

CHAPTER II

THEORETICAL FOUNDATION

In this chapter, the author presents the related literature concerning to the concept of reading aloud, speaking, the kind of speaking, the concept of mini drama script, reading aloud using mini drama script.

1. The Concept of Read Aloud

1. Read Aloud

Reading aloud share many attributes important to vocabulary instruction for all students, especially English learners, not the least of which is that language is spoken aloud. Read aloud definition According to McCormick “read-aloud is an instructional practice where teachers, parents, and caregivers read texts aloud to children. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Reading texts aloud is the single most important activity for building the knowledge required for successful reading.”¹

¹ Sandra McCormick, “Reading Aloud to Preschoolers Age 3-6: A Review Of The Research”, *Reading Horizons*. Vol.24 No.1, (October 1983), 8.

Reading aloud offers opportunities for teachers to also model their own thinking processes relative to vocabulary acquisition. Students share in the language experience and, when texts are carefully chosen, they offer opportunities for students to increase their exposure to new or shallowly-known words in contexts rich in varied sentence structures, semantic contexts, often while in warm and safe learning and nurturing environments.² Huang defines “reading aloud fluently not only helps to foster reading ability and basic skill, but helps to improve oral expression.”³ M.F. Patel, Praveen M.Jain added read aloud becomes very necessary for him to pronounce very well in English. In their academic college they have to read and read so the skill of reading becomes very important for learners.⁴ From the definition read aloud means reading a text or dialogue out loud.

2. Aloud Read

This reading can be called text reading or passage reading, in this type of reading, the learner reads the text to get knowledge. This

² Thomas Devere Wolsey, Diane Lapp, “Teaching/Developing Vocabulary Using Think – Aloud and Read – Aloud Strategies”, *The TESOL Encyclopedia of English Language Teaching*. Vol.1 No.1, (January 2018), 4.

³ Lianguang Huang, “Reading Aloud in the Foreign Language Teaching”, *Asian Social Science*. Vol.6, No.4, (April 2010), 150.

⁴ M.F Patel, Praveen M. Jain, *English Language Teaching Methods, Tools & Techniques*. (Jaipur : Sunrise Publishers & Distributors, 2008), 121.

reading is done to carry out to get specific information.⁵ According to Morris “aloud read means the comprehensive lessons a study in depth of a text. The depth of analysis, vary from paragraph to paragraph and from passage to passage but the ultimate in depth of textual analysis is reached where the teacher achieves the maximum to possible response to the total meaning of a piece of prose.”⁶

Here are the differences between the two, the following is the difference between reading aloud and aloud read. On this occasion, the author will use read-aloud as research material.

2. The Ways of Teaching Read Aloud

Actually there are many steps in teaching read aloud, some of them according to Lane and Wright (1). Time for reading aloud, (2). Choosing text for reading aloud, (3). Technique for reading aloud, (4). Examining book reading in the classroom.⁷

After several supporting paragraphs above. After that, the author summarizes the ways to apply read aloud :

⁵ M.F Patel, Praveen M. Jain, *English Language Teaching Methods, Tools & Techniques*. (Jaipur : Sunrise Publishers & Distributors, 2008), 115.

⁶ J.D. Morris, “Intensive Reading”, *ELT Journal*, Vol.27 No.1 (October 1972), 40.

⁷ Holly, B. Lane, Tyran L. Wright. “Maximizing The Effectiveness of Reading Aloud”, *International Reading Association*. Vol.60, No.7 (April 2007). 669.

a) Select a Text

In general, the children that delighted in perusing, or being perused to, alluded to like the selection of books that they were being perused. Others talked about reading ‘bringing back childhood memories and ‘remembering things I did that was (sic) the same as in books’.⁸ Here the author uses mini drama script as a text for students’ which is closely related to their childhood.

b) Read Aloud

When doing a read-aloud, all students have a copy of the text so that they can follow along, usually taking notes as they listen. Furthermore, To save time the teacher should be able to divide the mini drama section for a few minutes to read aloud with the students’.

c) Technique for Reading Aloud

There are many several technique to teaching read – aloud among them (1). Dialogic Reading, (2). Text Talk, (3).

⁸ Susan Ledger, Margaret K.Merga, “Reading Aloud: Children's Attitudes Toward Being Read to at Home and at School”. *Australian Journal of Teacher Education*. Vol. 43 No.3, (March 2018). 134.

