

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the methodology used to achieve the objective of the study. The chapter consists of the research design, participants, data collection, research procedures, and data analysis process.

3.1 Research Design

The objective of this research is to conduct an in-depth exploration of the use of Readers' Theater to enhance students' speaking skills in learning English as a Foreign Language. To achieve this objective, a quantitative study was employed. The research design used was a one-group pretest-posttest design. This design involved only one group that was chosen for the research. The students' speaking skills were measured using a pretest before the intervention (Readers' Theater) and a posttest after the intervention.

There are two variables in this research. The first is the independent variable (The use of Readers' Theater), symbolized by "O." The second is the dependent variable (Students' speaking skills), symbolized by "X." Students' speaking skills before the intervention symbolized by "O₁" and after the intervention symbolized by "O₂". The group pretest-posttest design scheme is shown as follows:

Table 3. 1

One Group Pretest-Posttest Design Scheme

Pre test	Intervention	Post Test
O ₁	X	O ₂

O₁ : Pretest (measurement of students' speaking skills before the intervention)

X : Intervention (implementation of Readers' Theater)

O₂ : Posttest (measurement of students' speaking skills after the intervention)

The progress in students' speaking skills can be monitored in real-time by taking notes or categorizing instructional behavior during classroom sessions or from videotaped lessons. This design, known as classroom intervention, allows for detailed observation and analysis of the effectiveness of Readers' Theater.

3.2 Site and Participants

The participants in this research are 10 ninth-grade junior high school students who are enrolled in an English course outside of school in Kabupaten Bandung. These learners are at the elementary level, having acquired some foundational English structures and being ready to participate in conversation classes. Teachers need to further train their speaking skills. The reason for choosing this particular school is that it has its own curriculum designed to practice speaking skills, and Readers' Theater can serve as an alternative program to enhance these skills. By implementing Readers' Theater, the students at this school can be better supported to meet the learning outcomes set by the curriculum.

3.3 Data Collection

In order to answer the research question "What is the impact of Readers' Theater on students' speaking skills?" and evaluate the outcomes, the research collected the data through pretest and posttest results, classroom observation, rubrics, and Readers' Theater guidance to investigate students' speaking skills improvement in learning English with the use of Readers' Theater.

Pretest and Posttest

Pretest and posttest were employed to measure students' speaking skills before and after the intervention. This method allowed the researcher to assess the initial speaking abilities through the first reading and the improvements made by the last performance.

Observation

The observation was employed in this research as it allowed the researcher to explore how the participants behave and act during the research (Frankael & Wallen, 1990). It provided broad opportunities to collect more data by portraying the activities in the research settings (Cresswell, 2012) and allowed the researcher to gain both generally and specifically insights being observed (Alwasilah, 2011). Thus, this research observed students' behaviors, actions, and interactions during Readers' Theater lessons. The interactions were video recorded, focusing on important aspects related to the research. These videos serve as the primary instrument of observation. The observation was conducted for four meetings, each representing one stage of Readers' Theater. The first meeting focused on

establishing meaning, where students engaged in understanding the content and context of the play. The second meeting involved dividing roles, during which students were assigned specific parts and began familiarizing themselves with their characters. The third meeting was dedicated to practice, allowing students to rehearse their lines and refine their performance skills. The fourth and final meeting was the performance, where students showcased their rehearsed scenes. Each stage was carefully observed to assess students' progress and interactions throughout the Readers' Theater activities.

Rubrics

In this study, rubrics were employed to assess students' speaking skills, providing a structured evaluation of their progress. The rubrics were used during both the first reading and the final performance to measure improvements in speaking abilities. It helped demonstrate how the Readers' Theater strategy could positively impact students' speaking skills, boosting their confidence and proficiency in public speaking. Throughout the study, students worked in groups to prepare and perform the Readers' Theater, which allowed for collaborative learning and skill development from the first preparation to the final performance.

Table 3. 2
Speaking Rubric

Speaking Rubric (Adapted from: Language assessment: Principles and classroom practices (Brown, 2004))

Fluency (0-25)

Score	Criterion
22.5 – 25	He/she has complete fluency in the language such that his/her speech is fully accepted by educated native speakers.
20 – 22.5	He/she is able to use the language fluently on all levels normally related to professional needs.
17.5 – 20	He/she is able to use the language with a high degree of fluency .
15 – 17.5	He/she can discuss particular interests of competence with reasonable ease .
12.5 – 15	He/she rarely has to grope for words .
10 – 12.5	He/she speaks with some hesitation that sometimes interferes with communication.
7.5 – 10	He/she speaks with much hesitation that often interferes with communication.
5 – 7.5	He/she speaks slowly with language problems disrupting the communication.
2.5 – 5	He/she speaks discontinuously and even suddenly stops in performing the expected competency.

