



**THE IMPACT OF STORY REENACTMENT
STRATEGY IN TEACHING NOVEL ON SPEAKING
AND READING FLUENCY OF UNIVERSITY
LEVEL EFL STUDENTS**

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LITERATURE**

Omar Khudhair Ahmed ALI

**Supervisor
Assist. Prof. Dr. Dunia Taher HAMEED**

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Omar Khudhair Ahmed ALI

Assist. Prof. Dr. Dunia Tahir HAMEED

T.C

**Karabuk University
Institute of Graduate Programs
Department of English
Field of Applied Linguistics**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Omar Khudhair Ahmed ALI titled “THE IMPACT OF STORY REENACTMENT STRATEGY IN TEACHING NOVEL ON SPEAKING AND READING FLUENCY OF UNIVERSITY LEVEL EFL STUDENTS” is fully adequate in scope and in quality as a thesis for the degree of Master of Arts/ Applied Linguistics.

Assist.Prof.Dr. Dunia Tahir HAMEED
Thesis Advisor, Department of Advisor’s Department

This thesis is accepted by the examining committee with a unanimous vote in the Department of Western Languages and Literature as a Master of Arts thesis. June 16, 2022

<u>Examining Committee Members (Institutions)</u>	<u>Signature</u>
--	-------------------------

Chairman : Assist.Prof.Dr. Dunia Tahir HAMEED (TU)
--	-------

Member : Assoc.Prof.Dr. Özkan KIRMIZI (KBU)
---	-------

Member : Assist.Prof.Dr.Manal Omar MOUSA (TU)
---	-------

The degree of Master of Arts/ Applied Linguistics by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Hasan SOLMAZ
Director of the Institute of Graduate Programs

DECLARATION

I thus certify that this thesis is the product of my efforts, and that all material included within it has been gathered and explained in accordance with the academic regulations and ethical guidelines established by the institution in question. In addition, I declare that any assertions, findings, and materials that are not authentic to this dissertation have been mentioned and referenced in their actual form throughout this study.

I bear all ethical and legal ramifications of any detection that is in violation of the above commitment.

Name Surname: Omar Khudhair Ahmed ALI

Signature:

FOREWORD

First and foremost, I hope to express my gratitude and thank Allah, the most merciful and most graceful, who has assisted me in completing my education, illuminated my intellect, and inspired me to complete my academic career.

Secondly, I also dedicate my thesis to our Messenger and Prophet Muhammed (peace and blessings be upon him) and to all of his noble family and companions, who is the Prophet of Mercy and Humanity.

I wish to send my greetings to everyone who contributed and helped me to complete my thesis, and I want to convey my deep thanks and appreciation to them.

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ABSTRACT

The term 'Story Reenactment' has been used as a strategy to help Iraqi EFL students in building their speaking and reading fluency. The purpose of this study is to find out the impact of story reenactment strategy on speaking and reading fluency of Iraqi EFL university students. It also aims to discover if there is a statistically significant difference between male and female students' achievement scores in the experimental group.

This quantitative study uses the experimental design by giving participants pre and posttests. The sample of this study was (110); there are (80) participants served in two groups: (40) served as the experimental group, (40) served as the control group and (30) served as the pilot study. The students are studying English as a foreign language at Al-Salam University College/ 3rd year class during the academic year (2021-2022). The researcher uses SPSS to analyze the collected data. The main findings indicates that the experimental group of the present study is affected positively by the story reenactment strategy by showing high interest and motivation.

Keywords: Story Reenactment Strategy; Impact; Speaking; Reading; Novels

ÖZ

Öykü Canlandırma terimi, bu çalışmada Iraklı İngilizce öğrencilerinin konuşma ve okuma akıcılığını geliştirmelerine yardımcı olmak için bir strateji olarak kullanılmıştır. Bu çalışmanın amacı, roman öğretiminde Iraklı EFL üniversite öğrencilerinin konuşma ve okuma akıcılığını geliştirmede hikaye canlandırma stratejisinin etkisini bulmayı amaçlamaktadır. Ayrıca deney grubundaki erkek ve kız öğrencilerin başarı puanları arasında istatistiksel olarak anlamlı bir fark olup olmadığını keşfetmeyi amaçlamaktadır.