Print Refrencing.⁹ There are three methods that have emerged as particularly compelling approaches to reading aloud.

1. Dialogic Reading

Dialogic reading provides a simple structure for making parent-child or teacher-child read-aloud more effective and productive. According to Whitehurst “as parents or teachers begin using dialogic reading, the emphasis should be on asking “what” questions, following answers with questions, repeating what the child says, and providing help and praise. As the read aloud interactions become more sophisticated, specific types of prompts are implemented.”¹⁰

2. Text Talk

The essence of this text - talk is the key to the assignment is keeping significant content thoughts in concentration while observing kids' regularly restricted

⁹ Holly, B. Lane, Tyran L, Wright. “Maximizing The Effectiveness of Reading Aloud”, *International Reading Association*. Vol.60, No.7 (April 2007). 670 - 672.

¹⁰ Holly, B. Lane, Tyran L, Wright. “Maximizing The Effectiveness of Reading Aloud”, *International Reading Association*. Vol.60, No.7 (April 2007). 670.

reactions and framework their thoughts toward developing importance.¹¹

3. Print Referencing

The purpose of print referencing is to increase the metalinguistic focus of reading aloud, thereby increasing print interest.

d) Examining book in the classroom

This is very necessary to remind students about what books they have read before because there will be a connection reading aloud in the home and class.

3. Strategy Definition

In defining strategy, Brown defined “as a planned design for controlling and manipulating certain information”¹² O’Malley and Chamot added “strategy as internal cognitive or affective action taken by the teacher or learner in order to learn both simple and complex material.”¹³ The author conclude strategy is the most general part that includes methods, techniques and approaches this is consistent with

¹¹ Isabel L. Beck, Margaret G. McKeown, “Text Talk : Capturing the benefits of read – aloud experiences for young children”, *International Reading Association*. Vol. 55, No.1 (September 2001), 19.

¹² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (London : Addison Wesley Longman, Inc, 2001). 14.

¹³ J. Michael O’Malley, Anna Uhl Chamot, *Learning Strategies In Second Language Acquisition*. (Cambridge : Cambridge University Press, 1990). 28.

what Ramires said “simply defined learning strategy when he says the techniques, approach, or tactics that learners use.”¹⁴ In this research, the author uses communicative learning as an approach the purpose of communicative learning itself is language acquisition that pointed out to the language use rather than the study of grammar. It emphasizes creating situations where the students have more opportunities to say something, just like children do in their childhood. The strategies used in this method are; authentic material, scrambled sentences, language games, picture strip stories, and role play.¹⁵

4. Benefit and Deficiency Read Aloud

After some of the steps above, there are several benefits of reading aloud:

- a) It must be used sparingly to help avoid boredom.
- b) The listeners should be given something to listen for, for example, errors or specific information as in a jigsaw exercise.

¹⁴ Saidna Zulfiqar Bin Tahir, “Redefining Terms Of Teaching And Learning Strategy, Method, Approach, Technique, And Model”, *English Education Departement of University of Iqra Buru*. Vol.1, No.2 (November 2012). 3.

¹⁵ Saidna Zulfiqar Bin Tahir, Hanapi Hanapi, “Lecturers’ Method in Teaching Speaking at the University of Iqra Buru”, *International Journal of English Linguistics*. Vol.7, No,2 (January 2017), 75.

- c) Anxiety could be lessened by reducing the audience and/or the length of the reading, by creating a supportive classroom atmosphere, and giving preparation time; correction could be indirect, rather than direct and possibly embarrassing or anxiety-provoking.
- d) Read aloud can sound slightly different from spontaneous speech, but there is no evidence to suggest that this is transferred to free speech.

Let us now look at a second question; can the previously mentioned benefits be achieved without read aloud?

- a) It would be difficult for a teacher to check that the correct graphemic - phonemic connections are being made without hearing a student read aloud. The student could practice these silently, but would not know if he/she was getting them right, and this could affect motivation.
- b) Pronunciation and intonation could be addressed through specific exercises, but these tend to be short and very focused. Longer texts for reading aloud could provide intonation practice beyond the sentence or paragraph;

- c) It would be possible to pinpoint problems by hearing the students speaking or by answering questions about a text, without using RA as a diagnostic tool.¹⁶

5. The Concept of Speaking

1. Speaking

Speaking is one of language skills that need to be mastered by the students in learning English as foreign language. According to Brown “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.”¹⁷ David Nunan added insists that the talks take place in real time; You can't edit and revise what you say, unlike reading and writing which can be edited or revised.¹⁸ So this is a very extra task for the teacher to teach speaking in various ways, remembering the above affirmation that speaking is a skill that is always used every day.

