

## CHAPTER V

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research outcome which divided into three primary findings. Firstly, students' improvement of speaking as results of RT stages: reading, rehearsal, performance and evaluation. Secondly, students' improvement of speaking as results of teacher's roles in selecting reading materials to perform, the forming of group, and providing feedback. Thirdly, the students' attitudes toward the implementation of RT on speaking classroom, their participation in class activities: and improvement in speaking. In this study, the findings will show that questionnaire data supported observation. Section 5.1 shows data of students' speaking performance from initial observation and after cycles of action research using RT. Section 5.2 and 5.3 elaborate findings of data from observation during the action research cycle. Section 5.4 provides discussion of questionnaire data. Section 5.5 reveals discussion of overall data sources, followed by the conclusions of RT, unexpected findings and concluding remarks in section 5.6.

#### 5.1 Readers' Theatre and the Improvement of Students' Speaking

The action research on implementing RT improved students' speaking on the followings aspects.

Speaking Aspects	Pre-Cycle	Cycle 1	Cycle 2	Cycle 3
Pronunciation	2	2.5	3.2	3.5
Vocabulary	2	2.5	3.0	3.3
Fluency	2	2.5	3.2	3.4
Intonation	2	2.5	3.1	3.3
Expression	2	2.5	3.1	3.2

Table 5.1 Students' improvement on speaking

The mean of students' speaking aspects were observed to rise. The most significant results were in the aspects of pronunciation and fluency. Students

pronunciation and fluency were improved because they did several times of rehearsal before the performance. The data to support the findings were based on the result of the observation from Cycle 1 up to 3. Based on the observation, there were several worthy aspects can be underlined which were assumed to come up in RT and help to improve speaking skills. For more focused analysis, the observation findings which support the improvement of speaking were then classified into two, the first is the improvement of speaking as results of RT stages and the second is the improvement of speaking as results of the teacher's role when implementing RT. The description of each aspect is on the following.

## **5.2 The Improvement of Students' Speaking as a Result of Readers' Theatre Stages**

### **5.2.1 Reading Stage**

Reading stage was a preliminary activity, conducted in every session of RT throughout three cycles of action research. In this stage, students worked on the script by reading the text together in groups. They were given choices to decide scripts to play. Reading stage was aimed at establishing students' background knowledge concerning a play.

At the first meeting in cycle 1, the scripts were given, all the students read carefully. This situation was captured by classroom observation video that being used in this study to record data of students' activities in class. Students discussed how characters should be played. In cycle 3, a male student acted like female because the script required female character and there was no other female members. In all cycles, students used their imagination to make their performance as closely as possible with the script.

While reading the script, several lines with unfamiliar vocabularies encouraged students to check the meaning on the dictionaries, asked their friends or consult to the teacher. The examples of these moments captured when they asked the meaning of the word 'sink in', 'detest', and 'inadmissible' in sentences below:

### Cycle 1: Slop Culture

#### Excerpt 1

*Brian* : Oh, come on!  
*Dylan* : Can't do it.  
*Brian* : That's my answer!  
*Dylan* : **Inadmissible.**

Script materials (see appendix D)

### Cycle 3 : My Mother is My Teacher

#### Excerpt 1

*Mom* : If you study, you'll do fine  
*Lisa* : But what if it's too hard for me? What if it just doesn't **sink in**?  
Wouldn't you help me out? Like maybe give me a little extra credit?

#### Excerpt 2

*Lisa* : But Mom, can't you tutor me at home after dinner? Because you know I **detest** mornings!

Script materials (see appendix E)

The above excerpts proved the examples of vocabularies which were considered new for students. In this stage, the teacher then helped students by clearly give instruction about the task. In cycle 2, teacher provided students more time and guidance to read their scripts. Each group was approached while they were discussing the reading materials. By the time, students were encouraged to ask and speak up. In the end of RT stage, students were enable to interpret imaginatively and appropriately. In other words, reading has encouraged students to develop their personalization in language learning as stated by Stevick (1989). Personalization, according to Phillips (in Zalta, 2006) makes language more meaningful and memorable than drilling or mechanical repetition.

The reading stage was actually the basic of the successfull oral performance. All students had to read, to understand as well as to perform the characters on the texts. Therefore, to make their performance as closely as possible with the script,

they struggled in discussing their views about the topic and it encouraged them to express how each character should be portrayed.

### **5.2.2 Rehearsal Stage**

In this stage, students started to use expression. They learned words articulation, pronunciation, intonation, as well as the gestures, the body language, the face mimic. They learned to be actors and actresses. There were desire to act as they want, there were freedom to express. Subconsciously, they remembered certain repeated lines after the practice. Certain words were memorized unintentionally in their contexts.

After several rehearsals, students were captured gradually overcome their fear of speaking. They were became less-conscious, more confident in their spoken English and their self-image as English speakers increased remarkably. Their speaking were well articulated and easy to understand and so thus their fluency which was improved. Involving students with enjoyable and exciting active reading procedures according to Jordon & Harrel (2000) will provide the key to fluency and higher level of comprehension.

The writer noted important things occurred during the process of the rehearsal. In second cycle, rehearsal was done by allowing students sufficient time to rehearse the script to gradually overcome students' fear of speaking. It has proved that by giving students opportunities to re-read scripts in anticipation of a performance, teachers actually provided practice in meaningful and purposeful context, and student confidence levels to speak has increased because they have well prepared for each performance as Casey and Chamberlain (2006) have investigated it.

Students reported that RT activity provided them the opportunity to use words and expressions that were appropriate and relevant to their daily contexts. By the time they rehearsed before the actual performance, they learned vocabulary and sentence constructions which was crucial in expressing the realistic characters they had read in the script. These situations happened and in parallel as well in some RT studies (Adams, 2003).