Score	Criterion
0 – 2.5	He/she does not perform the expected competency; he/she cannot speak English.

Accuracy (0-25)

Score	Criterion
22.5 – 25	He/she has complete accuracy in the language such that his/her speech is fully accepted by educated native speakers.
20 – 22.5	He/she is able to use the language accurately on all levels normally related to professional needs.
17.5 – 20	He/she is able to use the language with a high degree of accuracy .
15 – 17.5	He/she is able to speak the language with sufficient structural accuracy .
12.5 – 15	He/she can handle basic structural constructions quite accurately .
10 – 12.5	He/she has some difficulties in basic structural constructions .
7.5 – 10	Grammatical errors are frequent .
5 – 7.5	He/she can speak on phrase-level utterances only .
2.5 – 5	He/she has no control of the grammar .
0 – 2.5	He/she does not perform the expected competency; he/she cannot speak English.

Pronunciation (0-25)

Score	Criterion
22.5 – 25	He/she is equivalent to and fully accepted by educated native speakers.
20 – 22.5	Errors in pronunciation are quite rare . Intonation and stress are quite appropriate .
17.5 – 20	Errors in pronunciation are quite rare although intonation and stress are sometimes not quite appropriate .
15 – 17.5	Errors never interfere with understanding. Accent may be obviously foreign .
12.5 – 15	Errors rarely interfere with understanding. Accent may be obviously foreign .
10 – 12.5	Errors often interfere with understanding. Accent may be obviously foreign .
7.5 – 10	Errors in pronunciation are frequent . Accent is intelligible although often quite faulty .
5 – 7.5	Errors in pronunciation are frequent . Accent is unintelligible and often quite faulty .
2.5 – 5	Errors in pronunciation are frequent . Accent is unintelligible and completely faulty . Many sounds are ambiguous and cannot be understood .
0 – 2.5	He/she does not perform the expected competency; he/she cannot speak English.

Vocabulary (0-25)

Score	Criterion
22.5 – 25	He/she has a complete vocabulary in the language such that his/her speech on all levels is fully accepted by educated native speakers.

20 – 22.5	He/she is able to use the language with a high degree of precision of vocabulary .
17.5 – 20	He/she is able to speak the language with sufficient vocabulary to participate effectively in the conversation.
15 – 17.5	He/she has a sufficient vocabulary although he/she sometimes has to grope for a word .
12.5 – 15	He/she has a sufficient vocabulary to simply express him/herself with some circumlocutions .
10 – 12.5	He/she uses a limited vocabulary in performing the expected competency; He/she often explains or sometimes translates ideas to get the appropriate words.
7.5 – 10	He/she uses a very limited vocabulary with inappropriate word choices in performing the expected competency; He/she often translates ideas into his/her first language.
5 – 7.5	He/she uses an inadequate vocabulary to express anything but the most elementary needs .
2.5 – 5	He/she has no vocabulary to express anything but the most elementary needs .
0 – 2.5	He/she does not perform the expected competency; he/she cannot speak English.

Readers' Theater Guidance

In this study, Readers' Theater guidance was provided to direct students through various stages, including story selection, script creation, role assignment, practice, and performances. This guidance was introduced to ensure that students are well-prepared and understand each step of the process.

Table 3. 3
Rubric for Readers' Theater

	4	3	2	1
Preparation	Consistently on-task when rehearsing. Evidence of effective preparation.	Mostly on-task when rehearsing. Evidence of adequate preparation.	Usually on-task when rehearsing, but other evidence suggests less than adequate preparation.	Too often –off task when rehearsing. Final performance suggests poor preparation.
Clarity, fluency and volume	All speech is clearly enunciated, fluently expressed and spoken to be easily heard.	Most speech is clearly enunciated, spoken fluently and loudly enough to be heard.	Speech is sometimes unclear, reading is sometimes hesitant, voice is sometimes not audible.	Speech is unclear and reading is hesitant so as to impede understanding of the material.