According to Wilson defines “Speaking as development of the relationship between speaker and listener.” In addition speaking determining which logical linguistic, psychological a physical rules

¹⁶ Sally Gibson, “Reading aloud; A Useful Learning Tool?”, *ELT Journal*. Vol.62 No.1, (January 2008), 33.

¹⁷ H. Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Eaglewood Cliffs N.J: Prentice Hall Regents, 1994), 267.

¹⁸ David Nunan, *Practical English Language Teaching*. (New York : McGraw – Hill, 2003), 48.

should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. Nunan puts it that “Speaking is the productive oral skill. It consist of producing systematic verbal utterance to convey meaning.”¹⁹ Scott added “Speaking is so much a part daily life that we make take it for granted. The average person produces tens of thousands of words a day, although some people like – auctioneers – politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language.”²⁰

From some of the definitions above, speaking is an interactive of constructing meaning that involves producing and receiving to develop the relationship between listener and speaker.

2. The Function of Speaking Skill

The mastery of speaking skills in English is a need for many second and foreign language learners. A few language experts have endeavored the function of speaking skill in human interaction. According to Brown and Yule there are three function of speaking, “three part version of Brown and Yule’s framework : talks as

¹⁹ David Nunan, *Practical English Language Teaching*. (New York : McGraw – Hill, 2003), 48.

²⁰ Scott Thornbury, *How to Teach Speaking*. (London : Longman, 2005), 1.

interaction, talk as transaction and talk as performance.”²¹ Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.²²

a. Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

b. Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, studentsand teacher usually focus on meaning or talking what their way to understanding.

²¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Addison Wesley Longman, Inc, 2001), 268.

²² Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice* (New York: Cambridge University Press, 2008), 21.

c. Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story telling story and so on.

6. The Basic Types and Elements of Speaking

1. There are five basic types of speaking according to Brown :

a. Imitative

Types of speaking performance is the ability to simply parrot back (Imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements – intonation, stress, rhythm, juncture).

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comment, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

e. Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and story – telling, during which the opportunity for oral interactions from listener is either highly

limited (perhaps to nonverbal responses) or ruled out altogether.²³

f. Public Speaking

Amy Slagell define “Public speaking refers to the communication practice of a speaker sharing ideas with an audience primarily through speech.”²⁴ Watzlawick added public speaking is the ability to speak in public, in a coherent and in a planned with a specific purpose. Public speaker is the person who performs the public speaking. Some examples of professions who’s the activity use public speaking at the work, namely: orator, speaker, storyteller, presenter and motivator. Public speaking is also transactional in nature.²⁵

The author will use the types of speaking above as a basis for classroom research by observing, paying attention,

²³ H. Douglas Brown, *Language assessment : Principles and Classroom Practices* (New York: Pearson Education, 2004), 141 - 142.

²⁴ Amy Slegall, *21th Century Communication A Refrence Handbook*, Edited by William F. Eadie. (California : Sage Publications, Inc, 2009), 194.

²⁵ Smriti Singh, Neha, “A Study on Knowledge and Skill Level of Public Speaking for Employment among UG and PG Students of Gbpuat Pantnagar, Uttarakhand, India”, *International Journal of Current Microbiology and Applied Sciences*. Vol. 8, No.7, (November 2019), 326.

and correcting the condition of the class so that it can make the class easier to grasp speaking lessons.

2. According to Harris there are five elements of speaking skill concerned pronunciation, fluency, comprehension, grammar and vocabulary:²⁶

- a) Pronunciation

Pronunciation is one of the basic prerequisites of learners' competence and it is also one of the most important features of learn speaking aspect. Cook defined pronunciation as the creation of English sounds. Pronunciation is learned by rehashing sounds and rectifying them when produced inaccurately.²⁷ Yates added pronunciation is also produced to making meaning. It means correct pronunciation can be done by repeating and training the mouth so that the sound or voice heard by the interlocutor is accurate in conveying the intended meaning or word.

²⁶ David Harris, *Testing English as The Second Language* (New York : McGraw - Hill Book Company, 1969), 81.