Bu nicel çalışmada, katılımcılara ön ve son testler verilerek deneysel desen kullanılmıştır. Bu çalışmanın örneklemi (110); (40) deney grubu, (40) kontrol grubu ve (30) pilot çalışma olmak üzere iki grupta hizmet veren (80) katılımcı bulunmaktadır. Öğrenciler, akademik yıl boyunca (2021-2022) Al-Salam University College / 3. sınıf sınıfında yabancı dil olarak İngilizce okuyorlardı. Araştırmacı toplanan verileri analiz etmek için SPSS kullanmıştır. Ana bulgular, bu çalışmanın deney grubunun yüksek ilgi ve motivasyon göstererek hikayeyi canlandırma stratejisinden olumlu yönde etkilendiğini göstermiştir.

Anahtar Sözcükler: Öykü Canlandırma stratejisi; Etki; Konuşma; Okuma; Romanlar

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ABBREVIATIONS

SRS	: Story Reenactment Strategy
EFL	: English as a Foreign Language
EX	: Experimental Group
CO	: Control Group
DP	: Discrimination Power
DL	: Difficulty Level
SD	: Standard Deviation
DF	: Degree of Freedom

SUBJECT OF THE RESEARCH

The Impact of Story Reenactment Strategy in Teaching Novel on Speaking and Reading Fluency of University Level EFL Students

PURPOSE AND IMPORTANCE OF THE RESEARCH

The purpose of this study is to find out the impact of story reenactment strategy on speaking and reading fluency of Iraqi EFL university students. It also aims to discover if there is a statistically significant difference between male and female students' achievement scores in the experimental group.

METHOD OF THE RESEARCH

This study is a quantitative research. The researcher conducts an experimental design that involved two groups: the experimental group is taught by story reenactment strategy, whereas the control group is taught by the traditional method, involving pre and posttests on a sample of Iraqi students in a third-year college at Al-Salam University to test the impact of the story reenactment strategy on speaking and reading fluency of EFL university students.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

Teaching EFL is a long and arduous task. A teacher must be patient while teaching EFL. In Iraq, English is not regarded as a serious topic. Both students and Iraqi instructors take it casually. Students are not taught English properly in their schools for a variety of reasons that are both internal and external to the institution because the process of English teaching focuses on English Grammar. Moreover, the teachers teach the students the grammar in a native language (Arabic). Therefore, after graduating from high school and enrolling in colleges to pursue professional degrees, they are all required to study everything in English. So, English becomes very essential and difficult for them.

POPULATION AND SAMPLE (IF AVAILABLE)

This quantitative study uses the experimental design by giving participants pre and posttests. The sample of this study was (110); there are (80) participants served in two groups: (40) served as the experimental group, (40) served as the control group and (30) served as the pilot study.

SCOPE AND LIMITATIONS / DIFFICULTIES

this study is limited to the use of the Story Reenactment strategy. The present project is limited to Iraqi EFL Third-year class students at Al-Salam University College who study English novel "Hard Times" during the 1st course of the academic year 2021-

1. INTRODUCTION

1.1. An introductory Note

The title of this study is “The Impact of Story Reenactment Strategy in Teaching Novel on Speaking and Reading Fluency of EFL University Students”. Chapter one introduces the problem of this study, the purpose as well as hypotheses. Also, there are some questions followed by the adopted method, the study limitations, the study value, the study plan, and finally, the main definitions of this study.

1.2. Problem of the Study

Teaching EFL is a long and arduous task. A teacher must be patient while teaching EFL. In Iraq, English is not regarded as a serious topic. Both students and Iraqi instructors take it casually. Students are not taught English properly in their schools for a variety of reasons that are both internal and external to the institution because the process of English teaching focuses on English Grammar. Moreover, the teachers teach the students the grammar in a native language (Arabic). Therefore, after graduating from high school and enrolling in colleges to pursue professional degrees, they are all required to study everything in English. So, English becomes very essential and difficult for them. This is the point at which students get frustrated. They want to learn English, but there is a gap and they are powerless due to their inability to speak and read the language correctly. The problem becomes more remarkable and obvious to EFL students when they practice reading in a second language. They face the problem of precision, comprehension, and pronunciation (Qarqez & Ab Rashid, 2017). The strategy of story reenactment in academic reading and its use in developing and building EFL for students has attracted the interest of many studies and researchers alike. The idea of using the strategy of story reenactment encouraged the students or pupils to reenact tales after reading or hearing them aloud as part of a storytelling strategies known as story reenactment. As a result, this encourages students to retell and recreate the tales using the materials provided (Barham, 2013).

