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in Beats Apart Novel by Alanda Kariza
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Diterbitkan oleh:

**Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Pendidikan Bahasa Inggris
Universitas Islam Lamongan**



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ARIN INAYAH

English Teaching Instruction for Non-English Learners (117-126)

MUHAMMAD FARHAN RAFI

Teaching Speking with Reader's Theatre (127-133)

NOVI RAHMANIA AQUARIZA & SYAFIUL ANAM

*Strengthening EFL Pre-Service Teacher's Pedagogic Competence
Through Extensive Reading (134-137)*

NANIK SRI RAHAYU

*The Representative Activities of Multiple Intelligences in English Textbook
'When English Rings a Bell' for 8th Graders (138-147)*

RINA SARI & NOVERITA WAHYUNINGSIH

*Utilizing Business Game for Improving Students'
Speaking Proficiency in Economics Faculty (148-159)*

LULU LAELA AMALIA

*Reflective Practice and Self-Identity as Parts of Professional Development: A
Survey in a Tertiary Level (160-163)*

RIRYN FATMAWATY & PUTRI AYU ANGGRAINI

*An Analysis of English Word Formation Processes
in Beats Apart Novel by Alanda Kariza
and KevinAditya (164-182)*

TEACHING SPEAKING WITH READER'S THEATRE

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ABSTRACT

The study aims to investigate the implementation of the technique of Reader's Theatre in the teaching learning process of speaking class at STKIP PGRI Jombang specially at subject of Speaking for Daily Communication. Since The objective of Speaking class is to improve and develop student's speaking skill fluently, correctly and accurately, the technique of Reader's Theatre is offered to help students to speak English very well. Students can speak with correct vocabulary, proper pronunciation and good grammar. The subject of the research is students of English department 2017 A and B. The research method is conducted by describing all activities on speaking for daily communication by using Reader's Theatre. To collect the data, the researcher uses the instrument by observing the condition of the class during the technique of reader's theatre applied. The result of the research states that Reader's Theatre can give a positive activity to students involved in Speaking class. Students can have a good response toward the Reader's Theatre technique.

Key words: *Reader's theatre, Speaking class*

INTRODUCTION

One of the subjects for the students of English Education at STKIP PGRI Jombang is Speaking for Daily Communication. In this course, students will learn about the ability to speak English accurately, fluently, and effectively on everyday circumstances, educational and workplace environment with a certain level. To learn how to speak well as speaking subject, students must also master English components such as structure, vocabulary and pronunciation.

One of the materials given to students is the telling story. Telling story is a material which gives ability to learn sentence structure (eg, Jones, 2002, White, 1977), adding vocabulary (Clifton, 2006) and improving fluency in speaking English (Collins & Ruhl, 2007; Hinkel, 2006). In addition, Telling Story provides an opportunity for students to interact with other friends so that they can build a more intimate relationship with each other. By telling this story students are expected to be confident in communicating and able to improve the ability to speak English well and correctly.

In the explanation of these materials, it seriously requires a method or teaching techniques that can make students communicate English accurately, fluently and effectively. According to Cahyono and Widiati (in Rafi, 2015: 79), students' success in developing their communication skills can be seen in their fluency, accuracy and effectiveness. Therefore, according to Nunan (2003: 56) there are some principles of teaching to speak English such as 1) the teacher must understand whether, in the classroom activity, English language is a foreign language or as a second language. 2) the teacher should provide an appropriate opportunity for the learners to develop the ability to speak English properly and fluently. 3) the teacher must also give a lot of time to the students to speak English in groups or together with friends. 4) the teacher should check the English of the learner so as to help them to speak English in accordance with the sentence structure, correct vocabulary and good pronunciation. 5) design the proper form of teaching according to the given material. In addition, in the teaching English as speaking skill, according to Cahyono and Widiati (in Rafi, 2015: 77)

teacher's teaching technique should apply a communicative language teaching approach. The students can interact with others in the learning process so that they are able to improve the ability to speak English.

To meet the right indicators of English speaking such as fluency, fluently and effectively, the technique of reader's theater is one of the ways in which it is taught. Reader's theater is a form of presentation based on principles and conversational techniques that aim to entertain, invite and persuade audiences (Adam, 2003). This activity begins with the learners reading a story that has been selected by their group and then convert it into a drama script involving several characters. To describe a character, learners seek to train sound flexibility, good articulation, and proper pronunciation. In addition, drama script is often used in language classes to enable learners to acquire vocabulary, idiom, grammar and syntax in English script (Berlinger, 2000).