²⁷ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction : A Literature Review". *International Journal of Research in English Education*, Vol.1, No.1, (November 2016), 2.

b) Grammar

Thornbury define grammar is an utterance consist of nothing but a single word or short phrase.²⁸ Hirai added grammar is a way to organize the sentence and create a good language.²⁹ From the two definitions according to the experts above, the author can conclude that grammar is a structure consisting of several words to create the correct meaning.

c) Vocabulary

Thornbury states vocabulary is words and expressions that 'point' to the place, time, and participants in the immediate or a more distant context.³⁰ This is in line with what Linse said that vocabulary is a collection of words that a person knows.³¹ From the definition above vocabulary means fully meaningful and complete of one word.

d) Fluency

Richards, Platt, and Weber define fluency as follows:

"the features which give speech the qualities of being natural

²⁸ Scott Thornbury, *How to Teach Speaking*. (London : Longman, 2005), 20.

²⁹ Debra L. Cook Hirai, Etc. *Academic Language/Literacy Strategies for Adolescents : A How To Manual for Educators*. (New York : Routledge, 2010), 97.

³⁰ Scott Thornbury, *How to Teach Speaking*. (London : Longman, 2005), 22.

³¹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*. (New York : McGraw - Hill, 2005), 121.

and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions." They further point out that, in second and foreign language learning, fluency is used to characterize a person's level of communication proficiency, including the following abilities to:

1. produce written and/or spoken language with ease.
2. speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
3. communicate ideas effectively.
4. produce continuous speech without causing comprehension difficulties or a breakdown of communication.³²

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. A few grammar mistakes may appear here and there in the explanation, but it should be

³² Richards, Platt & Weber, *Longman dictionary of applied linguistics*. London: Longman, 1985), 108.

delivered in a way that is easy to understand and shows how comfortable you are with the language. Fluency may in many communicative language courses be an initial goal in language teaching.³³

e) Comprehension

Harris state comprehension the ability to speech a foreign language is the most pressed skill.³⁴ In line with what Hornby stated, that comprehension is the power of understanding an exercise aimed at improving or testing one understanding of a language in written or spoken.³⁵ The author concludes comprehension means the accuracy of understanding in capturing information through written or spoken form.

After some of the elements above, the author will use it as a measurement for the student's assessment in the speaking test among others fluency, comprehension, pronunciation, grammar, and vocabulary.

³³ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (USA: Addison Wesley Longman, Inc, 2001), 268.

³⁴ David Harris, *Testing English as The Second Language* (New York : McGraw - Hill Book Company, 1969), 84.

³⁵ Albert S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford : Oxford University Press, 1995), 235.

3. The Concept of Drama

1. Definition of Drama

The word *drama* is originally derived from the Greek word *dran* which means “to do, to act.”³⁶ Micolli said “action is an essential part of learning a language, as it develops body language, increases motivation, and keeps students involved in the learning process. Drama also creates a friendly, stress-free atmosphere where optimal learning occurs.”³⁷ Drama itself has become a teaching technique which encourages students’ to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students’ learn in context, use their imagination, and spontaneously react.

Speaking a language without any preparation is of great importance for fluency in EFL. Fluency requires “performance.” To achieve fluency, a learner has to perform the language.³⁸ Daud Jiwandono and Dwi Rukmini added “The implementation of mini drama script project allowed various types of classroom interactions

³⁶ David Letwin, Joe Stockdale, Robin Stockdale, *The Architecture of Drama : Plot, Character, Theme, Genre and Style* (Lanham : Scarecrow Press, Inc, 2008), 1.

³⁷ Laura Micolli, “English Through Drama For Oral Skills Development”. *ELT Journal*, Vol.57, No.2, (April 2003), 122.

³⁸ Mine Atas, “The Reduction Of Speaking Anxiety In EFL Learners Through Drama Techniques”, *Procedia : Social and Behavioral Sciences*. Vol. 176, No.1, (February 2015), 961 – 969.

because the students interacted with their peers as well as their teacher. Thus, the classroom discourse is not limited in the form of teacher speaking to the whole class as found in lecturing technique.”³⁹

Furthermore, if the teacher has found a technique that will be used in learning in the classroom the thing that needs to be remembered by the teacher is that he/she must really master the technique as revealed, According to Cenaj "Teachers are aware of the fact that learners have different preferences styles in the way they process, perceive, and understand information. Thus, being aware of these preferences is vital in the teaching and learning process. Moreover, differences in learning styles affect, either by helping or hindering learners' intentional cognition and active engagement in the learning proces.”⁴⁰

Learning techniques are the way a person does in implementing a specific method. Learning techniques can also be done in line or side by side with learning methods. This was said by Anthony following: A technique is implementational - that actually takes place in a classroom.

