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THE EFFECT OF THE READER'S THEATER TECHNIQUE ON THE ENGLISH STUDENTS' SPEAKING ACHIEVEMENT AT STKIP PGRI JOMBANG

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Abstract

The objective of speaking class is to improve and develop students' speaking skill to be fluent, correct and accurate. One of techniques applied on that speaking class is Reader's Theatre. Reader's theatre can encourage students to speak English fluently with correct vocabulary, pronounce words well and speak with a good structure. This study aims to know the effectiveness from reader's theatre toward students' speaking skill at STKIP PGRI Jombang. The population of this study is all students of 2017 English department while the samples are 2017 A students and 2017 B students. The research design applies quasi experiment with a test as the instrument and calculate the data with ANCOVA. It shows that the significant value is 0,003, it is lower than the significant level 0,05. The result of the study shows that there is a significant effect to reader's theatre on students' speaking skill at STKIP PGRI Jombang and reader's theatre can give a good result on students' speaking skill.

Keyword: *Reader's Theater, Speaking Skill*

Abstrak

Tujuan dari kelas *Speaking for Daily Communication* adalah untuk meningkatkan dan mengembangkan kemampuan berbicara bahasa Inggris lancar, tepat dan akurat. Salah satu cara untuk menerapkan kelas *Speaking* sesuai dengan tujuan tersebut adalah dengan menggunakan twchnique *Reader's theatre*. Tehnik ini dapat membantu siswa untuk berbicara dengan lancar, menggunakan kosakata yang



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tepat, mengucapkan kata dengan benar dan berbicara berdasarkan susunan kalimat yang baik serta menambah kepercayaan diri. Penelitian ini bertujuan untuk melihat keefektifan dari *reader's theatre* terhadap kemampuan berbicara bahasa Inggris mahasiswa STKIP PGRI Jombang. Populasi pada penelitian ini adalah semua mahasiswa STKIP PGRI Jombang Prodi Pendidikan Bahasa Inggris angkatan 2017. Sedangkan sampel yang dijadikan penelitian adalah kelas 2017 A 40 mahasiswa dan kelas 2017 B 18 mahasiswa. Metode yang digunakan pada penelitian ini adalah kuasi eksperimental dengan menggunakan instrumen berupa test. Hasil dari penelitian ini didapat dari uji ANCOVA untuk melihat pengaruh dari kelas yang diajar menggunakan *reader's theatre* dengan kelas yang tidak diajar menggunakan metode tersebut. Dari hasil uji ANCOVA menunjukkan bahwa significant value adalah 0,003 yang berarti lebih rendah dari significant level 0,05. Oleh karena itu dapat disimpulkan bahwa *reader's theatre* mampu memberikan pengaruh yang positif terhadap kemampuan mahasiswa STKIP PGRI Jombang dalam berkomunikasi dengan menggunakan bahasa Inggris.

Kata kunci: *Reader's Theater, kemampuan berbicara.*

Introduction

One of the courses that must be taken by students of English Education Program STKIP PGRI Jombang is Speaking for Daily Communication. In this course, students will learn the ability to speak English accurately, fluently, and effectively in everyday situations, educational environments and workplaces at a certain level. To study *Speaking for Daily Communication*, students must also master English language components such as sentence structure, vocabulary and pronunciation.

One of the subjects given to students is telling story. Telling a story is a subject that is able to make students understand sentence structures (e.g., Jones, 2002; White, 1977), add vocabulary (Clifton, 2006) and improve English fluency (Collins & Ruhl, 2007; Hinkel, 2006). In addition, Telling stories provide opportunities for students to interact with other friends so that they can build a more intimate relationship each other. With this telling story students are expected to be confident in communicating and able to improve the ability to speak English properly and correctly.

In delivering material, a method or teaching technique is needed that can make students communicate English accurately, fluently and effectively. according to Cahyono and Widiati (taken in Rafi, 2015: 79), the success of students in developing their communication skills can be seen in their fluency, accuracy and effectiveness. Therefore, According to Nunan (2003: 56) there are several principles of teaching to speak English including 1) the teacher must understand whether English in that place is a foreign language or as a second

language. 2) the teacher must provide the right opportunity for students to develop the ability to speak English correctly and fluently. 3) the teacher must also give students plenty of time to speak English in groups or together with friends. 4) the teacher must check the English language of students so that the teacher can help them to speak English according to sentence structure, correct vocabulary and correct pronunciation. 5) design appropriate teaching forms according to the material provided. In addition, in teaching speaking English, according to Cahyono and Widiati (taken in Rafi, 2015: 77) the teaching must apply the approach to language teaching that is communicative. Students can interact each other in the learning process so that they are able to improve their ability to speak English.