As for Adrienne Herrell (2000), he argues that the story reenactment as a strategy supports the students through reacting out tales after hearing or having read

them by themselves. This strategy entails developing props for students to utilize when reenacting tales to apply the books of the language they had read or heard and to better understand the subsequent story by playing it out with succession. The props for stories reenactment may include clothes for students to dress or prop boxes filled with sand, fleece, or laminated photographs. Preparation, students' active engagement, and the production of essential props are all key components of this strategy's success.

Speaking is a fundamental language ability that must be emphasized in the students' language. Speaking must be practiced dynamically and communicatively in the students' language. The instructor must provide opportunities for students to engage with one another and interact or communicate in the target language.

Several studies have approved that the comprehension of reading is one of the most essential factors for students to master EFL. However, most of the students suffer from the problem of eloquent speaking of foreign languages; others have difficulties in reading, and others have problems in writing and so on (Perfetti, 1985). To address the gap of this problem, the Story Reenactment Strategy involves the students' preparation and active participation in debating the tales (novels) and producing the necessary equipment. To recreate a tale, clothes and props are necessary materials. They make this approach feasible and enjoyable. As a result, this approach heartens students to act out stories after reading them or hearing them, which helps them memorize the events. The students utilize props and use them to recreate to demonstrate their understanding of the books of language that they have read or heard about, then grasp the text by playing it out. Therefore, the use of story reenactment strategy helps the learners of EFL support their understanding to control the operation of foreign language acquisition.

1.3. Research Questions

1. How does Story Reenactment Strategy provide an opportunity for building students' speaking and reading fluency by comparing between the two groups (Experimental and Control) in the posttest?

2. To what extent does applying story reenactment strategy in teaching novels encourage EFL university students to improve their speaking and reading fluency of

the experimental group in relation to the differences between male and female students?

3. What is the impact of story reenactment strategy in building speaking and reading fluency of Iraqi EFL university students in the experimental group' in pre and posttests.?

4. What is the level of average for 3rd year university students' achievement in skills of communication?

1.4. The Objective of Research:

The purpose of this project is to build the students' reading and speaking fluency because mastering of the target language is one of the objectives, and learning another language (the English language) is vital for communicating and learning about various cultures around the globe. His study aims to address the following research objectives:

1. Finding out the impact of story reenactment strategy in building speaking and reading fluency of Iraqi EFL university students in the experimental and control groups.

2. Discovering how applying story reenactment strategy in teaching novel encourage EFL university students to improve their speaking and reading fluency (the experimental group: comparing between male and female).

3. Explaining the impact of story reenactment strategy in building speaking and reading fluency of Iraqi EFL university students in the experimental group' in pre and posttests.

4. Identifying the average level of achievement in skills of communication among third-year university students in the posttest.

1.5. The Study Hypotheses

These four hypotheses below are put forward to be verified:

1. There are statistically significant differences in the mean scores of students' achievements of the experimental and control group in the posttest.

2. There are statistically significant differences in the mean scores of students' achievements in the experimental group between males and females.

3. There are statistically significant differences in the mean scores of students' achievements of the experimental group in pre and posttests.

4. In the posttest, there are statistically significant differences between the average level of achievements of the students and the theoretical level of achievements.

1.6. Methodology and Model Adopted

The model of this study strategy is pioneered by Adrienne, Herrel and Jordan (2012). This study is a quantitative research. The researcher conducts an experimental design that involved two groups: the experimental group is taught by story reenactment strategy, whereas the control group is taught by the traditional method, involving pre and posttests on a sample of Iraqi students in a third-year college at Al-Salam University to test the impact of the story re-enactment strategy on speaking and reading fluency of EFL university students. The researcher construct a test to achieve his aims and verify his hypotheses.