	4	3	2	1
Expression and Presentation	Quality and variety of expression and tone makes the role interesting and appealing; effectively conveys the character and meaning of the text.	Quality and variety of expression and tone makes the performance interesting and appealing.	Reading has a pleasant, but largely unchanging tone. There is a lack of drama.	Minimal expression makes the reading and performance difficult to attend to.
Individual contribution to the group	Showed leadership in rehearsal and made good use of practice time for own reading.	Cooperated well and made good use of practice time for own role.	Participated in rehearsals and practised own reading.	Showed minimal cooperation with the group and did little practice for own reading.
Success of the group presentation (group mark)	Very good to excellent performance.	Good performance overall.	Adequate performance but with some hesitations.	Weak performance as a group – or not ready to perform at all.

Maximum score $4 \times 6,25 = 25$ marks

Minimum score $1 \times 6,25 = 6,25$ marks

3.4 Research Procedure

This research was conducted in two main stages: the Preparation Stage and the Implementation Stage.

Preparation Stage

1. Participant observation and adaptation: Observed and adapted to the existing environment and learning system.
2. Consultation with headmaster: Discussed with the headmaster to select participants and determine the research schedule.
3. Design of learning instruments: Created learning instruments, including questions, rubrics, and Readers' Theater guidance.

4. Instrument testing: Tested the instruments for logical validity, content validity, and language appropriateness
5. Scheduling and agreement: Arrange a schedule for sessions inside and outside of class hours with the participants and ensure their active participation, including online outside class hours.

Implementation Stage

The intervention was conducted for four meetings, each lasting ninety minutes.

The specifics of the research methodology are as follows:

- 1) The first test, introduction and establishing meaning held in the first meeting.
- 2) Dividing roles held in the second meeting.
- 3) Practice held in the third meeting.
- 4) The performance and the posttest held in the fourth meeting.

Table 3. 4
Research Implementation Stage

Stages	Teacher Activity	Students Activity
Establishing Meaning	• Asking students about their experience in learning English. • Introducing Readers' Theater as a tool for learning English. • Introducing the story and vocabularies to the students using gestures, visuals and good intonation to help them understand the story. • Asking each student to read the story.	• Listening and responding to the teacher's explanation. • Reading the story • Practicing pronunciation by imitating how to pronounce the target vocabulary. • Discussing the story flow with the teacher.

Stages	Teacher Activity	Students Activity
	Giving some examples how to pronounce some difficult vocabularies.	
Dividing Roles	- Reviewing the previous lesson. - Identifying the characters in the story and dividing roles. - Exploring expression, gesture and tone in reading the story. - Asking the students to gather with their roles team.	- Choosing the roles based on what their characters. - Discussing with their team roles. - Finding expression, gesture and tone in related to their parts.
Preparation	- Reviewing the previous lesson. - Employing read aloud of the story. - Providing and leading the group to have discussion about their gesture, intonation and stage act in performing later.	- Discussing about their gesture, intonation and stage act in performing later. - Practicing pronunciation by imitating on the target vocabulary.
Performance	- Reviewing the previous lesson. - Leading the preparation before the students perform. - Preparing the audience	- Preparing for the performance. - Having a discussion in each role before the performance. - Performing the Readers' Theater.

Stages	Teacher Activity	Students Activity
	• Helping the preparation before the performance. • Leading the performance.	

The script used in this Readers' Theater is taken from the English for Nusantara book (ninth-grade) with the title "Andre and Princess Suripit" (p. 152).

Andre and Princess Suripit

Yesterday, when Andre was playing a mobile game, there was a strange message from the game. It said "come with me to my kingdom". The message came over and over. Andre tapped the link from the message and suddenly a bright light lit up, he could not see anything. He only felt that the air turned extremely cold and it smells really fresh but weird. It took him a solid minute to slowly Focus his eyes on blurry objects gradually, everything went clearer. He realized that he was no longer at home, but he was at the place he knew very well. It was the place he visited very often. It's the Mongolian. There were Mangrove trees everywhere. Is it Mongolian? There were Mangrove trees everywhere. Andre saw some unique houses made of Mangrove cheese. Ah, this is my girlfriend Andre exclaimed in his heart the kingdom. He visited every weekend in his mobile game.

"Welcome to Mangrovian." greeted a soft voice he knew so well, the guardian of Mangrovian Kingdom, Princess Suripit. Andre tried hard to focus on her tall figure. His eyes were still sore from the brightness that brought him to this mobile game. It's silly but not funny at all! "Ah, am I dreaming?" Andre finally broke the silence. He expected that Princess Suripit would be gone. She just giggled and gave him gestures to follow her. Strangely, Andre's feet just followed her steps even though he didn't want to. Then he realized he was not wearing his pajamas anymore. He wore a metal breastplate. There were also gauntlets on his hands. He realized that he was wearing a knight outfit. Princess Suripit said again, "It seems like a dream. But, you are not dreaming."