The intonation and stress of speaking in RT is important as the main objective of this activity lies on expression rather than memorizing. The rehearsal stage provided time for students to try out different ways of saying the lines, to think critically of such factors such as intonation, stress and rhythm. In this study, some expressions used were perceived inappropriate. Some students were captured speaking with local accents and the expression which required students for more practicing in their speaking classroom. Students used the local accents several times and subconsciously. In this case, teacher assisted students by being a role model by pronouncing certain vocabularies.

Engagement was also happened during the rehearsal time which was an important condition for learning in RT. Engagement occurred when learners believe that they are capable and likely to engage in whatever is being demonstrated. Learners are also more likely to be engaged if the demonstrations are given by those they trust and anxiety is minimized therefore the teacher demonstration has been found to be significant (Cambourne, 1995).

### **5.2.3 Performance Stage**

In this stage, students perform the script dialogue in front of their classmates. Students' facial expressions, intonations, and gestures were demonstrated to convey the character. Literature referred it as characterization. During performance stage, students watched while other students were playing. In first cycle, it was observed that students performance were done initially by sitting, however in second and third cycle students performed by standing up. While the others were performing, the audience were asked to listen and respect. Although there were still some mistakes, students were satisfied because they have successfully accomplished their group performance.

In third cycle, students' performance was more concise and well articulated. They used expression with loud and soft voices when reading the following lines:

### Cycle 3 : Drama Class

#### **Excerpt 4:**

*ANDREW : But that's not true! I can act! I can ! And ... and I can act and dance at the same time! Did you know that? ( Does a little tap dance) See? And I can sing well! Put me in your next musical! (Sings a little tune). See? Dancing, singing, acting! I can do it all! (Drops to his knees.) Please, Mr. Watts, I love this class! Don't kick me out of Drama! Please, if you do ... seriously. If you do .... I feel as if I might die! And look! My eyes ... my eyes are welling up with tears! (Crying) I'm begging you! Begging you!*

Script materials (see appendix F)

According to Wessels (1987 : 68) the clarity of voice is important because the voice which is not loudly enough will hinder communication. In performance stage, the activities were more interactional and expressive, in compared to the usual lesson that use informational talks, as it is said by Felton, Little, Parsons, and Scahffner (1998). This finding is in line with Wessel (1987) in chapter two, that the implementation of drama is obvious in getting students to speak.

In performance stage, the conditions of engagement were also observed. The students tried to perform according to the plan and the practice become authentic as it was for a real audience. The engagement has supported students safe feeling since they were supported by their group. In line with the statement by Camboune, the memorization of script was no longer done by students. As Cambourne said, students still can read the text, have practices and get feedback from the audience (1995).

In third cycle, it was found that students performed with great enthusiasms. The process of RT were more alive, the atmosphere was supportive for both the audience and the presenters. This situation occured in reading and rehearsal time, readers had opportunities to experiment with language, to hear fluent reading modelled by teachers and peers, and to re-read for a meaningful purpose which is relevant with Casey and Chamberlain (2006). As Allington and Stayter (1991) suggest, one of the ultimate goal for RT is reading to be

independent and to actively engage in constructing meaning through critical thinking and analysis. The readers are expected to “lose themselves” in text and to find pleasure and gain information from their reading.

#### **5.2.4 Evaluation Stage**

As social events, RT has inherent rules and conventions to guide activities. The rules include that participants are usually expected to be seated and watch while others perform, and to actively participate when it is their turn. Students’ performances were evaluated in the evaluation stage. The video recordings were also re-played to know students responses. Some students said that their performance were not satisfying. They expected to have the other opportunity to perform. This has proved that RT has increased students’ expectation for more succesful performance. As it has been proposed by Cambourne (1995) that the basis of succesfull performance is the confidence that they will achieve what they are expected to achieve and it is important for learners to receive messages that tell them they can be successful. Through evaluation stage, students was captured to express opinion about the presentation, to discuss their interpretation toward the story and finally improve their speaking which is according to Dixon, Davies, and Politano (1996 in Carrick, 2001), evaluation will support students learning.

### **5.3 The Improvement of Speaking as Result of the Teacher’s Role**

The students’ improvement of speaking was also revealed as the result of teacher’s role. The teacher’s roles were observed in the involvement on deciding the reading materials used, in managing group activities and providing feedback which revealed as results of RT performance.

#### **5.3.1 Teacher’s role in deciding the reading materials.**

Reading materials were initially acknowledged by the teacher in each cycle. During reading stage, students found certain script had to be understood as it has different culture context. Certain lines were considered unacceptable in Indonesian culture. Students found, for example, in the script “My Mother is My Teacher”.

#### **Excerpt 4**

*Lisa : (Turns) Mom, never, and I mean never tell me that stuff during class, OK?*

*Mom : What? That I hate it when you leave your undergarments all over the bathroom floor?*

*Lisa : Mom! Remember! **You don't know me and I don't know you! And most importantly, I'm not your daughter!***

Script materials (see appendix E).

However, it was observed that students kept do reading the lines when the performance without eliminating this part. Students further said in questionnaire that different culture implicitly shown in the script instead has given more insights to the cultures outside Indonesian culture. Further, this has lead the materials become interesting and leading to more curiosity. It is in allignment with Goodman, Watson, and Burke (in McKay, 2008) that reading is both active and language process because it changes readers knowledge before they start reading and of what they read at the end. This finding also supported Belliveau & Kim (2014) who proposed that any drama-based activities also facilitate opportunities for L2 learners to use language, experience it contextually, and develop their intercultural communicative competence.

Appropriate scripted texts for RT materials are important. A connection created between the readers and the text has made easier for students to understand, to respond, to interpret the text into performance. Even, it has been one of valuable literary experiences. Based on the idea which is postulated by Rosenblatt (1978), a connection between the reader and the text become the foundation to the next level of learning that is to respond. Rosenblatt further added that the transactional, recursive process involving the reader and the text in which the reader brings past their personal knowledge, experiences, feelings, ideas, and attitudes to the text ultimately supported understanding and influenced the meaning-making process involved in reading.