1.7. The Study Limitations and Scope

The present study discusses the impact of Story Reenactment Strategy on Speaking and Reading Fluency of EFL University Students during the academic year (2021-2022) at Iraq/ Baghdad-AlSalam University College. The researcher conducts his study on 110 students studying English as a foreign language at Al-Salam University College. Therefore, this study is limited to:

a-The use of the Story Reenactment strategy.

b-The present project is limited to Iraqi EFL Third-year class students at Al-Salam University College who study English novel "Hard Times" during the 1st course of the academic year 2021-2022.

1.8. Significance of the Study

The researcher states that the findings of the current study could help the students enhance their speaking fluency by acting out the story in front of their classmates as mentioned in Ardianti's (2020) study. The results of strategy could encourage the students get out in front of the class and gain greater self-assurance. This study assists students in comprehending and analyzing a novel or story they are reading. Consequently, this study is in line with Khasanah (2017) that including story reenactment in teaching of narrative text would enhance the students' ability to comprehend what they are reading in the class. It is anticipated that by meeting with their group, students will not only enhance their reading skills but also motivate them to be more active. Furthermore, they will learn how to interact and collaborate with others while in a group setting. It is preferable for them to do so before assembling the social society. The other advantages are geared at the educator, the Story Reenactment Strategy may be used as an alternate method of instruction for English teachers. Those in charge of education will develop their understanding of various English language teaching techniques and become more creative in designing and implementing teaching-learning programs for students.

1.9. The Study Plan

The researcher follows the following procedures in this study to validate its hypotheses and accomplish its objectives:

1- Choosing a random sample of EFL university students and dividing them into two groups: experimental and control groups, which are equivalent in age and parental education level.

2-The 1st group uses the Story Reenactment strategy; this group is referred to as the experimental group, whereas the second group is referred to as the control group.

3-Pre-and posttests will be administered to both the experimental and control groups to identify the impact of the Story Reenactment strategy on students' success.

4-making estimates of the test's validity, reliability, discriminating power, and difficulty level.

5-Treating the obtained results statistically.

1.10. The Basic Terms Definitions

Impact: It can be defined that it is the impetus communicated or the force of impression of one thing on another: a significant or major effect (Merriam-Webster 2021)

Story Reenactment: It is considered one of several teaching methods that allows students to recreate what they have read on a specific subject in a small group. In this study, it would be used to be implemented on teaching reading and speaking fluency in teaching novels (Herrell, A. L. & Jordan, M. 2012).

Speaking: "is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994; Burns & Joyce, 1997). Speaking "is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted" (Florez, 1999, p1)

Reading: "is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader" (Tarigan, 2008, p.7) Furthermore, reading "is one of the language skills that should be mastered by students besides the others. Teaching reading is the activity in the classroom that usually makes students bored" Khasanah (2017, p12).

Novel: Burgess (2020, p.23) defined that a Novel is an invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting. Within its broad framework, the genre of the novel has encompassed an extensive range of types and styles: picaresque, epistolary, Gothic, romantic, realist, historical—to name only some of the more important ones.

Story: Even though the story is an "art form," according to Mallan (2003), it is an art that can be learned via practicing.

As cited in Saskatchewan Education (2003), a story can be defined as an orderly telling of a tale in a way that the audience understands and appreciates enough

to see how it ends. The story is an oral sharing of a personal or traditional story, told using the essence of the tradition from which it originates. As a shared experience between the teller and the listener, that offers natural language experiences for students (p.13).

As for Qanawi (1994), he states that the term "story" is "a field of literature arts that has its own features and construction rules through which a child can learn the art of life, which ultimately helps in building his character" (p.12).

1.11. Summary of the Chapter

This chapter contains the problem statement, the research questions, the research goals, the current research hypotheses, the study's limitations, the study's significance, and the definitions of terms.

2. LITERATURE REVIEW

2.1. An Introductory Note

This chapter introduces the study theoretical framework and it will be presented in three basic sections. The first section describes the story reenactment strategy whereas the second section describes the two skills: speaking and reading, and the final section describes previous studies that are related to the current study.

2.2. The Role of Literature in Language Teaching Approaches

According to (Sage 1987: p.1), Learning and teaching foreign languages is increasingly turning to literature as a tool for instilling essential language abilities including reading, writing, listening, and speaking in students of all ages. Translation classes sometimes require students to translate literary works such as plays, poems, and short stories into their native language. Translation is highlighted in language classes because it allows students to put their newly learned knowledge of lexicon, syntax, semantics, pragmatics, and stylistics into work in a new context. Language instructors utilize literary texts in their classrooms because they want students to understand why they do so, and the primary criteria for determining whether literary works are appropriate for use in foreign language classrooms are discussed in the following section.