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

Based on the description above, the researcher involves the student in answering the research problem which contains how the use of reader's theater on teaching Speaking in STKIP PGRI Jombang. By expecting the benefit of this research that can be given to the teachers especially the English speaking skill teachers.

Speaking Skill

English speaking skills is one of the language skills that in the learning process requires the ability to master the components of the language of vocabulary, the composition of the sentence and the way of pronunciation. According to Keith and Morrow (1990: 70) Speaking skill is an activity by saying sentences made by two or several people acting as speakers and listeners so that they can react according to what they mean. Tarigan (1995: 149) adds that speaking skill is the skill of conveying messages through spoken language. The link between spoken language and message as medium of delivery is very heavy. The message received by the listener is in the form of a language sound rather than in another form. Then the listener diverts the message in the form of the language sound into what the speaker is saying.

In speaking skill, according to Tarigan (1995: 149) there are some general aims in conducting speaking class, 1) entertaining, the speaker draws the attention of the hearers in a way, such as humor, spontaneous excitement, humorous stories, adventures and so forth to create an atmosphere of joy to the listener . 2) informing, this purpose is implemented to explain a process, describe, translate, or interpret something, give, spread or impart knowledge. 3) stimulating speech, according to Tarigan, speaking must be smart to persuade, influence, or convince the listener. This can be achieved if the speaker really knows the willingness, interest, inspiration, needs and aspirations of the listener.

According to Arsjad and Mukti (1993: 17-20) a speaker must master the topic being discussed and should speak clearly and precisely. Some of the factors that must be considered by the speaker to the effectiveness of the talk is 1) the accuracy of speech, the pronunciation of the sounds to be precise, as well as the placement of stress, duration and appropriate tone, 2) the diction of

vocabulary must be clear and precise and varies so that it can provoke understanding from the listener, 3) Grammar, the spoken sentence must be precisely in accordance with the correct language agreement.

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

Listening, speaking, reading, and writing are the four language skills acquired in different stages in the developmental phase of a student's language. Learning a second or foreign language means learning to communicate with others. In Speaking, communication will involve interaction with one or more people. Effective communication also includes good hearing, an understanding of how the other feels and a knowledge of how the rules take turns or allow others to speak as well. According to Harmer (1997). There are several elements in speaking, they are language features, language management and interactions from others.

The teaching of speaking in EFL classes in Indonesia has used the concept of communicative competence, where this concept has emphasized the application of communicative language teaching approach. In this approach, the students have to interact with others in the learning process, the activity of the class is applied as a center of activity that improves students' speaking ability.

According to Cahyono and Widiati (2011: 38) teaching speaking can be emphasized in training speaking practice accurately and fluently with good pronunciation and grammar. In addition, this practice aims to understand the forms of language such as phrases, sentences and dialogues. Students can practice and memorize the language form by repetition and drilling.

In the application of the speaking class, the activities can be classified into individual or group

activities. Individual activities can apply story telling, describing things and making speeches. While group activities can apply role-play, presentation, debate and discussion. And now group activities are more dominant than individual activities.

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

Reader's Theater

According to Jordan and Harrell (2000), Reader's Theater is an effective drama activity to provide authentic speaking opportunities, especially in training fluency (level, accuracy, expression, tone, stress and expressiveness) and facilitating understanding for students. They suggest involving students with an active and fun procedure. Keys to fluency and higher levels of understanding are gained through a natural process of repetition on pronunciation and interactive transactions with language. Wagner (1998) argues that drama has played an important role in language learning, Teaching to define teacher strategies and interactions to expand the reach and improvement of the level of language development.

According to Moghadam and Haghverdi (2016) Reader's Theater has positive impacts such as (1) making students happy and easy to talk, (2) giving students opportunities to interact each other, (3) less discomfort when talking to others, (4) can improve the pronunciation of words because of repetition, (5) students

are motivated to speak well and correctly, and (6) students become confident in speaking in front of the audience.

Speaking Teaching Procedures Using Reader's Theater

Reader's theater is learning English by showing the drama taken from a story and made in a manuscript. At the time of drama script, students choose fun scripts taken from non-boring stories, students are given time to prepare their groups in show mode, students discuss role models of each character suitable for readers, choose suitable dialogs to display and throw away some dialogs that are considered unimportant and practice with group for a better performance.

According to Jennifer Prescott (2017) some of the steps applied to the Reader's Theater class are, the students read some stories that are then selected to be a drama script. In one group the students choose the role of the characters that correspond to the group. The group together read the drama script repeatedly so that each role can understand what is being said. After the group is ready to present the drama, they show the drama by lining up in front of the class facing the audience (other students) without memorizing the drama script.