The text or written material in RT has become the medium through which the students as readers and the author transact. In time students discussed the text,



they tried to find out what were the intention of the author in writing text. The transaction between reader and author has resulted in significant changes in understanding and responding a text (McKay, 2008). The responses are important feedback for learning, growth, and improvement. The feedback itself is a part of the RT preparation process toward the other stages.

With regards to the role of the teacher, although RT tend to be a learner centred strategy, this strategy provided spaces for teacher to take important roles. The teacher's role would help much on encouraging students to ask and speak up. In this stage, students' expression were assisted during they read and rehearse through modelling to portray different characters and situations realistically. In this study, the teacher assistance was in form of clearly giving instruction about the task, by providing students more time and guidance to read their scripts. Each group was approached while they were discussing the reading materials.

Since the teacher and the learner used plays with various roles and situations, there were greater variety of different contexts for talk. In this study, students like the reading materials because the theme proposed relates to common themes. The context become closer to the real world. Accordingly, students could understood the various linguistic forms and communication contexts provided in the text, which will enhance the learner's speaking competence (Janudom & Wanasomsithi, 2009).

On the reading stage, RT provided materials as well as strategy for learning literature which were popular among students and could be one point of interest for speaking tasks. In the first and second cycle of this study, it was revealed that certain groups seemed enjoyed with their performance but the other still felt confused of the script they performed. They argued that the script had not created stimulus for students to actively engage in reading the story. That is why, the preferences of reading materials is important to avoid students resistance on the script since they had no familiarity with the genre (as finding by Ng & Yip, 2010). In this case, the teacher provided scripts in the comedy genre or the other daily lives theme in order that literature could help students to easily the story. The alternatives of the choices were based on several criteria. The texts had to be

a contemporary play written in English. The texts contained plenty of conversational interaction to involve all the members of the group. The texts used a simple play with interesting and amusing theme. The genre used is a comedy which will work very well with group of mixed levels and abilities (Wessels, 1987:115).

Motivation is central to learning (Schunk, 2012; Ur, 1998). In this study, the reading materials were observed to give influence on students' motivation. Teacher's preferences on the text has helped students to be interested in the RT process. Further, some students were motivated to write their own RT scripts after they read the example of RT scripts. Based on this reason, as it has been proposed by Wilkinson (1988) in a study by Ng and Yip (2013) RT is one of the way to challenge students to use language in new and creative ways. For some students, literature may provide the affective, attitudinal and experiential factors which will motivate them to read. As such, literary texts can aid in the development of reading proficiency and in this way contribute to learning objectives as already mentioned in McKay (1982).

### **5.3.2 Teacher's role in managing group activities.**

RT requires students to work within groups. Therefore, teacher's role was shown in managing group activities during RT implementation. Students were given the rights to select their group members. However, in order that they can cooperate with all, the teacher shared opinion about appropriate partners to work. Students tried to find members who could cooperate during all RT stages. The activity of selecting group members showed students' interest to be serious in working with all readers theare stages, at the time discussing, rehearsing, and performing the materials. It was captured that all the members listened to their friends while they were talking or delivering the dialogue.

During the process of reading the script, the members of the group discussed the elements of the script such as the theme, the plot, the settings, the properties, the characters and the stages. They learned to appreciate their friends opinion about the scripts. Before the story performed in front of the audience, students

were encouraged to have the same interpretations among their members toward the script.

In time the students working out on the scripts, it was observed that there has been cooperation between more fluent students and the weaker students. This finding is in parallel with the previous finding that there is a mutual relationship between the fluent and the weaker students (Mordecai, 1985; Fernandez and Coil, 1986). The more fluent students took their main roles to use more oral communication while the weaker students with their lack of linguistic ability showed more paralinguistic communication such as body language and acting ability (miming). Thus, the group working has positively influenced the group members regardless their competences as it is explained in chapter two. In addition, during the process of reading the script, the group discussion on the elements of the script such as the theme, the plot, the settings, the properties, the characters and the stages helped students to listen to other students speaking. Students learned how to respect and appreciate their friends opinion about the script. As highlighted in Camboune (1995) through the process of reading, students were given the opportunity to plan and prepare a presentation. They accepted responsibility for the presentation and learning that took place during the process. In this stage, weak students were also encouraged to ask the teacher or their friends. It was paralyzed with McKay's (2008) previous findings that in group working, students share knowledge and responsibilities.

Although RT does not encourage for complete properties, make up, costumes, stages, etc., students prepared certain properties which easily available to use during their performance. The properties used are such as bags, cups, whiteboards, hats, table, chairs, etc. in all cycles. The stage was also prepared although only by providing a simple space. The use of technical materials were observed to be prepared better in second cycle performance. The technical materials supported the theatrical ones to strengthen interaction of mind and emotions within an individual student and also collaboration with other players as it has been said by Adams (2003).

### **5.3.3 Teacher's role in providing feedback**

Teacher's role revealed as a feedback provider in the evaluation stage. This stage was in form of discussion after performance. Although students had not optimally performed, in the last cycle of the performance they were observed to be more excited. The enthusiasm to perform increased after teacher gave opinion and ideas for their next performance. Based on this finding, the teacher's feedback is important to increase learners' motivation and help them to know how well their performance as suggested by Richard and Lockhart in Llinares Garcia (2005). The teacher's feedback were occurred both in form of interactional and pedagogic feedback.

The evaluation that the teacher gave added more benefits for RT. Hence, Felton, Little, Parsons & Schaffner (1988) ideas who postulated that RT gives benefits on students to express feelings without feeling threatened by the audience is not contradictory with the teacher's feedback in evaluation stage. Students do not need to memorize for longer time, instead they could perform and express, as they wanted. This finding supported the idea of Maley & Duff (1978) that RT is one of the way to teach students to negotiate, to construct a play and connect it to the world around them.