According to Collie and Slater (1990: p.3), there are four primary motivations why a language instructor could choose to make use of literature in the classroom. In addition to these four primary reasons, there are a number of additional reasons why literature should be used as an effective resource in the context of the classroom. These reasons include its "universality, non-triviality, personal relevance, variety, interest, economy, suggestive power, and ambiguity". So, these motivations are:

a. Valuable Authentic Material

Literature is considered to be genuine matter. The majority of written works were produced with the main intention of teaching a language to the reader. The most current iteration of the training materials includes a significant number of realistic

examples of language used in real-world situations (such as transport schedules, city plans, forms, pamphlets, cartoons, advertising, and articles from newspapers or magazines). Therefore, students in a classroom environment are provided with genuine language examples taken from real life or contexts that are similar to real life. Literature has the potential to serve as a useful supplement to the aforementioned items, especially after the first "survival" stage has been completed. Students get more acquainted with a wide variety of linguistic forms, communicative functions, and meanings as a result of reading literary works. This is due to the fact that students must also contend with language that is meant for native speakers.

b. Cultural Enrichment

Many students who are learning a foreign language find that reading works of literature, such as novels, plays, short stories, and poetry, helps them comprehend the manner in which people communicate in the target nation. Even if the universe of a novel, play, or short story is entirely made up, the author is still able to create a rich and vibrant environment in which people may be presented that come from a wide variety of socioeconomic and geographical origins. A reader is able to learn how the characters in such literary works see the world around them, such as their ideas, emotions, habits, traditions, and belongings; what they purchase, believe in, fear, and enjoy; and how they talk and behave in various circumstances. Through the use of visual literacy and semiotics, this vibrantly colored manufactured environment may expediently assist the international student in getting a better sense of the norms and concerns that define a genuine society. It is possible that literature is best seen as a supplement to other resources that are used to acquire an awareness of the culture of the nation whose language is being taught by a foreign student. Literature, in addition, contributes significantly to the cultural grammar of the students.

c. Language Enrichment

Literature offers students a diverse selection of lexical and syntactic objects that they may use to build their language skills. Reading a big and contextualized body of material allows students to become more acquainted with many aspects of the written language. They study about the grammar and discourse roles of sentences, as well as the range of potential structures and the many methods of linking ideas, all of which contribute to the development and enrichment of their own writing abilities.

Students are also able to become more productive and adventurous when they begin to comprehend the depth and variety of the language that they are attempting to learn and when they begin to make use of some of the possibilities that the language provides them with themselves. As a result, individuals develop their communication and cultural competency in the genuine depth and naturalness of the actual texts.

d. Personal Involvement

Because reading literature encourages a sense of personal participation in the learner, it may be an effective tool in the process of language acquisition. After the learner has finished reading a piece of literature, he or she will start to deal with the literary text. He becomes engrossed in the text. When compared to the pursuit of furthering the development of the tale, comprehension of the meanings of lexical objects or phrases becomes less important. The learner develops an eagerness to find out what occurs as the events that lead up to the climax unfold; he begins to have a connection to specific characters and experiences the same feelings that they do. The whole process of learning a language may be enhanced as a result of these positive impacts. At this moment, the significance of selecting a literary book that is appropriate to the students' needs, expectations, and interests, as well as their current level of language proficiency, is readily apparent. Through going through this process, he will be able to overcome his identity problem and mature into an extrovert.

2.3. The Model 'Text and Activities' in Literature by (Kelly, 1996) to teach English Language

According to Kelly (1996), when it comes to implementing works of Novel in the classroom, the "Text and Activities" model is by far the most prevalent technique. Because this model requires just a little amount of technological know-how, it is quite simple to use in the classroom to develop speaking and reading fluency. These activities encourage entire engagement by holding each student accountable for the contributions of facts and ideas as well as the subsequent discussion of those contributions. Every single student participates, and their contributions come from a variety of angles. Some of the group activities that are used in language classrooms while teaching English via literature include general class discussion, small-group

work, panel discussions, and debates. The students' speaking talents are developed during each and every one of these group exercises, and an emphasis is placed on the practice of correct pronunciation. The teachers point out any incorrect pronunciations made by the pupils while they are engaged in these activities in order to rectify such pronunciations (Stern 1991: p.337).

