

CHAPTER V

CONCLUSION

This chapter concludes the research by summarizing the key findings on the impact of Readers' Theater on enhancing students' speaking skills in learning English as a foreign language. It highlights the significant improvements observed in students' pronunciation, fluency, clarity, and overall speaking proficiency due to the repetitive and performative aspects of Readers' Theater. The chapter also discusses the collaborative and engaging nature of Readers' Theater, which fosters a supportive learning environment, increases student motivation, and enhances confidence in speaking.

5.1 Conclusion

This research focused on the use of Readers' Theater to improve students' speaking skills. The aim of this research was to understand how Readers' Theater supports students' speaking skills. In order to answer the research question, data were gathered through pretest-posttest and classroom observation and analyzed using T-Test. As a result, two themes were identified: students' speaking enhancement in Readers' Theater and Students' Speaking Performance in Readers' Theater.

The findings show that implementing Readers' Theater as a language teaching tool has benefited the students by providing them with maximum opportunities to speak in English. Readers' Theater scaffolds the lesson into four stages: establishing meaning, dividing roles, preparation, and performance.

Activities in Readers' Theater, such as comprehension check, understanding the story, and repeated reading, helped students use English in a broader context. These techniques played a crucial role in improving their pronunciation, comprehension, and fluency. For example, students were able to comprehend the lesson and convey their thoughts in English using vocabulary they had learned with correct pronunciation.

To sum up, Readers' Theater is an effective teaching tool for helping students improve their speaking skills. This study provides new insights into

English Language Teaching (ELT) and can serve as valuable input for teachers and researchers interested in using Readers' Theater to teach speaking skills.

5.2 Implication of the study

This research demonstrates how Readers' Theater can be used as an effective learning method to improve students' speaking skills, one of four important English language skills. By showcasing the successful application of Readers' Theater, it is hoped that it will be useful for all related parties, especially for those who focus on English education, including lecturers, teachers, students, and even other researchers in the future.

5.3 Limitation of the study

The findings of this research should be interpreted with caution due to several limitations. The research was conducted with a small sample size from a single English program in Kabupaten Bandung. The results cannot be generalized to a broader population of students studying English as a foreign language. The unique context and characteristics of the participants, who received more extensive English language materials and instruction compared to students in regular schools, may have influenced their improvement in speaking skills. Consequently, it is challenging to attribute the observed improvements solely to the Readers' Theater intervention. Additionally, the research focused on junior high school students, whose learning needs and responses to teaching methods may differ from those of other groups or proficiency levels, further limiting the applicability of the results to other student populations.

5.4 Recommendations

While this research underscores the effectiveness of Readers' Theater in enhancing speaking skills, it also suggests several avenues for future research. Investigating the long-term impact of Readers' Theater and its applicability across different age groups and proficiency levels would provide deeper insights into its potential as a comprehensive language learning tool.