## **5.4. Students' Attitudes toward the Implementation of RT in Speaking Class**

### **5.4.1 Students' Attitudes toward RT Stages**

The answer for research question no 2 was based on the result of the questionnaire. The answers obtained from questionnaire would strengthen the findings from the observation. This is also one of data triangulation as the writer has proposed in chapter three about research data collection. From the questionnaire, it was concluded that students experienced RT positively from several aspects. The students' attitudes toward RT mentioned that RT has helped them to be more active in using the language involving all language skills from listening, speaking, reading and writing. The active involvement is one of active learning characteristics (Johnson & Broadley, 2012). The involvement in learning process is also one of the aspects of engagement. Moreover, Cambourne's (1988)

said that for pedagogical reasons, the engagement in RT occurs from all stages since preparation to evaluation.

Students' responses on the questionnaire are grouped into categories of attitudes. Chapter Two has discussed theories of attitudes in language learning. The practice of RT gave benefits for students' cognitive, affective, socio cultural, and linguistics aspects. To give a clearer picture, here are the descriptions of students' attitudes toward the implementation of RT they have undertaken.

<b>Cognitive benefits</b>
<ul style="list-style-type: none"> <li>- To be more active in using the language</li> <li>- Stimulating ideas, information, and opinion with others</li> <li>- Increasing students' engagement toward speaking activity</li> </ul>
<b>Affective benefits</b>
<ul style="list-style-type: none"> <li>- Encouraging students to have more confident to speak               <ul style="list-style-type: none"> <li>- Reducing anxiety</li> <li>- Feeling more comfortable in a group</li> </ul> </li> </ul>
<b>Socio-cultural benefits</b>
<ul style="list-style-type: none"> <li>- Encouraging students to communicate, even with limited language</li> <li>- Understanding and experiencing the target language culture               <ul style="list-style-type: none"> <li>- Building of collective responsibility</li> </ul> </li> </ul>
<b>Linguistic benefits</b>
<ul style="list-style-type: none"> <li>- Improving English speaking, listening, reading and writing skills               <ul style="list-style-type: none"> <li>- Enriching vocabulary and learning expression</li> </ul> </li> </ul>

Table 5. 2. A categorical descriptions of students' positive attitudes towards RT activities.

Students' attitudes toward RT in helping the cognitive aspects were from students' responses on questions no 5 and 13. In their opinion RT has engaged them to be more active in using the language (50 %). From this question, the writer noted that students' engagement toward the speaking activity has increased because the RT involve students using all their language ability from listening, speaking, reading and writing. Through RT, speaking has become a must thing to accomplish all the RT stages.

Question no 13 asked RT aspects which improve students' speaking. 90% students responded that the performance and rehearsal are the aspects which help them a lot in speaking improvement. This question is connected to the previous questions asking what stages that contribute significantly to the speaking practice. The performance were closely connected with the length of students' practice during rehearsal. Students improved their pronunciation, intonation, expression, all performance elements significantly by doing several times of rehearsal.

In the end of the performance, evaluation on overall stages were done. The evaluation were directed to acquire students' attitude at the same time as information for knowing the audience responses. The students shared their experience that RT has offered them moments to memorize certain vocabularies and the context of the dialogue. Besides, after they performed, they felt satisfied and proud of their performances. The audience's contentment and joyfulness were considered important for the next performance. Even though they felt a little bit shake before and the performance was unsatisfying, in the end they attained favorable experience. This positive atmosphere is influential to build confidence and will eventually improve their speaking (McKay, 2008).

Regarding students' attitude toward RT from social aspects were found from the the questions that seek the answers to know students' feel after they performed RT (Questionnaire no. 10). 90 % students showed responses for this question which is akin with the researcher's prediction that RT is enjoyable to do. The RT activity has generated lots of laughter, exercises and physical contacts during the sessions, which further breaks down barriers and inhibitions, and help to grow a dynamic and co-operative group.

Question no. 12 revealed students' attitudes towards RT which focused on linguistic aspects. The question asked in which stage students practice speaking a lot. 84% students answered that they practiced speaking a lot in rehearsing, reading and discussion in evaluation stages. The data from this question is in comparable with the data from the observation. Using RT, students were involved to speak especially in stages where they have to practice. The practice encourages

students chances to communicate, even with limited language. They were unconsciously involved in situations that leads them to acquire communications skills in the foreign language. The communication skill is not only important for current students' learning but also for future purposes.

Regarding students' attitudes toward RT from cognitive aspects, it was focused on what students think important in RT (Questionnaire no. 4). Students think that reading stage is the most important part of RT they have engaged (85 %). This question also revealed on what students' like during the RT stage and they answered that the performance stage was important. This answer initially was not pertinent with the writer's assumption. However, the reason of different assumption was understood because performing script without clear understanding would influence how the script will be interpreted into performance. The answer for this question also related to the previous data about the reading materials to be provided in the reading stage. Accordingly, the implication is the teacher has to select wisely scripts with interesting themes, characters, plots, and all the elements of drama before implementing RT.

#### **5.4.2 Students' Attitudes toward the Teacher's Roles in RT**

In students' opinion which were obtained from the questionnaire, one of the teacher's roles in RT which were considered important was the teacher's preference in finding script materials. It was seen from the third question of the questionnaire concentrated on what students find interesting from the reading stages. Most students thought the important in RT which engaged their interest was the reading materials (90 %). The reading materials have been one of important aspects because the story was close to real life and usually contain moral lessons. This question strengthened findings from observation data that students' interests during the RT stage was at the reading stage. The reading stages helped in understanding the scripts, which were important for the script interpretation.

