

TABLE OF CONTENTS

PAGE OF APPROVAL	i
DECLARATION	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	ix
LIST OF FIGURE	x
LIST OF APPENDICES.....	xi

CHAPTER I: INTRODUCTION

1.1 Background of the Study.....	1
1.2 Research Problems	2
1.3 Purpose of the Study	4
1.4 Research Questions.....	4
1.5 Scope of the Study.....	4
1.6 Significance of the Study	5
1.7 Methodology.....	5
1.8 Definition of Key Terms	6
1.9 Organization of the Thesis	7

CHAPTER II: REVIEW OF LITERATURE

2.1 What is Readers Theatre ?	8
2.2 Elements of Readers Theatre	9
2.2.1 Literary Elements	9

2.2.2	Technical Elements	10
2.2.2.3	Performance Elements	10
2.3	Basic Characteristics of Readers Theatre	12
2.4	Advantages of Readers Theatre for Language Learning	12
2.5	Stages of Readers Theatre Implementation	15
2.5.1	Reading stage	15
2.5.2	Rehearsal stage	18
2.5.3	Performance stage	19
2.5.4	Evaluation stage	20
2.6	Communicative Approach in Teaching Speaking	21
2.6.1	Common Problems in a Communicative Classroom	25
2.6.2	Teachers Role in a Communicative Classroom	27
2.7	Related Research Reports on Readers Theatre Implementation	31
2.8	Attitudes in Foreign Language Learning	33
2.9	Concluding Remarks	34

CHAPTER III: METHODOLOGY

3.1	Research Questions	35
3.2	Research Design	35
3.3	Research Site and Participants	40
3.4	Research Materials	41
3.5	Data Collection Techniques	42
3.5.1	Observation	42
3.5.2	Questionnaires.....	46
3.6	Data Analysis Procedure	46

3.6.1 Observation Data Analysis.....	47
3.6.2 Questionnaire Data Analysis.....	48
3.7 Data Triangulation.....	48
3.8 Concluding Remarks.....	49

CHAPTER IV: THE TEACHING PROGRAM

4.1 The Program Schedule of the Action Research	51
4.2 Cycles of the Action Research	53
4.1.1 Initial Observation	53
4.1.2 Cycle 1	56
4.1.3 Cycle 2	57
4.1.4 Cycle 3	59
4.3 Concluding Remarks	61

CHAPTER V : RESEARCH FINDINGS AND DISCUSSIONS

5.1 Readers Theatre and the Improvement of Students' Speaking	62
5.2 The Improvement of Students' Speaking as a Result of Readers Theatre Stages ...	
5.2.1 Reading stage	63
5.2.2 Rehearsal stage	65
5.2.3 Performance stage	66
5.2.4 Evaluation stage	68
5.3 The Improvement of Students' Speaking as a Result of the Teachers' Role	68
5.3.1 Teacher's role in deciding the reading materials	68
5.3.2 Teacher's role in managing group activities	71
5.3.3 Teacher's role in providing feedback.....	73
5.4 Students' Attitude towards the Implementation of Readers Theatre in Speaking	73

Classroom	
5.4.1 Students' attitudes toward RT stages	73
5.4.2 Students' attitudes toward the Teacher's role in RT	76
5.5 The Discussions.....	78
5.6 Concluding Remarks	89
 CHAPTER VI: CONCLUSIONS, LIMITATIONS AND RECOMMENDATION	
6.1 Conclusions	90
6.2 Limitations of the Study.....	91
6.3 Recommendation for Further Studies.....	91
 BIBLIOGRAPHY	 93
APPENDICES	100

LIST OF TABLES

	Page
Table 2.1 Differences between Drama and Readers' Theatre	9
Table 3.1 Data Collection Matrix	42
Table 3.2 A Form of Observation to take notes on Students' Behavior	44
Table 4.1 The Program Schedule of CAR Cyclical Process	52
Table 5.1 Students' Improvement on Speaking	62
Table 5.2 A Categorical Descriptions of Students' Positive Attitudes toward Readers Theatre Activities.	74

LIST OF FIGURES

Figure 3.1	A	Classroom	Action	Research	Cycle	37
.....						

LIST OF APPENDICES

	Page
APPENDIX A Lesson Plan for Readers Theatre Cycles	38
APPENDIX B Questionnaire on Students' Attitudes toward RT	46
APPENDIX C Speaking Rubric Assessment	55
APPENDIX D Slop Culture	64
APPENDIX E My Mother is My Teacher	64
APPENDIX F Drama Class	67