

**TEACHING SPEAKING FLUENCY BY USING READERS' THEATRE
STRATEGY TO STUDENTS AT SENIOR HIGH SCHOOL**

Paper

**Submitted as partial fulfillment of requirement to obtain strata one (S1)
Degree**



**By:
Ratih Kemala Martha
12254/2009**

**Advisor :
Havid Ardi, S.Pd., M.Hum**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
UNIVERSITAS NEGERI PADANG
2013**

HALAMAN PERSETUJUAN MAKALAH

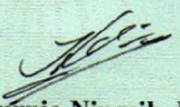
Teaching Speaking Fluency by Using Readers' Theatre Strategy to Students at Senior High School

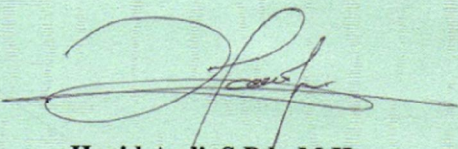
Nama : Ratih Kemala Martha
NIM/BP : 12254 / 2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Juli 2013

**Mengetahui,
Ketua Jurusan**

**Disetujui oleh,
Pembimbing**


Dr. Kurnia Ningsih, MA.
NIP. 19540626 198203 2 001


Havid Ardi, S.Pd., M.Hum
NIP. 19790103 200312 1 002

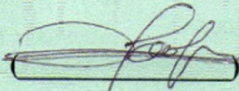
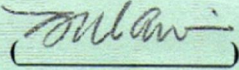
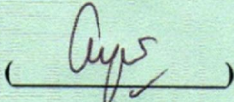
HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

TEACHING SPEAKING FLUENCY BY USING READERS' THEATRE STRATEGY TO STUDENTS AT SENIOR HIGH SCHOOL

NAMA : Ratih Kemala Martha
NIM / BP : 12254 / 2009
PROGRAM STUDI : Pendidikan Bahasa Inggris
JURUSAN : Bahasa dan Sastra Inggris
FAKULTAS : Bahasa dan Seni

Padang, Juli 2013

Nama	Tim Penguji	Tanda Tangan
1. Havid Ardi, S.Pd., M.Hum	Ketua	
2. Dr. Zul Amri, M.Ed	Anggota	
3. Dra. Aryuliva Adnan, M.Pd	Anggota	



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Ratih Kemala Martha
NIM/TM : 12254/2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *Teaching Speaking Fluency by Using Readers' Theatre Strategy to Students at Senior High School*

Adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001

Saya yang menyatakan,



Ratih Kemala Martha

ABSTRAK

Martha, Ratih Kemala. 2013. “Teaching Speaking Fluency by Using Readers’ Theatre Strategy to Students at Senior High School.” Makalah. Jurusan Pendidikan Bahasa Inggris. Universitas Negeri Padang.

Ketercocokan pemakaian strategi dalam proses pembelajaran sangat menentukan tingkat keberhasilan guru dalam mengajar. Guru harus mampu memilih strategi menarik yang bisa melibatkan siswa secara aktif di dalam kelas. Strategi yang menarik akan mendorong minat siswa untuk belajar. Makalah ini akan memaparkan salah satu strategi yang bisa dipakai dalam proses pembelajaran. Strategi tersebut dinamakan *Readers’ Theatre*. *Readers’ theatre* mampu meningkatkan kelancaran siswa dalam berbicara Bahasa Inggris. Di dalam strategi tersebut terdapat 4 aspek pendukung yang saling terintegratif dalam proses pembelajaran, yaitu: *listening*, *writing*, *reading* dan *speaking*. Strategi ini memiliki beberapa langkah. Langkah awal, siswa mendengarkan sebuah cerita pendek berbentuk *narrative*. Selanjutnya, siswa menjawab beberapa pertanyaan dari cerita yang ditampilkan. Langkah kedua, siswa secara berkelompok menulis naskah drama sesuai dengan cerita yang mereka dengarkan atau siswa memilih dari naskah yang telah ada. Langkah ketiga, siswa membaca dialog tersebut. Poin yang paling penting yakni kemampuan siswa dalam berbicara dengan memperhatikan kecepatan, *pausing*, volume, dan keterbataan dalam berbicara. Kegiatan ini dilakukan berulang kali. Hasil akhir dari *readers’ theatre* adalah siswa mampu menampilkan drama didepan kelas. Dengan adanya strategi ini, siswa akan mampu berbicara dalam bahasa Inggris secara lancar.