The questionnaire also mentioned students' excitement were happened when they had to prepare for the performance. 88 % students answered that they

had prepared before the performance by practicing at the same time as imagining the plot. In addition, students clearly excited to discuss and use simple properties for the performance.

The teacher's role in improving speaking from the students' point of view was to stimulate positive responses towards RT. The result of teacher's role in building positive responses were launched from the question no 10. 75 % students affirmed their attitudes that they were feel entertained with the presentation. 55% students responded that they learn sharing knowledge with the other and within their group members during RT while 30 % students told that they got interactions a lot with friends. Those positive attitudes would influence students' motivation and enthusiasm on the overall target language learning.

Whether students found RT is difficult or easy to do was found in question no 11. This question focused on students feeling towards the RT implementation of RT. Teacher has provided RT and students found RT was easy to follow. The students considered the stages of RT moved from the easiest to the most difficult stage. Each stage strengthened the following stages. For example, in reading stage, they read the script together. The stage then moved to practice speaking which was done in a group and last, their expression were watched by the audience. For some students, watched by others are quite threatened and difficult to do.

Question no.13 asked whether students found RT helped them to be more initiative in speaking. 78% students were agree with the reason that their initiative in speaking increased after teacher recognized each student's ability to speak and then gave feedback. Through this way, students were encouraged to improve their lack of ability in oral communication particularly in pronunciation and expression.

The aforementioned findings indicated that there were improved on students speaking after undertaking the process of RT, which are in alignment with the RT theories and findings underpin the present study (as mentioned previously in chapter II).



## **5.5 The Discussions**

Based on the observation and questionnaire findings, several aspects were assumed to come up in RT and help to improve speaking skills. The data findings supported the improvement of speaking were then classified into two, the first is the improvement of speaking as results of RT stages and the second is the improvement of speaking as results of the teacher's roles. RT process helps improving speaking skills which are concluded from the following aspects, they are: students' involvement in speaking activities, students' experience in listening practice, students' acquisition on vocabulary and grammar in context, students' fluency practice, students' confidence to show expression in the RT activity, and students' motivation to speak. The detail of each improvement can be seen as follows.

### **1. Students' involvement in speaking activities.**

All students were involved in speaking activities although they have different competences. The involvement was contributed by the group working facilitated by RT. The cooperation between more fluent students and the weaker students was strongly happened. This finding is in parallel with the previous finding that there is a mutual relationship between the fluent and the weaker students (Mordecai, 1985; Fernandez and Coil, 1986). The more fluent students took the main roles which require more oral communication than the weaker who use their paralinguistic communication such as body language and general acting ability (miming) to compensate for their lack of linguistic ability. The involvement has lead to give opportunities for students to practice speaking as it is important for fluency in speaking.

### **2. Students experienced listening practice.**

Students' practice listening in RT was highly contributed by the discussion and rehearsal session. The process of reading the script has lead students to involve in group discussion on the elements of the script such as the theme, the plot, the settings, the properties, the characters and the stages. They learned how to respect and appreciate their friends opinion about the script. From the rehearsal activities, students listened to other students' practice speaking. All the members

had to listen to their friends while they were talking or delivering the dialogue. Occasionally, they corrected the words which were mispronounced. Students developed their listening comprehension and vocabulary through rehearsal activity.

### **3. Students' acquisition on vocabulary and grammar in context.**

The stages which have contributed to the acquisition of vocabulary were on the reading, the rehearsal, as well as the performance. The reading stage provided materials for students to read, to engage, to respond on reading texts with different genres, contexts, and cultures. The different culture instead has given more insights to the cultures outside Indonesian culture. Further, this has led the materials become more interesting. It is in alignment with Goodman, Watson, and Burke (in McKay, 2008) that reading is both active and language process because it changes readers knowledge. In addition, using literature as reading materials, become fundamentals in understanding English as a second language as such literatures clearly represent the cultural heritage of the people, whose language we want to learn (Popoola, 2010: 49).

Appropriate materials not only added students with more vocabularies but also helped students to build connections between the readers and the text. This would be valuable for their literary experience. Based on the idea which is postulated by Rosenblatt (1978), a connection between the reader and the text become the foundation to the next level of learning that is to respond. The responses in RT process are important feedback for learning, growth, and improvement.

Students reported that RT activity provided them the opportunity to use words and expressions that were appropriate and relevant to their daily contexts. By the time they rehearsed before the actual performance, they learned vocabulary and sentence constructions which is crucial in expressing the realistic characters they had read in the script. This idea is in associate with Wilkinson (1988) and Adams (2003) in Ng & Yip (2013).

The performance stage has become a space for practicing speaking in meaningful and purposeful context. Students started to used expression. They

learned words articulation, pronunciation, intonation, as well as the gestures, the body language, the face mimic. Certain words were memorized accidentally. Therefore, this stage has subconsciously improved students' vocabulary and grammar.

#### **4. Students' practice for fluency.**

Fluency practice in speaking was highly contributed by the rehearsal stage. The writer noted important things occurred during the process of the rehearsal. The rehearsal was done by allowing students sufficient time to rehearse the script to gradually overcome students' fear of speaking. This stage gave students opportunities to re-read scripts in anticipation of a performance. The teacher has provided practice in meaningful and purposeful context, and students' confidence level to speak has increased for the reason that they have well preparation for each performance as it is said by Casey and Chamberlain (2006).

In RT, students are required to practice various roles and characters. Through discussing, negotiating and planning RT, students were also engaged in listening, understanding, inferring, and responding to have a full comprehension of a text. The rehearsal stage through practice dramatizing a text takes students to be actively involved in a text. This involvement has led to personalization which makes language more meaningful and memorable than drilling or mechanical repetition as it has been mentioned by Phillips (in Zalta, 2006).