Therefore, according to (Hişmanoğlu 2005), the use of novels as a method in today's modern foreign language classrooms is a strategy that is highly helpful. When chosen thoughtfully, including a novel into a reading session may be very inspiring, intriguing, and amusing for the students. Even though many of them believe that reading a novel printed in their target language is difficult, tedious, and demotivating, reading books is a highly efficient technique to expand vocabulary and enhance reading comprehension abilities. When novels are written in the target language. Reading allows students to extend their views, get acquainted with various cultures, and ultimately build their intercultural communicative skills by learning how to perceive the world from a variety of viewpoints. This is all accomplished via reading. Critical thinking and speaking skills will be acquired as a direct consequence of this.

2.4. Story Reenactment Strategy (S R S)

The term Story Reenactment Strategy is a strategy of teaching that was pioneered by Adrienne, Herrel and Jordan (2012). However, it might be characterized as a Drama since the students are required to act out a narrative that they had already absorbed from a novel or any book. Indeed, it is anticipated to help students enhance their reading and speaking fluency. In addition, it is noted that Story Reenactment is an activity that is consistent with cognitive theory as theoretical framework, it assists students in focusing, analyzing, and planning their actions. This style of instruction allows for re-reading, debate, clarification, and re-creation of tales. As a result, it is anticipated that this will assist students in developing their ability to comprehend narrative texts.

2.4.1. The Definitions of this Strategy

According to Heino (2014), the story reenactment strategy is "a strategy that encourages students to act out stories after they have read by themselves or have heard the story read by the teacher". This strategy involves the use of props like "costumes, prop boxes, and photographs" to encourage effective participation in the narrative.

As for Martinez (1993), he states that this strategy significantly improves one's understanding of how a narrative "works." Therefore, the students build knowledge via story reenactment. Props and costumes are used separately. There is no explicit "script," and the activity is primarily "child-directed and child-created". Children acquire high-order cognitive abilities when they create their own roles and behaviors. So they must make decisions regarding people, the narrative, the action, and the setting.

2.4.2. Steps of Teaching Story Reenactment Strategy

According to Cummins (1981), (as cited in Herrell & Jordan, 2012, p.117), there are some steps in the story reenactment:

- a. Read the story: Students are first instructed to read a story.
- b. Retelling the story: After that, they would have a short period of time to recount the tale in order and make a list of the items that will be required to recreate the story.
- c. Gather or make the props: Following that, students will form small groups and begin working on the props for the show.
- d. Store the props: They will need a box to use as a storage container for their props, and they will need to name the box to make it simpler for them to locate it.
- e. Use the props for retelling: Then, they work in a group to retell the story using the objects that have been created.
- f. Assess the retellings: In the last step, a teacher will evaluate the retellings for the students' originality in retelling the story regarding inferences, events, and, characters as well as their ability to communicate effectively.

It is preferable for students to be aware of the moral lessons that are included in the tale in order to provide the finest conclusion.