To meet the indicators of achievement to speak English appropriately, fluently and effectively and to succeed the material of telling stories for students, the reader's theater is one of the ways to be applied in the teaching learning process. Reader's theater is a form of presentation based on the principles and techniques of conversation that aims to entertain, invite and persuade the audience (Adam, 2003). This activity began with the students reading a story that had been chosen by their group then turning it into a drama script involving several characters. To describe a character, students try to exercise sound flexibility, good articulation, correct pronunciation. In addition, drama scripts are often used in language classes to enable students to obtain vocabulary, idiom, grammar and syntax in English texts (Berlinger, 2000).

According to some experts, it has been concluded that the Reader 's Theater is an effective technique in helping students to improve their English speaking skills (Ng and Yip, 2010). Meanwhile, according to the results of data analysis from Moghadam and Haghverdi (2015) showed an increase in English speaking skills of students after teaching with the Reader's Theater technique. The results can provide motivation for teachers to improve students' real knowledge about more complex and fluent English communication.

Based on the description above, the researcher involved students in conducting research with a research problem formulated as follows; "Is there any effect of the Reader's Theater technique on the English students' achievement on speaking skill at STKIP PGRI Jombang? This study focused on the use of Reader 's Theater as a technique to improve English language skills of students in speaking skills in Speaking courses. This research was carried out in STKIP PGRI Jombang, especially students of English language education 2017 A and 2017 B classes. Teaching speaking is emphasized on the theme of conversation that is in accordance with the indicators in the syllabus. The teaching learning process in the speaking process uses the Reader's Theater technique.

Literature Review

English speaking skills is one of the language skills. In the learning process, it requires the ability to master the language components, namely vocabulary,

sentence structure and pronunciation. According to Keith and Morrow (1990: 70) a speaking skill is an activity by saying sentences made by two or several people who act as speakers and listeners so that they can react according to what they mean. Tarigan (1995: 149) added that a speaking skill is the skill to convey messages through spoken language. The connection between spoken language and message as a tool of communication is very heavy. The message received by the listener is in the form of a language sound not in another form. Then the listener diverts the message in the form of the language into what form is spoken by the speaker.

In speaking skills, according to Tarigan (1995: 149) there are several general goals in speaking, namely 1) entertaining, the speaker draws the attention of listeners in a way, such as humor, exciting spontaneity, humorous stories, adventures and so on to create a happy atmosphere for the listeners . 2) Informing, this goal is carried out to explain a process, describe, translate, or interpret something, give, spread or impart knowledge. 3) Stimulating speaking, according to Tarigan speaking it must be smart to seduce, influence, or convince the listener. This can be achieved if the speaker really knows the will, interest, inspiration, needs and aspirations of the audience.

According to Arsjad and Mukti (1993: 17-20) a speaker must master the topic being discussed and must speak clearly and precisely. Some factors that must be considered by the speaker for speaking effectiveness are 1) pronunciation, pronunciation of sounds must be appropriate, as well as placement of appropriate pressure, duration and tone, 2) selection of vocabulary must be clear and precise and vary so that it can provoke understanding from the listener, 3) Grammar, the sentence that is spoken must be exactly in accordance with the correct language structure.

Teaching Speaking in EFL Classes (English as the Foreign Language)

Listening, speaking, reading, and writing are the four language skills acquired at different stages in the student's language development phases. Learning a second or foreign language means learning to communicate with others. In communicating will involve interaction with one or more actors. Effective communication also includes good listening, an understanding of how others feel and knowledge of how to take turns or allow others to speak as well. According to (Harmer, 1997), There are several elements in speaking, namely language privileges, language management and other interactions.

Teaching speaking (speaking) in the EFL class in Indonesia has used the concept of communicative competence, where this concept has emphasized the application of communicative language teaching approaches. In this approach, students have interacted each other in the learning process and class activities become centers of activities that enhance students' speaking skills.

According to Cahyono and Widiati (2011: 38) speaking teaching can be emphasized in training speaking accurately and fluently including pronunciation

and grammar. besides, it aims to understand the forms of language such as phrases, sentences and dialogues. Students can practice and memorize the language form by repetition and drilling. In the implementation of speaking class, its activities can be classified into individual or group activities. Individual activities can apply storytelling, describing things and giving speeches while group activities can apply role-plays, presentations, debates and discussions. And group activities are currently more dominant than individual activities.

