

Using Readers' Theater for Building Students' Motivation in Learning Literature

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Abstract---The traditional literature classroom emphasized on understanding printed page of the text. It was hard for students to understand the feelings and thoughts of a literary character. Today's Readers Theatre provides the students with the most imaginative instructional techniques available to see, hear, and feel literature in classroom performance. This study aimed to investigate that Readers' Theater able to increased students' interest and motivation in learning literature. Readers' Theater gave the students chance to read a text creatively. They could use their voice to express what the story about. This strategy may build their confidence in reading. The study was conducted twenty two students and two teachers who teaching reading in University of Baturaja. Quantitative data from the result of questionnaire showed that Readers' Theater increased students interest and motivation in learning literature. It could be seen from the mean score (4.50) of questionnaire in item 7 and 8 showed students' interest and motivation in learning literature increased after implementing Readers' Theater. Creative learning in Readers' Theater like bringing out the character in live, read aloud, and expressing the story gave the students experience in learning and made them more interesting and motivating in learning literature. In sum, learning literature can have beneficial effects upon the whole language learning process, as long as the reader is well-motivated, and as long as the experience of engaging with literature is kept sufficiently interesting. The choice of a literary work holds an important role in facilitating the reader establishes with the text.

Keywords: *Readers' Theater, learning literature, motivation*

I. INTRODUCTION

In learning reading, sometimes the students will meet the literary text. Most of them are not interested with that text. Young people opinions that literature makes them bored, difficult and written too long ago (Ruubel, 2012). In this term, the teachers hold an important role in teaching literature. They should find the better strategy in teaching literature. Reading literary texts bring out the learners broaden one's worldview (Sidhu, 2003). Besides, the teaching literature provide the students ability to express themselves with their own words about the literary text they have read (Najah, 2015). The teachers are responsible the success of teaching

literature in the classroom. The teacher's personality and internal motivation are the basic term in teaching, if they can transfer their own love about literature to their students, innovative and creative implement the methods will only add to their success (Ruubel, 2012).

A research done by Daskalovska & Dimova (2012) showed that using literary texts in the language classroom can make the students more aware of the language they are learning, help them develop skills and strategies they can apply in many different situations and contexts, increase their interest and motivation, make the learning a more enjoyable and worthwhile experience.

In teaching, the teachers should implement various reading strategy to support students academic improvement. Therefore, teachers' design their literature lesson hold an important things to support it. They design help the students interest in learning literature beside their enthusiasm in teaching. A research done by Ahmad and Aziz (2009) described that teachers' have a very important roles in developing students' ability to learn literature, they should build students' interest and love about literature. It could be expressed through teachers' methodologies and approaches in teaching literature. Moody (1983) cited in Ahmad and Aziz (2009) explain that teachers have responsibility with variety of their teaching methods and activities to stimulate students' interest to learn literature. It also supported by Lopez (1998) in Ahmad and Aziz (2009) statement teacher of literature have high responsibility of being creative and innovative in teaching their students.

Reader theater was one of the strategy in teaching literature which recommended by many researchers. The strategies help the students more active and build their confidence in learning reading. As research done by Tsou (2011), Frasier (2016), Hymes (2013), Lekwilai (2014), showed that Readers Theater bring great effect of students skills like reading, writing, speaking and improve

their motivation in learning English. Beside, repeated reading in Readers Theater lead students to improve their reading in English text (Egmon and Bauza, 2009). Corcoran and Davis (2005) in their research found that Readers Theater bring great effect for students' attitudes and confidence level. It also gave high progress of students their academic score.

