: Pendidikan Bahasa Inggris
Judul	: The Influence of Reader's Theater Used on Student Reading Anxiety at Mts An-Nur Pulau Palas
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.



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Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 12 Maret 2025

Kepada Yth.
Rizki Amelia, S.Pd., M.Pd
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhamatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim
Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NUR VADILLA
NIM : 12110422170
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effect Of Readers Theater Technique On Students' Reading Comprehension at MTs An-Nur Pulau Palas Kabupaten Indragiri Hilir
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : *proposal skripsi*
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : *Rizki Amelia, S.Pd., M.Pd.*
 a. Nomor Induk Pegawai (NIP) : *19830820202321036*
 3. Nama Mahasiswa : *MUR VADILLA*
 4. Nomor Induk Mahasiswa : *12110922170*
 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	2 Mei 2024	Background	<i>Rizki</i>	
2.	8 Mei 2024	Chapter 1	<i>Rizki</i>	
3.	3 Juni 2024	Theoretical framework	<i>Rizki</i>	
4.	7 Juni 2024	Operational concept	<i>Rizki</i>	
5.	11. Juni 2024	Chapter III	<i>Rizki</i>	
6.	12. Juni 2024	Review all chapters	<i>Rizki</i>	
7.	13. Juni 2024	PRCC to join Proposal Examination	<i>Rizki</i>	

Pekanbaru, 13 Juni 2024
Pembimbing.

Rizki
Rizki Amelia, M.Pd

NIP. 19830820202321036

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FACULTY OF EDUCATION AND TEACHER TRAINING

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama *Mur Vadilla*
Nomor Induk Mahasiswa *12110922170*
Hari Tanggal *Kamis / 19 Des 2024*
Judul Proposal Penelitian

NO	URAIAN PERBAIKAN
1.	Revise the variable y into Reading Comprehension.
2.	Add the specific problem.
3.	Add the research gaps
4.	Revise the significant of the research
5.	Revise the instrument
6.	Revise the indicators of reading anxiety into reading comprehension.
7.	Revise the hypothesis

Pengaji I

Dr. Faurina Agustina, M.Hum

Pekanbaru, 19 Des 2024
Pengaji II

Muadiana, M.Pd.

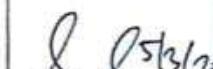
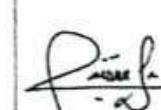
Note

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Nur Vadilla
Nomor Induk Mahasiswa : 12110422170
Hari/Tanggal Ujian : 19 Desember 2024
Judul Proposal Ujian : The Effect of Reader Theater Technique on Student's Reading comprehension at Mts An-Nur Pulau Palas
Kabupaten Indragiri hilir
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia S.S. M. Hum.	PENGUJI I		
2.	Nurdiana, M.Pd.	PENGUJI II		

Mengetahui Dekan

Pekanbaru, 4 Maret 2025
Peserta Ujian Proposal



Dr. Zarkasih, M.Ag
NIP. 19721017 199703 1 004

Nur Vadilla
NIM. 12110422170



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Pekanbaru, 05 Maret 2025

Yth : Kepala
MTs Annur Pulau Palas Indragiri Hilir
di
Tempat

Assalamu 'alaikum Warhmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	Nur Vadilla
NIM	:	12110422170
Semester/Tahun	:	VIII (Delapan) 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau



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**KEMENTERIAN AGAMA
YAYASAN AN-NUR PULAU PALAS
MTSS ANNUR**
DESA PULAU PALAS KECAMATAN TEMBILAHAN HULU
KABUPATEN INDRAGIRI HILIR
Jl. Propinsi Parit 07 Pulau Palas



NPSN : 10499074 —— AKREDITASI B —— NSM : 121214040078

SURAT KETERANGAN BERSEDIA MENERIMA PRARISET
Nomor : 265/MTs/AN/PP/III/2025

Yang bertanda tangan dibawah ini Kepala Madrasah MTSS ANNUR Pulau Palas Kecamatan Tembilahan Hulu Kabupaten Indragiri Hilir Provinsi Riau menerangkan bahwa :

Nama	:	NUR VADILLA
NIM	:	12110422170
Semester/Tahun	:	VIII (Delapan) / 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

Sehubung dengan surat saudari Nomor : B-6308/Un.04/F.II.3/PP.00.9/2025 pada dasarnya kami bersedia menerima mahasiswa tersebut di atas untuk melakukan Prariset di sekolah kami.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya. Terima kasih.