The rehearsal stage provided learners opportunities to try, to make mistakes in the process of learning, and to recognize that the mistakes help learners to improve their achievement. Students become less conscious, their learners' anxiety has lessened after several rehearsals. They were more confident in their spoken English and their self-image as English speakers increased remarkably. Their speaking were gradually well articulated and easy to understand and so thus their fluency improved.

The rehearsal stage in RT, as it is based on communicative approach, has provided the opportunity for learners to use language in order to communicate meanings without focusing on the accuracy. This would encourage fluency

(Brumfit 1984a) and lead learners to creatively express themselves using their knowledge of the language (Bygate, 1987).

##### **5. Students' confidence to show expression.**

Students' speaking confidence increased by the contribution of rehearsal stage in RT. This activity has provided opportunities for readers to experiment with language, to hear fluent reading modelled by teachers and peers, and to re-read for a meaningful purpose. Young & Rasinski (2009) and Kozub (2000) stated that repeated oral readings help students to achieve reading fluency and so thus make them realize that reading is natural part of life as a language process related to writing and speaking. Students who engage in oral reading exercises, to share or perform, obtained countless times of opportunities to re-read scripts, practice in a meaningful and purposeful context, and students' confidence, fluency, expression levels increase as they are well prepared for each performance (see McKay, 2008, Zalta, 2006). Practice is an essential component of RT to develop better understanding of the text as well as increase confidence and competence.

Students learned how to speak with expression from the stages in RT. The reading stage for instance, was actually the basic of the successful oral performance. All students read to understand as well as perform the characters on the texts. In presenting as close as possible with the script, discussion of different view about the topic encouraged students to express how each character should play.

The intonation and the stress in RT is important as the main objective of this activity lies on expression rather than memorizing. The rehearsal stage provided time for students to try out different ways of saying the lines, to think critically of various factors such as intonation, stress and rhythm. In this study, some students' expressions were perceived inappropriate. Students need to do more practicing to minimize the use of local accents. Therefore, the teacher's role was in form of clearly giving instruction about the tasks and by providing students more time and guidance to read their scripts.

In line with the statement by Cambourne (1988), the memorization of a script was not being a primary goal. Students can show more expressions. In this

study, students' expression were easily observed from the performance stage. The enthusiasms firstly came because they had to perform and take roles as the audience. With respect to the idea that performing was not easy hence, they respected other performers.

With regards to the role of the teacher. Although RT tend to be a learner centred strategy, this strategy provided spaces for teacher to take important roles as expert who models an activity. The teacher role would help much on encouraging students to ask and speak up. The teacher has accomplished her roles as a prompter, a participant, and a feedback provider throughout RT stages.

#### **6. Students' motivation increased.**

Students' motivation in the end of RT stages increased for some reasons. Firstly, they may interpret the story based on their own imagination and interpretation. Students do not need to memorize for longer time and they could perform and expressed freely as they wanted. Secondly, because students want to show their best performance, students were convinced to speak English well for the audience appreciation. This finding corresponded to Ng & Yip's (2010) proposition that RT is potential to provide immediate motivation to learn. The least motivated students even took part excitedly in a performance which depicted by their interests and expressions.

One of the factors which motivate students to enjoy RT and participated actively was the theatrical elements. The theatrical elements has encouraged students to connect between mind and emotions within an individual students and also collaboration with other players. Although RT does not encourage for complete properties, make up, costumes, stages, etc., students attempted to use certain properties which are easily available for their performance. RT has supported the benefits of drama-based used in L2 classroom stated by Belliveau & Kim (2014) saying that drama allow for ample opportunities to engage with language and communicative situations that can evoke learners' imagination to an extent where they may step out and move beyond walls of the classroom.

Descriptions of findings and elaboration of discussions above such as; students' involvement in speaking activities, students' experience in listening

practice, students' acquisition on vocabulary and grammar in context, students' practice for fluency, students' confidence to show expression in the RT activity, and students' motivation to speak contribute positively on students' achievement in speaking. The significant results of RT contribution for speaking were on the aspects of pronunciation. On the first cycle, mistakes were commonly found on students' pronunciation. However, the teacher's assistance in correcting mispronunciation encouraged students to note and do improvement on the next cycles.

The next aspect of students' speaking improvement which is helped by RT is on fluency. Students' fluency were improved since they have practiced rehearsing, reading aloud the script for several times. Students spoke spontaneously on certain short dialogues without reading. The pauses between words were shorten and they have more confident.

The next aspect of students' speaking improvement is intonation. In this aspect, students learn to speak similar to the natives. The improvement of students' intonation also influenced the expression. They tried to perform more expressive especially in the last cycle. It was observable from this cycle that all students looked more relaxed and enjoyed.

The improvement in speaking English was not significantly high on the aspect of grammar. This aspect can be evaluated if the students write their own script. However, students requested to perform the RT in which the topics were decided and written by themselves.

Overall, the students have been through all the process of RT. Above all, this study findings have come on conclusion that RT has contributed to speaking in several aspects. The group working positively influenced for the students involvement in speaking regardless their competencies. The reading stage have facilitated students to develop independent reading, learning and thinking. The reading materials have become medium for students to read, to engage, to respond on a reading texts with different genres, contexts, and cultures. The rehearsal stage has become a space for practicing speaking in meaningful and purposeful context which subconsciously improve students' vocabulary, grammar

and confidence in speaking. Lastly, the performance stage has raised students' motivation and enthusiasms.

All those findings above verified the previous findings reported by Ng and Yip (2010) that RT was generally a rewarding learning experience for EFL students and teachers. This finding has strengthened the idea that the improvement of learning which supported by low stress environment is an indicator that the teaching method is effective.