Keywords: speaking, fluency, readers’ theatre, teaching speaking at Senior High School

ACKNOWLEDGEMENTS



Alhamdulillah 'Alamiin, the greatest thanks is devoted to Allah SWT for the entire blessings that had been given to the writer so that it is possible to finish the paper entitled "Teaching Speaking Fluency by Using Readers' Theatre Strategy to Students at Junior High School". *Shalawat* and *Salam* are also addressed to Prophet Muhammad SAW, whose religious teachings had guided the people, especially muslims in life.

A deep gratitude is given to Mr. Havid Ardi, S.Pd, M.Hum who has given his charm ideas, suggestion, guidance and supervision. It is a pleasure to pay tribute also to the writer' paper examiners, Dr. Zul Amri, M.Ed and Dra. Aryuliva Adnan, M.Pd. She would like to thank them for their beneficial time, contribution of thought and ideas toward the development of this paper. The writer would like to express the deepest gratitude to Dr. Kusni, M.Pd as her academic advisor and also to Dr. Kurnia Ningsih, M.A. and Dra. An. Fauzia R. Syafei, M.A., as the head and the secretary of the English Department.

The writer would like to express her appreciation and faithful gratitude to her beloved parents, Maswardi and Refwati, BA, who sincerely have raised her up with their care and boundless love. They put the fundamental of her learning character, showing the joy of intellectual pursuit ever since the writer was a child. They also supported the writer to accomplish this paper. The writer would also like to thank to her sister and brother; Selvia Maretha Putri, SE and Anggi Maretha Putra, A.Md for being supportive and caring siblings. In addition, the writer would like to thanks the rest family she has for their countless support and love giving to her.

It is a pleasure to express the writer gratitude wholeheartedly to her entire friends in English Department, especially those who always are with her during the process of this paper accomplishment. She says thanks for the nice relation and awesome class they have had. She also says thanks for the togetherness, excitement, smile, laugh and even tears they shared. It is an extraordinarily nice to have them as the best friends ever.

Padang, September 2013

The Writer

TABLE OF CONTENTS

HALAMAN JUDUL	i
HALAMAN PERSETUJUAN	ii
HALAMAN PENGESAHAN	iii
SURAT PERNYATAAN TIADK PLAGIAT	iv
ABSTRAK.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem.....	5
C. Formulation of the Problem.....	5
D. Purpose of the Paper.....	5
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Concept of Speaking.....	7
B. The Nature of Fluency.....	8
C. The Nature of Readers' Theatre.....	10
D. Teaching Speaking at Senior High School.....	12
 CHAPTER III IMPLEMENTATION OF READERS' THEATRE STRATEGY IN TEACHING SPEAKING	
A. Preparation	15
B. Implementing of Readers' Theatre in Teaching Process	
1. Meeting I.....	18
2. Meeting II.....	20
C. The Advantages of using Readers' Theatre Strategy in Teaching Speaking.....	25
 CHAPTER IV CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	27
B. Suggestions	28
 BIBLIOGRAPHY	
APPENDICES	

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Nowadays, English is used for international communication. English become a crucial need in the development of the world because English is used as the medium language on the process of developing all of the people' interaction. The people not only used English in education but also in government, industry and tourism. It is increasingly important for people to have ability in English. Due to these reasons, English become one of the languages that should be learned as one of the international languages in the world.

Beside other three skills, listening, reading and writing, one of the skills that can be seen is the ability to communicate orally or speaking. Speaking skill is a productive skill that involves three processes; they are producing, transferring and processing information. It has a function as a medium of communication orally between a speaker and a listener. Since speaking has a great deal as a communication function, the speaker should master this skill. However, it is not a simple skill. A speaker has to use appropriate miming, eye contact, volume and force, pausing, appropriate gesture, and facial expression. Thus, many people who learned English find that it is difficult to speak in English.

To provide students with English skill, the government has put guidance on the curriculum and the competence standard as the goal of learning process, which is to develop communication competence in speaking/ oral and writing to achieve functional literacy grade. Furthermore, there is also basic competence

for speaking skill. Basic competence is some abilities that have to be mastered by the students as a reference to design indicator. As referring to the Basic Competence in *KTSP 2006 (School Based Curriculum)* for Senior High School for teaching speaking in Indonesia:

The basic competence of speaking for the first semester of first year students in Senior High School is expressing meaning in simple monolog text by using spoken language with accuracy and **fluency** to interact with the society in recount, narrative, and procedure text. (Depdiknas: 2006). (Translated by the writer).