METHOD

This study aims to determine the use of Reader's Theater technique on learning to speak for students of STKIP PGRI Jombang. the research method is to describe Speaking class activities by using Reader's Theater technique .

This study uses this method because the researcher wants to know the process of finding on human behavior. (Latief , 2013: 75). The subjects in this study are students of English Education Study Program at STKIP PGRI Jombang who are in the class of 2017A who learned Speaking for Daily Communication course. This class is a collection of students who must be able to

speak English well and correctly at pre Intermediate level. This study uses observation instruments to get the data. Therefore, researcher acts as observers in speaking classes that use the technique of Reader's theater.

Before the process of observation, researchers must know in advance about the condition of the research location located in STKIP PGRI Jombang. In addition, researcher must also know the ability of studentshow to speak, know the technique of teaching in delivering the material. After the researcher knows some of these things, the researchers prepare the instrument in the form of observation needed in collecting research data.

After preparing the research instrument, the researcher gives information related to the research to the students of Speaking for Daily Communication class about several things: the purpose of the research, the material given, how to apply Reader's theater technique on learning speaking and observation process when teaching and learning activity to get research data accurately.

In the process of observation as a data collection activity, the researcher observed the material given to the subject of research whether it is in accordance with their ability. The material given is a material that students can understand and can make them develop the ability to speak. After observing the material, the researcher also observed the given technique that is Reader's theater. How the teacher's ability applies this technique in the Speaking for Daily Communication class. When this technique is applied, students can actively participate in any activity instructed.

DISCUSSION

The research which involves students of STKIP PGRI Jombang 2017A English Education departmentis conducted for three meetings in March-April 2018.

Each meeting of researchers has a time of 100 minutes. In this discussion, the researcher describes the results of the observations during speaking teaching activities by using Reader's theater technique. This research is divided into 3 meetings. The first meeting, the lecturer is explaining about what reader's theatre is. the lecturer also show an example of reader's theatre through video. This video can help students understanding what reader's theatre is and how the reader's theatre is applied. after the students got the explanation and watched the video, the clas was divided into 8 groups with 5 members. Each group then got the story that they read for reader's theatre. The group was building and understanding vocabulary, pronunciation and grammar on the story provided. In a vocabulary understanding, students discuss and find out the meaning of some words that are difficult to understand like the word "puppy, shivering, dissapeared, curious, climbing, distance, etc". After that students learn how to pronounce some words such as worried , tired, island, shievering, curious, amazed etc. Students also understand the past tense as grammar material because they have to tell about past activities. Furthermore, students understand a story titled "Puppy Love" which is used as a reference for the implementation of Reader's theater. Students are seen enjoying the story entitled "Puppy Love" is because it tells about the real story of Japan about animals that are struggling to meet his lover who is on the cross island.

The second meeting with a time of 100 minutes, the researcher gave time to each group to get together with its members write a story script entitled "Puppy Love". The group then determines the role that corresponds to the character of its members. Each role is given, students are very enthusiastic in reading every sentence in the script of the story. Students read repeatedly to get the

best results. In addition, students practice pronunciation, expression and intonation of every word and every sentence in the script they got. Students together with members of teir group practiced Reader's theater technique with passion to produce an interesting performance.

The next meeting with the same time 100 minutes, students show their performance by Reader's theater for 7-10 minutes. Students prepare the required properties During the performance of each group to support their activities in order to look good and attractive, since the reader's theatre focuses on the vocal or speaking skill, the performance does not require a colorful costum, but it needs dark or black costum.. Then each group took turns showing off their performance. Each group looks very motivated to improve their English speaking skills through drama performance with Reader's theater technique. At the end of the meeting, the students along with the lecturers summed up the content and moral values contained in the story entitled "Puppy Love".

Based on the description above, the Reader's theater technique is considered as a technique to improve the Students speaking skill of STKIP PGRI Jombang. This technique helps students to speak English well since they learn with variations of sound both in the form of intonation and volume related to their character in the role of their performance. Students also pay great attention to the articulation of every word, especially when they practice reading the script.

In addition, Reader's theater technique can also build a sense of self- perceived student when communicating in English. Their confidence are raising because they are convinced that their performances result from serious exercises based on the outcome of understanding, and practice

sincerely and correct mistakes during exercises.

CONCLUSION

This research has provided information on how to use Reader's theater technique in teaching speaking. This research is very concerned about the use of Reader's theater technique centered on student activities. This condition is seen in every activity that always involves activeness in each student. The activities of Reader's Theater can improve the speaking ability of STKIP PGRI Jombang students.

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

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