Besides all the findings mentioned above, RT is observed to have characteristics which differentiate it from other teaching methods. They are:

1. The similarity of RT advantages with drama.

Because drama has many advantages in providing interaction and opportunities in speaking practice, therefore RT also offer the same advantages like drama. The findings in this study supported Zalta's (2006) study that drama is concerned with both the product (the performance) and the process of language learning. In addition, Parkinson & Thomas (2003) said that drama has advantages in motivating students to use the target language.

In addition, as one kind of literature, generally RT has same advantages or purposes relevant to drama for at least several rationales: the engagement of personal involvement in learning activity, the opportunity to use target language for all classroom learners, and its appropriateness for learning in the context. Firstly, since it is important to motivate students to use the target language, the use of readers theatre can involve students to actively learning on their whole part, personality and not merely their mental process. RT asks the participant to portray himself in an imaginary situation; or to portray another person in an imaginary situation (Holden, 1981). This is pertinent with the idea as Stevick (1980) has proposed that a language learning must appeal to the engage intuitive, conscious and rational as well as the aspect of personality.

Secondly, RT activity helps to extend, retain and reinforce vocabulary and sentence structure. When the activity is used, the problems of mixed ability in group work are reduced. More fluent students can take the main roles to do more oral communication, while the weaker students compensate for their lack of

linguistic ability by using body language and general acting ability (paralinguistic communication) (Mordecai, 1985; Fernandez and Coil, 1986). Therefore, RT is applicable for used as teaching speaking method for various level of competences.

Thirdly, RT is appropriate for speaking practice in different contexts. Parkinson & Thomas (2000: 123) mentioned the communication and opportunities to use the target language in various 'make believe' situations has made this teaching method as one of a communicative activity in language learning. Janudom & Wanasomsithi (2013) argued that students can learn the different forms of social interaction, linguistic forms and communication contexts through simulated learning environment which is important in enhancing learners' speaking competence. The roles and situations will provide teachers and learners to use language with a greater variety of different contexts for talk (Kao & O'Neill, 1998 ). Other scholars (Maley & Duff, 1978) also support that involving students in the negotiation and construction of a play allows students to connect the language they are learning with the world around them.

The last, RT gives benefits on students to express feelings without feeling threatened. Felton, Little, Parsons, and Schaffner (1988) mention that there is a higher volume of interactional and expressive talk when students are engaged in activities in comparison to the informational talk in a typical lesson. Students were encouraged to share their feelings and views with other members within a secure environment. This study also confirmed Sirisrimangkorn, L., & Suwanthep, J. (2013) that drama-based activities helped students develop motivation due their interesting design and the enjoyable instruction.

## 2. RT appears to be a practical and efficient method of teaching.

Participation in RT would allow proficient and non-proficient readers to work together and gain language development which has made this RT to be practical and efficient teaching method. The language development were in oral fluency as the result of participation in RT. Automaticity through re-reading of materials would transfer better retention of vocabulary and contexts for students' future educational years.



RT has been one of practical use of communicative approach, in which the important consideration is on the 'what' and 'how' language is used. Students do readers theatre that aims toward 'what' in 'communicative competence' in the language, the ability to use the language reasonably 'accurately' and 'appropriately'. Students do the 'how' of language learning in which RT techniques and procedures are used to unconsciously 'acquire' and consciously 'learn' a language through communication.

In RT, students learn from the easiest stage to more difficult one. It is one of a teacher can do to scaffold instruction for learners, by being a role model (Bransford, Brown and Cocking, 2000). The scaffolding, according to Nunan (2009) is "a supporting framework" that learners should get for good language production from what has preceded in their previous learning to be able to manipulate the current processed task. The scaffolding process involved in RT has supported the idea that drama-based activities and story enable learners to develop language and skills in enjoyable and creative ways in an increasingly competent, confident and independent way (Read, 2008).

The practice of RT requires cooperation and collaboration among students. The advantage of collaborative tasks is to promote or establish good speaking habits in EFL classes (Nunan in Sakale, 2012). Thereby, RT is a solid collaborative way for establishing speaking habits, promoting students' integrated skills through stages in a meaningful and purposeful manner.

3. RT encourages students' active reading aloud activity.

The active reading aloud activity in RT has stimulated students' individual pronunciation practice. Students' individual pronunciation practice will be more meaningful and productive if they are stimulated with a proper strategy, as confirmed by Wessel (1987: 64). Corresponding to Jordon & Harrel (2000), the natural repeated readings and interactive transactions with language in rehearsal stage were enjoyable and exciting active procedures that would provide the way to fluency and higher levels of comprehension. This study is in agreement with Young & Rasinsky (2009) and Lorber (2008) statements about the availability of assisted readings and repeated reading in RT. Both of these instructional strategies

are inherent in the process and thus develop independent fluent readers to learn and think critically about the text.

4. RT encourages students' collective responsibility.

Responsibility is about making decisions towards learning. In RT stages, collective responsibility has lead students become responsible for the interpretations of the literature and for the organization of the reading. The increase of responsibility influences students' learning engagement which are of great advantage to transfer skills and positive attitudes which eventually develop independent reading and students' proficiency as it has been said by McKay (2008). In addition, the interaction of readers with others while interacting with text, as experienced in preparing for RT, provides the frames and supports for independent thinking. The concept of interaction in social environment as one of Vygotsky's (1978) idea with Zone of Proximal Development (ZPD) suggesting that students' practice in social situations and teacher's guide have important roles to increase independent learning. The effective feedback given by the teacher operates as a form of scaffolding that promotes ongoing and future learning and future development (Mascolo, 2009: 19).

5. RT encourages students' active engagement with the story.

Dramatizing texts is one of the ways to be actively involved in learning process (Zalta, 2006). Presenting stories through performance will animate students' engagement in literacy learning and lead up to better skills. Teacher's demonstration has also become a catalyst for the engagement of the teacher who exemplified reading some of the dialogues with learners. The demonstrations given by the teacher they trust has also minimized anxiety (as proposed by Cambourne, 1998).