From the basic competence above, there are two point aspects: accuracy and fluency. Accuracy focused on the use of correct grammar in transferring the message. Meanwhile, fluency focused on how the message can be transferred smoothly without much hesitation but less paying attention with the using of grammatical. Both of them are essential in speaking. However, in this explanation, the writer just focuses on fluency.

Fluency is the goal on the conversation. The goal of fluency is to enable speaker to integrate the previously encountered language into an easily accessed. As Nation (1990) argues that fluency focused on the messages that are being communicated and not the language form. A fluent speaker does not have to stop many times to think of what to say next or how to phrase it. In addition, a fluent speaker also being able to decide readily when it is appropriate to use vocabulary in speaking.

Students should improve their speaking fluency. In fact, many teachers encounter some difficulties in teaching their students to speak more fluently, as well as students also encounter difficulties in speaking. Based on the experience

the writer had in the teaching field practice program, there was some problems faced by the students. The first problem occurs when the students are not evoked in the way of their teacher in teaching. When the strategy or the way teacher manages the class cannot attract the students, they might as well get bored. In class, while their friends are performing the dialogue, the other student are talking or gossiping. Besides, the performers tend to be the same person in every meeting. Not all of the students speak actively at the class. Actually, the core problem in teaching is all about catching the students' attention. The students have to pay attention with what the teacher is going to say.

The second one is the students have difficulty to express a meaning fluently while they have to remember the words. It happens because the lack of vocabulary they have. The students choose to write down their idea in a paper first rather than have to speak up in front of their friends, naturally. When they are forced to talk, they cannot search the dictionary, while in writing they can open the dictionary and find the words.

Lack of time to speak also becomes a problem in speaking. The students just have a little time to speak because the teacher often teaches the students to study other skill especially reading rather than speaking. This condition makes them cannot practice their speaking ability in English well.

Besides students' problems in their speaking ability, the last reason is students will lose their self-confidence if they speak in front of the people. In performing a dialogue in class, most of the students do not raise their hands and do not want to speak. They believe everybody will laugh at them. Many students

were shy and not predisposed to express themselves in front of the class. It happens because the students are rarely to do the learning activities in outdoor. The same class and people everyday give them no improvement. They just face the same person day by day. Besides, there is not any encouragement from their teacher to build their self-confidence.

In order to solve these problems, it can be solved by the strategy that can build students' vocabulary acquisition, having much time to speak and build their self-confidence. One of the learning strategies that involve students is by using readers' theatre strategy. Readers' theatre is one of the repeated reading activities that is founding by several researchers. However, this strategy can be used to practice other skills integratively.

In this strategy, there are four aspects in English can be applied integratively. They are listening, reading, writing, and speaking. In this strategy, the students work in-group to write down the script that they will be performed. Furthermore, the students can build their vocabulary acquisition, simultaneously. Then, they read the script. Next, the students practice some basic skills to improve speaking fluency; rate of speech, volume, and pausing in several repeated activities. At last, the students will perform the readers' theatre in front of the people at the end of the activity. Briefly, readers' theatre strategy can help students in building vocabulary, practicing some basic skills in speaking many times, and building students' self-confidence.

Looking at the advantages of readers' theatre as one of the strategy in teaching English, the writer is interested to modify and use this strategy

integratively in four aspects of English: listening, writing, reading, and speaking. However, the writer will be more focused in using this strategy to teach speaking especially students' fluency. This paper aims to introduce and explain the implementing this strategy to Senior High School students. By using this strategy, it is expected that the teacher can teach the students at Senior High School to speak fluently.

B. Limitation of the Problem

It is helpful for the teacher to find a new teaching strategy in order to make the teaching process in speaking more actively and make the entire students can express their idea in spoken language more fluently. The strategy has to serve the students with attractive activity. In this case, readers' theatre is chosen as the strategy to achieve the goal. This kind of strategy is expected for the teacher to be able to teach speaking fluency for a narrative text. This paper focuses on how the teacher can teach speaking for fluency by using readers' theatre strategy to Senior High School students.

C. Formulation of the Problem

The formulation of the problem is "How does the teacher teach speaking by using readers' theatre strategy for fluency?"

D. Purpose of the Paper

The purpose of the paper is to introduce and explain readers' theatre as a strategy for the teacher to teach speaking for fluency to students at Senior High

School. This paper is expected to be able to help teacher to attract students' attention and maintaining the student to be actively involved in communicating in the class and out of the class, and to find a suitable strategy, for teacher, in teaching the students' speaking fluency.