Speaking class activities in Indonesia have used a variety of patterns of instruction. According to Kasim (2004) there are five classroom activities that can be implemented, namely the activities on teachers with classes, teachers with groups, teachers with students, students with students and students with teachers. In this activity, the teacher is only as a facilitator who helps students to better understand the meaning of the sentence form so that students are more motivated in the speaking class activities.

Reader's Theater

According to Jordan and Harrell (2000) Reader's Theater as an effective drama activity to provide an opportunity to speak authentically, especially in training speaking fluency either level, accuracy, expression, tone, stress or expressiveness and facilitating students' understanding. They suggest engaging students with active and fun procedures. The key of fluency and a higher level of understanding is obtained through a natural repetition process in pronunciation and interactive transactions with language. Wagner (1998) said that drama has played an important role in language learning, the teaching learning process to determine teacher strategies and interactions to expand reach and increase the level of development of oral language.

According to Moghadam and Haghverdi (2016) Reader's Theater has a positive impact including (1) making students happy and easy when speaking, (2) giving students the opportunity to interact each other, (3) decreasing discomfort when speaking in front of the class, (4) the ability to improve pronunciation of words because of repetition, (5) students are motivated to speak properly and correctly, and (6) students become confident in speaking in front of the audience.

Speaking Teaching Procedure Using the Reader's Theater

Teaching learning by Reader's theater is learning English by displaying drama taken from a story and made in a script. When creating drama scripts, students choose fun scripts taken from stories that are not boring, students are given time to prepare their groups in performance mode, students discuss the role models of each character that are suitable for the reader, choose the appropriate dialog to display and throw out some dialogs that are considered unimportant and practice with each group for a better performance.

According to Jennifer Prescott (2017) several steps applied in the Reader's

Theater class including students read several stories which are chosen to be used as a drama script. In one group, students choose the role of the character that matches the group. The group together reads the drama script repeatedly so that each student in their role can understand what is being said. After the group is ready to present the drama, they present the drama in front of the class facing the audience (other students) without memorizing the drama script.

Research Methods

The Research Design on this research is experimental design as quantitative research method to measure the effect of Reader's Theater technique on student achievement in speaking skill. In this research, a quasi-experimental design was used because it was not possible to assign subjects as random samples. This research was conducted in a class where randomization of subjects could not be carried out, because classes and schedules could not be changed for the implementation of research. So the researchers directly chose two classes, namely 2017 A as the experimental group and 2017 B as the control group.

This study aims to determine the effect of the Reader's Theater technique on achievement to speak English. The achievement is considered as the effect of the treatment. In other words, better achievement to speak English implies significant effect. Through this experiment, both samples were treated. Samples which have better achievement after being treated show significant effect of the technique used.

The first treatment was carried out to the experimental group. The subject of the subjects given was speaking learning using the Reader's Theater technique, while the control group used conventional teaching methods in speaking learning. In several meetings, both groups were given a post-test to measure speaking skills. The value of the experimental class and the control class are compared to find out whether the treatment is interrelated with the increase in the results of the speaking value in the experimental class.

The research design is summarized in the table 1 follows:

Table 1 Nonrandomized Control Group, Pretest-Posttest Design

Group	Pre-test	Independent variable	Post-test
A	Y1	X	Y2
B	Y1	-	Y2

Description:

A : Experimental group

B : Control group

Y1: Dependent variable before treatment

X : Independent variable (Using Reader's Theater technique)

Y2: Dependent variable after Treatment

To find out whether the difference is significant or not, ANCOVA is applied as statistical data analysis. The following are the steps:

1. Choose a sample to get the control group and the experimental group.
2. Pretest was administrated in both groups to get score of their English speaking skills before getting treatment.
3. Each group is treated with different techniques. The experimental class uses the Reader's Theater technique while the control class with conventional teaching.
4. After the treatment is applied, the two groups are given a posttest to determine a new value with the aim of measuring the improvement of the two groups after being treated by applying different techniques.
5. Calculate the data obtained
6. Generalization.

Variables are things that are measured or collect data information to conduct research and answer the research questions. Variables are divided into two categories, they are independent and dependent variables. In experimental research, treatment is called independent variables and the results are included the dependent variable. Both of the variables of this study are presented in table 2 below.

Table 2 Independent and Dependent Variable Tables

Independent Variable	Dependent Variable
Application of the Reader's Theater	Student achievement (speaking skills)

In this study, the application of the Reader's Theater technique is an independent variable because it influences the teaching and learning process and the results of the research are student scores (speaking ability) as the dependent variable.