³⁹ Daud Jiwandono, Dwi Rukmini, “Types Of Classroom Interactions In The Implementation Of Mini Drama Script”, *English Education Journal*. Vol.5, No.2, (October 2015), 6.

⁴⁰ Cenaj Mijerta, “Harmonization Of Teaching Strategies With Students' Learning Styles In The ESP Classroom”, *European journal of literature and linguistics*. Vol.1, No.3, (October 2015), 35.

It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. Technique is a level at which classroom procedures are described.

4. Mini Drama Script

Mini drama script carefully written out containing the audiovisual products and serve embedded message for the students' development, the script is also the foundation and the basic code of the event.⁴¹ Furthermore, mini drama script should involve social reality it will be an actual setting with a date in history that could have been "photographed and tape-recorded," It makes it easier for students to imagine their story world. According to Suzanne "for storytellers who don't write plays for screen or stage, imagine that you see your story world through the eyes of a playwright, at least temporarily."⁴² This perspective will help students' imagine story in three dimensions—the physical action you see before you, the dialogue that you hear, and what you can infer from subtext.

⁴¹ Richard Schechner, "Drama, Script, Theatre, and Performance" , *Theatre and the social sciences*. Vol.17, No.3 (September 1973). 8.

⁴² Suzanne Burgoyne, *Creativity In Theatre (Theory And Action In Theatre/Drama Education)*. (Gewerbestrasse : Springer International, 2018). 49.

From the explanation, it can be concluded that the mini-drama script is a form of drama text that does not include many characters like the original drama but the mini-drama script can be a pre-practice for students' before event perform.

5. Implementation of Read Aloud Using Mini Drama Script

Read aloud using mini drama script is relatively easy to use for every language competencies and components it can be used by any teacher. The steps of read aloud in teaching speaking according to Teale (a) the amount of read-aloud time, (b) the choice of text for read aloud activities,(c) the technique of reading aloud, And (d) the fit of the read-aloud in the curriculum.⁴³

- **Pre – Teaching Activity**

Pre-teaching activity is the activity done at the beginning of the class used to give the students' background knowledge of the story, build their confidence, increase students' concentration and stimulate curiosity. Besides, pre-teaching activity could make the students understand about what they have studied.

⁴³ Holly B. Lane, Tyran L. Wright, "Maximizing The Effectiveness of Reading Aloud", *International Reading Association*. Vol.60, No.7 (April 2007), 669.

- **Whilst – Teaching Activity**

This is the time to apply the technique:

1. The teacher gave some script drama that is relevant until now. This kind of read-aloud using mini-drama script consists of pronouncing and oral expression. The teacher gave provides examples of reading aloud, pronunciation, grammar, fluency, vocabulary, comprehension.
2. The teacher gave provides examples of reading aloud, pronunciation, grammar, fluency, vocabulary, comprehension.
3. The teacher confirms if there is a pronunciation that is far from the word.
4. The teacher asked student to answer pre - test and post - test.
5. The teacher monitors student activity and will give time for interaction and give suggestions if students have difficulty. After students match the sound with the word, the teacher is asked to read aloud the story.

- **Post-Teaching Activity**

This activity is done by the teacher after the class finishes test:

1. The teacher collects the students' answers.
2. The teacher checks the students' answers.
3. The teacher gives feedback and asks if anybody got new knowledge from the script.
4. The teacher tells the students what script they had made.
5. The teacher interviews the result.

From this activity, the information in question can be in the form of criticism or suggestions about reading aloud using a mini-drama script. After implementing read-aloud, the teacher can find out whether reading aloud is one way to teach speaking skills effectively, whether students get new lessons through reading aloud that can help their speaking skills, comprehension, fluency, and pronunciation, vocabulary, grammar and finally can develop their speaking skills.⁴⁴

⁴⁴ Edy Supraba, Edi Wahyono, Abdullah Syukur, "The Implementation of Reading Aloud in Developing Students' Speaking Skill", *Journal of Language Teaching and Learning, Linguistics and Literature*. Vol.8 No.1, (June 2020), 152.