In Ratliff's paper (2000) discussed about Reader's Theatre is a kind of "dramatizes" literature which provide both a visual and an oral stimulus for students to use their imagination in experiencing the literary works like novels, poems, essays or short stories. The implementation of Reader's Theatre in classroom performance gives the students' unexpected life about the literary experience. Reader's Theatre also stimulates student listeners to actively participate in the aesthetic, emotional, and intellectual content of a literary text when it is dramatized in a classroom performance (Ratliff, 2006). In traditional teaching, the teaching and learning process focused on teacher centered where this condition provide students enough opportunities to express their ideas. Besides, not all the students were interested in learning reading literature; it was bored and uninteresting lesson. Readers Theater offered classroom performance where the students actively participation in presenting the character in the text. As Kamarudin (2015) describes the aspect in Readers Theater provides students' experience in learning reading literature with mini theater of reading show, and teachers who facilitate them. Based on the researcher observation before most of the students were not interest and motivate in learning literary text. Readers Theater introduced as a method to discover that students' motivation increased after its was implemented. It also used to see how Readers' Theater brough out effect for teacher and students in classroom.

Research questions: how did the students' motivation in learning literature could increase through RT?

II. METHODOLOGY

In this research, the writer used 22 students in the second semester as participants. They are randomly selected from two other classes at English Education Baturaja University. The data were collected by using questionnaire consisted 10 items. The questionnaire administered after the students experiences with Readers Theater to the 22 students. The questionnaire was given to find out the students interest and motivation after the teacher implement Readers Theater in learning literature. And it analyzed by using Likert scale.

Interview was also done to support the data of questionnaire. Six students (from 22 students) were chosen as sample of interview in this research.

They were coded S1, S2, S3... S22. The five students interviewed were S5, S9, S15, S18, and S20. S5 described their difficulty in understanding and comprehending literary text. S9 asked about his dislike of literature. Meanwhile, S15, S18 and S20 have more interest about literature although they were not understood about it. The questions in interview were designed to explore more about the students experience and knowledge about literature lesson.

III. RESULTS AND DISCUSSION

The result of the students' questionnaire was presented in the Table below:

Table 1. The Result of Questionnaire

No	Items	Mean score
1	I Understand the literary text easily	3.50
2	I find the literary text fascinating	4.10
3	I am able to relate to the characters in the literary text easily	4.40
4	I am able to visualize the scenes in the literary text easily	4.45
5	I am able to remember the events in the literary text easily	4.00
6	I look forward to literature lessons	3.45
7	Literature lessons are enjoyable	4.50
8	I am motivated to learn literature	4.50
9	Literature learning engages my interests	4.40
10	Literature lessons stimulate my creativity	4.45

Source of Questionnaire items by Kabilan & kamaruddin (2010)

From the mean score of the questionnaire showed item 1 (*I Understand the literary text easily*) mean score: 3.50 and item 6 (*I look forward to literature lessons*) mean score: 3.45 had a minimum score of 4.00. The students began to understand the literary text, but they were still need to improve their skills.

The item 3 (*I am able to relate to the characters in the literary text easily*) with the mean score: 4.40 and item 4 (*I am able to visualize the scenes in the literary text easily*) with the mean score: 4.45 showed that the students were able to bring out the character in the story and visualize it. The mean score 4.50 in the item 7 and 8 showed that the Readers Theater could help them to interest and motivate in learning literature.

From the students' interview, before the Readers Theater implemented in literature class, the students were not motivated to learn literature. Most of them felt bored and difficult to understand the literary text. Readers Theater provided the students to demonstrate the character of the story alive. It showed that their interest and motivation in literature increased.

Students' experience of learning literature using Readers Theater gave them creative learning to understand the content of text. The rereading activities in Readers Theater directly invited students to dig up about the literary text. And also the students' motivation increased after their experience with Readers Theater. Like Kabilan and Kamaruddin () detailly explain in their research, after teachers implemented Readers Theater in literature class, the students got more benefit such as learners' creative and critical thinking improve, they were more comprehend about the text, and also the students grasped the story better.

IV. CONCLUSION

The implementation of Readers Theater could enhance students' creativity and critical thinking. In performing the story through the Readers Theater, they created their own script with their own words based on the story and then developed and demonstrated the story creatively. Readers Theater also facilitated the students' creativity to express their emotion and improve their interest and motivation to learn literature.

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