The subjects of this study were students of 2017 English Education Study Program STKIP PGRI Jombang. There are 2 classes consisting of 58 students. STKIP PGRI Jombang is located at Jl. Pattimura III no. 20 Jombang.

The sample in this study is the 2017 A and 2017 class B. The 2017 A class consists of 40 students, while 2017 B consists of 18 students. In this study, treatment was not done randomly because this research relates to existing classes and it is impossible to rearrange classes and change schedules.

The research instrument to collect data in this study is a test. Student understanding is measured through their achievement as part of a particular class (Nunan, 1991).

Tests were carried out to determine the effect of the Reader's Theater technique on speaking skill. The purpose of this test is to compare the ability of

students. In this study the tests were divided into pretest and posttest. Pretest is given before treatment. The purpose of the pretest is to find out the students' speaking skills before the treatment is carried out. And posttest was conducted to determine the effect of the Reader's Theater technique on the ability to speak after treatment.

A good test must have two important criteria, namely validity and reliability. In preparing the test, the researchers carried out several procedures as follow: (1) developing and making tests, (2) planned trials, (3) analyzing the results of the trials, (4) validating the results of the trials.

Data analysis techniques in this study is using ANCOVA by SPSS 16.00 for windows. Ancova is a combination of correlation and Anova. In ANCOVA analysis, we can control the effects of variables other than the independent variables. The idea is to test whether there are differences between groups on the dependent variable after treatment with different variables, or a series of variables. (Urdan, TC, 2005: 124). In measuring the post test score after ignoring the pre test score, the pre-test score is assumed to be the first situation or performance to work.

Results and Discussion

This study intends to meet the difference effect of treatment. After calculating the data by using ANCOVA, the result of the calculation showed that the significant value is lower than the significant level ($0,003 < 0,05$). It can be shown on the following table:

Tests of Between-Subjects Effects

Dependent

Variable:posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2694.538 ^a	2	1347.269	45.398	.000	.623
	88.806	1	88.806	2.992	.089	.052
Pretest	2477.582	1	2477.582	83.485	.000	.603
Reader's Theater	291.673	1	291.673	9.828	.003	.152
Error	1632.237	55	29.677			

Total	351141.00	58				
Corrected Total	4326.776	57				

- a. R Squared = ,623 (Adjusted R Squared = ,609)
- b. Computed using alpha ,05

Based on the table above, it shows that there is a statistically significant difference between experimental and control group. From the result above, it can be said that H_0 , there is no influence on students' speaking skill thought by Reader's Theatre is rejected and H_a , there is influence on students' speaking skill thought by Reader's Theatre is accepted. In final consideration, the researchers concluded that the independent variable, Reader's Theatre in speaking class influenced students' speaking skill as dependent variable. It means that Reader's theatre is effective technique to be applied in teaching speaking.

From the result above, the researchers has shown that Reader's theatre can influence students' speaking skill better. It has been mentioned by Ng and Yip (2010) as well, they stated that the Reader's Theater is an effective technique in helping students to improve their English speaking skills. Besides, according to Moghadam and Haghverdi (2015), it showed an increase in English speaking skills of students after teaching with the Reader's Theater technique.

In addition, Students got a lot opportunities to communicate in English when Reader's theatre applied. It was due to their practising to speak based on the role they got. This result is connected to Moghadam and Haghverdi (2016), they stated that Reader's Theater has a positive impact including (1) making students happy and easy when speaking, (2) giving students the opportunity to interact each other, (3) decreasing discomfort when speaking in front of the class, (4) the ability to improve pronunciation of words because of repetition, (5) students are motivated to speak properly and correctly, and (6) students become confident in speaking in front of the audience. Finally, the result of this research can be concluded that Reader's theatre is an effective technique to improve students' speaking skill at STKIP PGRI Jombang.

Conclusion

This research has provided information on the effectiveness of Reader's theater technique in teaching speaking. This research is very concerned about the influence of Reader's theater technique to students' speaking skill. This condition is seen from the result of the research where the significant value is lower than significant level, $0,003 < 0,05$. In every activity, the reader's theatre always involves activeness in each student. The activities of Reader's Theater can improve the speaking ability of STKIP PGRI Jombang students.

Students believe that Reader's theater technique has influenced their ability to communicate in English better. They also feel more confident with their speaking skills. Therefore, the research results of Reader's Theater on Speaking Learning can be summed up as one of the recommended instructional techniques to English teachers especially on speaking skill teaching as one of the effective techniques that can improve students ability in English speaking skill.

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