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FACULTY OF EDUCATION AND TEACHER TRAINING**

Jl. H. R. Soebrantas No. 155 Km 18 Tenggarong Pekanbaru Riau 28293 PO. Box 1594 Tel. (0761) 561647
Fax. (0761) 561647 Web. www.uinsuska.ac.id E-mail: uinsuska@yahoo.co.id

**Nomor : B-6800/Uin.04/I.F.II/PP.00.9/03/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : Mohon Izin Melakukan Riset**

Pekanbaru, 13 Maret 2025

**Yth : Kepala
MTs An-Nur Pulau Palas
Di Indragiri Hilir**

Assalamu'alaikum Warahmatullahi Wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Nur Vadilla
NIM	: 12110422170
Semester/Tahun	: VIII (Delapan) 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE EFFECT OF READERS THEATER TECHNIQUE ON STUDENTS READING COMPREHENSION AT MTs AN-NUR PULAU PALAS KABUPATEN INDRAGIRI HILIR.

Lokasi Penelitian : MTs An-Nur Pulau Palas Indragiri Hilir

Waktu Penelitian : 3 Bulan (13 Maret 2025 s.d 13 Juni 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



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KABUPATEN INDRAGIRI HILIR



Jl. Propinsi Parit 07 Pulau Palas

NPSN : 10499074 AKREDITASI B NSM : 121214040078

SURAT KETERANGAN

Nomor : 265/MTs/AN/PP/111/2025

Yang bertanda tangan dibawah ini :

Nama : Muhammad Latif, S.Pd.I
NIP : 198204282005011104
Jabatan : Kepala Sekolah

Berdasarkan surat masuk yang kami terima dari saudari Nomor : B-6800/UJN.04/F.II/PP.00.9/03/2025 tentang permohonan izin Riset, maka dengan ini kami menerangkan :

Nama : Nur Vadilla
NIM : 12110422170
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Judul : The Effect of Readers Theater Technique on Student's Reading Comprehension at MTS An-Nur Pulau Palas Kabupaten Indragiri Hilir

Telah diizinkan dan selesai melaksanakan Riset di MTS An-Nur Pulau Palas Kabupaten Indragiri Hilir. Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya. Terima kasih.

Dikeluarkan di : Pulau Palas

Pada Tanggal : 30 April 2025

Kepala Sekolah,
YAYASAN AN-NUR PULAU PALAS
KABUPATEN INDRAGIRI HILIR
NIP. 198204282005011104
Tembilahan, 30 April 2025
Muhammad Latif, S.Pd.I

NIP. 198204282005011104



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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing

- a. Seminar usul Penelitian
- b. Penulisan Laporan Penelitian

2. Nama Pembimbing

- a. Nomor Induk Pegawai (NIP)

Rizki Amelia, M.Pd
198308202023212034

3. Nama Mahasiswa

Nur Vadilla

4. Nomor Induk Mahasiswa

12110422170

5. Kegiatan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	10 maret 2025	Instrument	Rizki	
2.	18 maret 2025	Instrument revision	Rizki	
3.	19 maret 2025	Chapter IV: Data	Rizki	
4.	20 maret 2025	Chapter IV: Data	Rizki	
5.	9 juni 2025	Chapter V & Abstract	Rizki	
6.	13 juni 2025	Review all chapters	Rizki	
7.	16 juni 2025	Acc to join Final Exam	Rizki	

Pekanbaru, 16 Juni 2025
Pembimbing.

Rizki Amelia, M.Pd
NIP. 198308202023212034

yarif Kasim Riau

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Appendix 6

Documentation

UIN SUSKA RIAU

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

**CURRICULUM VITAE**

Nur Vadilla, was born on January 15nd, 2002 in

Pulau Palas Kecamatan Tembilahan Hulu, Riau. She is the First daughter from Mr. Wardi and Mrs. Masdiana,S.Pd.SD and she has one beloved younger sister is Najwa Hafizah.

In 2014, she graduated from SDN 002 Pulau Palas Kecamatan Tembilahan Hulu, Kabupaten Indragiri Hilir. She also finished her study at MTs Raudhatussalam Islamic Boarding School, Mahato Rokan hulu in 2017 and MA Raudhatussalam Islamic Boarding School, Mahato, Rokan hulu in 2020. In 2021, she was accepded to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2024, she was doing KKN (Kuliah Kerja Nyata) program at Pulau Palas village in Tembilahan Hulu District, Indragiri Hilir. Then, on September until December 2024, she was doing Pre Service Teacher Practice (PPL) program at MAS Ma'arif NU Riau Kota Pekanbaru.

To fulfill requirements for undergraduate Degree in English Education, she conducted the research by the thesis entitled “The Effect of Readers Theater Technique on Students’ Reading Comprehension at Mts An-Nur Pulau Palas Kabupaten Indragiri Hilir”.