Then it is changed to Readers' Theater script as the text below:

Andre and Princess Suripit

Andre, a boy who loved to play a mobile game got a strange message from the game.

The computer: "come with me to my kingdom"

Andre clicked the link and whoosh! he finds himself transported to the kingdom of Mangrovian, which he often visits in the game.

Andre: "There were Mangrove trees everywhere. Is it Mongolian?"

Andre saw some unique houses made of Mangrove cheese.

Princess Suripit: "Welcome to Mangrovian."

Greeted a soft voice he knew so well, the guardian of Mangrovian Kingdom, Princess Suripit.

Andre: "Ah, am I dreaming?"

Andre finally broke the silence. He expected that Princess Suripit would be gone. She just giggled and gave him gestures to follow her. Strangely, Andre's feet just followed her steps even though he didn't want to. Then he realized he was not wearing his pajamas anymore. He wore a metal breastplate. There were also gauntlets on his hands. He realized that he was wearing a knight outfit.

Princess Suripit: "It seems like a dream. But, you are not dreaming."

Note: The full script is put in the appendix.

3.5 Data Analysis

After data collection, the data gained from the pretest and posttest were analyzed using the Paired Sample T-test in SPSS software in order to validate the analysis and avoid potential biases. The Paired Sample T-test is a statistical method used to determine if there is a significant difference between the means of two related groups. It is particularly useful in scenarios where two measurements are taken on the same subject, such as before and after intervention. The key idea is to compare the means of the two sets of observations to see if they are significantly different from each other.

In this research, the Paired Sample T-test was used to assess the impact of Readers' Theater on enhancing students' speaking skills in learning English as a

foreign language. By comparing the pretest and posttest results, the effectiveness of the intervention was evaluated.

Additionally, the data analysis included the calculation of the N-Gain (Normalized Gain) to measure the enhancement of students' speaking skills more precisely. The N-Gain is a metric that quantifies the effectiveness of an educational intervention by comparing the actual improvement to the maximum possible improvement. In this study, the N-Gain was used to provide a clearer understanding of the extent to which Readers' Theater enhanced students' speaking skills.

By incorporating both the Paired Sample T-test and N-Gain analysis, the research ensured a comprehensive evaluation of the intervention's effectiveness, offering valuable insights into how Readers' Theater can be used as a tool to improve language learning outcomes.

3.5.1. Hypotheses Test

In this research, the following hypotheses were proposed: Null hypothesis (H_0): There is no significant difference in students' speaking skills before and after using Readers' Theater in learning English as a foreign language.

Alternative hypothesis (H_1): There is a significant difference in students' speaking skills before and after using Readers' Theater in learning English as a foreign language

The hypothesis test for this research involves several steps:

1. Normality Test

The normality Test checks if the data is normally distributed, which is needed to choose the right statistical test. This test uses Shapiro-Wilk in SPSS 23. If the significance value > 0.05 , then the data distribution is normal. Conversely, if the significance value is < 0.05 then the data is not normal.

2. T-Test

The T-test is used if the data is normally distributed according to the Shapiro-Wilk test. In this research, the Paired Sample T-test was employed to compare the average scores before the intervention (pretest) and the average score after the intervention (posttest). The test was conducted using

SPSS. The decision-making rules for interpreting the T-test results are as follows:

1) Comparing the calculated t-value with the table t-value:

If $t_{\text{calculated}} > t_{\text{table}}$, then H_0 is rejected

If $t_{\text{calculated}} < t_{\text{table}}$, then H_0 is accepted

2) Comparing the significance level:

If $\text{sig} < 0.05$, then H_0 is rejected

If $\text{sig} > 0.05$, then H_0 is accepted

3.5.2. Enhancement Test

The data from the pre-test and post-test assessments of students' speaking skills were analyzed using normalized gain (N-gain). This method evaluates the improvement in students' speaking skills resulting from the Readers' Theater intervention. N-gain compares the actual gain score, which is the improvement observed in students' scores, to the maximum possible gain score. The actual gain score is the difference between the pre-test and post-test scores, while the maximum gain score is the highest score that could be achieved. The results are interpreted using Hake's gain index (1999), which classifies the improvement into different categories.

Table 3. 5
N-Gain Score Interpretation

Gain Score	Interpretation
$g > 0,070$	High
$0,30 < g < 0,70$	Medium
$g < 0,30$	Low

3.6 Concluding Remarks

The objective of this study is to investigate whether the use of Readers' Theater can effectively enhance students' speaking skills. Thus, the researcher has chosen a Classroom Intervention design.