Stories provide a vehicle for the teacher and learners to be 'intersubjectively engaged', that is, in a state where participants are jointly focused on the activity and its goals, and they draw each other's attention in a common direction (van Lier in Read, 2008). This study supported the use of stories combined with RT to provide a framework for developing social skills such as cooperation,

collaboration, listening and turn taking and helps to create appropriate affective conditions for learning to take place (Read, 2008).

Engagement means students are actively involved in their studies despite challenges and failure, and take pride in their academic achievements (Pike & Kuh in Johnson & Broadley, 2012). A research has found the relationship between university students' investment of time, effort and interest in a range of educational activities and favorable academic outcomes such as increased performance, persistence and satisfaction (Trowler & Trowler in Johnson & Broadley, 2012). Specific aspects of undergraduate students engagement, such as involvement in learning processes, amount of time spent on academic tasks and quality of effort, have repeatedly been linked to positive learning outcomes (Hu, 2011; Kuh, Kinzie, Schuh, & Whitt, 2005; LaNasa, Cabrera, & Trangsrud, 2009; Pike, 2006 in Johnson & Broadley, 2012).

This study also supported Winston (1998: 57 -59) saying that a dramatic action works as an art form of actively interrogating, reinterpreting and renewing the values. The personal engagement of those values is at emotional, cognitive in nature, and moral in its focus. Dramatic actions attached human innate sense through the immediacy of human representation. The learners feel emotions and moral engagement because of caring in either a positive or negative sense about the people fictionally represented or what is happening on them.

Despite the positive effects of RT in the teaching program, to some extents, a researcher found disadvantages from its implementation in this study. For instance, the observation data in previous sections revealed several communicating activities in the stages before performing, especially when it was in planning and discussion. Many students still used mostly switching language from native to second language. Sharing ideas, findings and opinion seemed to be the greatest obstacle for students' progress. Only those higher and moderate performed speaking with second language while other low achievers stayed uncommunicative. In addition, methods to enhance communication skills using scripted dialogues invite pros and cons in recent years (Burns, 2001; Burns, Joyce & Gollin, 2001; Carter, 1998). This study is in agreement with Burns in Mc

Carthy & O’Keeffe (2004) who noted that scripted dialogues rarely reflect the unpredictability and dynamism of interactions. Those students who encounter only scripted spoken language have less opportunity to extend their linguistic repertoires. The features and structures of natural spoken discourse in many ways are unforeseeable outside of the classroom.

## **5.6 Concluding Remarks**

This chapter has presented the findings as well as the discussions regarding the action research by implementing RT to improve speaking performances and the students’ attitudes on the implemented activities (RT). It has set out the findings from questionnaires, observation, and video recording taken from preliminary study, cycle 1, cycle 2 and cycle 3.

The following chapter will present the conclusion and the limitation and ideas for future research. It will summarize the findings and arguments in the discussion of this chapter and describes future investigation either to replicate or complement this study.

## **CHAPTER VI**

### **CONCLUSION, LIMITATION, & RECOMMENDATION FOR FURTHER RESEARCH**

This chapter presents the conclusion, the limitation and the recommendations for future study. It summarizes the findings and arguments in the discussion of the preceding chapters. It also depicts the pedagogic implication and the recommendation for future research.

#### **6.1 Conclusions**

There are two major conclusions that can be generated from the related research questions acknowledged in the preceding chapter. The first research question is aimed at investigating how does RT improve students' speaking skill. The second research question is students attitude on the implementation of RT in speaking class they have undertaken. Based on previous data and discussions, some conclusions can be drawn as follows.

First, this study has shown that RT in teaching speaking can be one of the alternatives that can be implemented by a teacher to improve speaking activity. The aspects in RT which improve speaking skills are from the RT stages, the reading stage, the rehearsal, and the performance. The aspects that improve speaking skills as results of teacher's role were in selecting reading materials, managing group activities, and giving feedback.

Regarding the improvement of students speaking performances presented in this study, for reasons of time, RT implementation was successful in helping students to practice speaking as it is seen from the following domains: the involvement of students in speaking activities, the listening practice, vocabulary and grammar learning in context, fluency practice, learning to be more confident and to show expression.

Besides the improvement of aspects of speaking which have mentioned above, RT also revealed several beneficial aspects, they are RT similarities with drama that provide opportunities for students to speak in social context. RT is also

observed as practical and efficient method for teaching because students practice the plays and they do not need to memorize the scripts. It provides students with practice aloud reading activity to help pronunciation. This method also encouraged for collective responsibility, that is students worked in their group to perform a play. Active engagement with the story was build because students practice performing not merely reading. The implications of this recent research then concludes that RT is a valuable teaching method to be applied in language learning especially in speaking classroom regardless the disadvantage.

## **6.2 Limitations of the Study**

Apart from the conclusion above, this study has limitations. They are related to the object of investigation, the instruments, and participants of the study.

First, with regard to the objects of the investigation, this study is limited to some aspects of speaking skills improved. Not all of the aspects of speaking (as acknowledged in the framework of classroom observation of this study) are assessed. With regard to the instrumentation, the questionnaires of students attitude that were administered to students was only to assess the aspects of speaking skill, meanwhile from the aspects of theatrical elements, have not been explored yet.

Second, with regards to the participants, there were only twenty students investigated in this study. Involving more students may strengthen the present findings.

## **6.3 Recommendation for further research**

The whole processes of the study indeed could be completed and handled as expected and planned by the researcher in the general. However, it does not mean that the study was not without any problems or difficulties. The problem encountered by the researcher which she believes necessary to be considered by researcher is the limit of study timetable. Referring back to the results of the study, the improved changes on students' performances and speaking speaking

skill seemed not yet sufficient. Say, the students' performance were still flat with less expression. This indicated that the RT in teaching speaking requires more time for its implementation so that the results will be thoroughgoing.