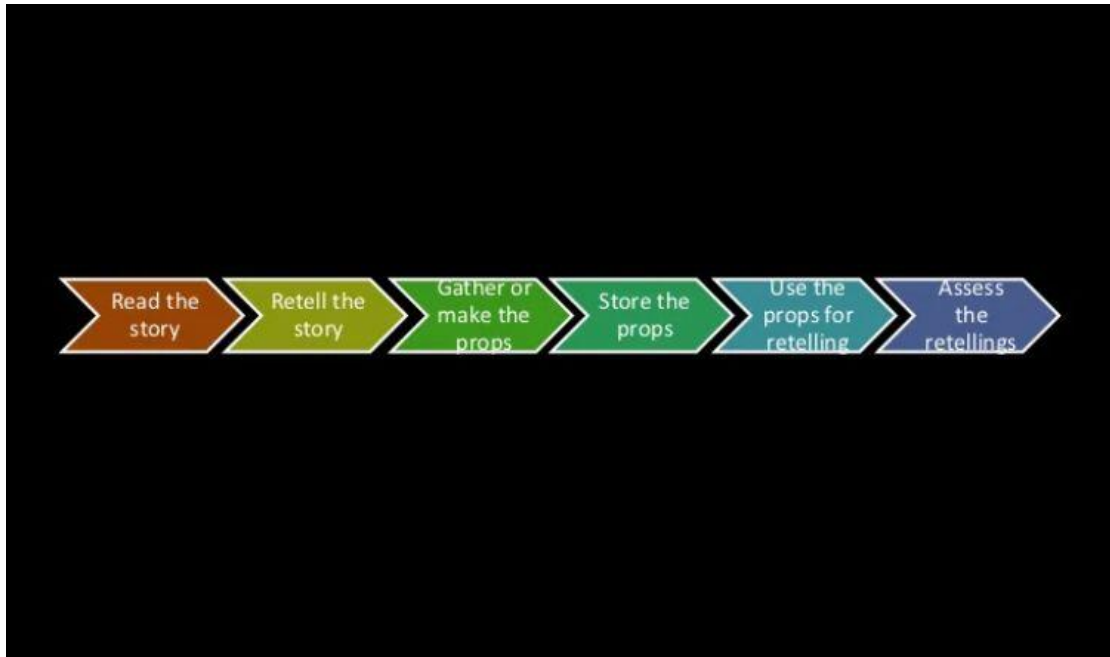


Figure 1. Cited in Slideshare (2012) Story Reenactment

2.4.3. Teacher's Role in Story Reenactment Strategy

Before talking about the teachers' role in the story reenactment strategy, it is essential to discuss the function of teachers in developing the students' language skills. The traditional methods such as repeating and rereading words became ineffective in developing students' language skills (Shaidullina & Ivanenko, 2012). Therefore, students' creative thinking must be developed by providing them with the necessary tools, such as plays, training courses and educational tours to enhance their language skills. The teacher's vocation is grand since she/he takes on the task of teaching everyone in the population through the educational system. So, it is a methodical procedure that every teacher on the planet has practiced at some point. In order to manage and respond to the rapid growth of language skills and maintain that growth, he is held accountable for many things that are necessitated by that growth.

In the story reenactment strategy, they can have the main role by introducing a perfect pronunciation and reading of words (ibid). Those responsibilities include making sure the teaching methods and tools change quickly enough to keep up with it

and utilizing various new resources developed due to the growth of information and new learning resources. During this strategy, it is not possible to separate the teacher from the education process. Whether we are talking about the teacher at the school or university, the teacher is an integral part of the comprehensive teaching methodology, which contains all different levels of teaching. If we wish to highlight the importance of the teachers, we must understand that they bear the responsibility of teaching and conveying knowledge to us.

According to Nunan (1991), teachers can also participate with the students in the story reenactment to support them and produce sound words and phrases to help them in getting reading and speaking fluency on the stage. Consequently, it can be stated that the types of teachers differ according to their teaching methods. There are two types of teachers: a normal teacher and an effective teacher. A normal teacher understands what is expected of students in terms of conduct, but an effective teacher concentrates on the academic results that are necessary or expected from students in terms of performance and participates with the students in doing this strategy. Further, he/she is concerned with teaching students what they are supposed to learn, or what they are expected to learn; it is explicit or prescribed in the syllabus and the textbook. Therefore, in the story reenactment strategy, an effective teacher is preferred over a normal one.

2.4.4. Student's Role in Story Reenactment Strategy

The students' roles are summarized in the strategy of story re-enactment by being the sender and receiver of the idea. They form the second cornerstone of this strategy by re-enacting the idea they previously acquired from a story or a novel in front of their peers or the audience, as an oral reading. This strategy enables them to strengthen their reading fluency as much as possible. Repeating this activity breaks their hesitation barrier and makes them adapt to the English language easily.

For many different areas, education has become absolutely critical. For this reason, it is vital to activate the involvement of students in the educational process in order to produce better outcomes. The role of students in the story reenactment strategy is highlighted in numerous ways, including their attempt to break free from conventional thinking patterns and their search for novel answers to their problems in

enhancing their language skills, such as speaking, writing, reading and listening by engaging in school activities that foster the development of talents and abilities. As an individual, the student is the one who is learning. The students receive the information from the teachers and their role is to memorize this information. What he/she possesses regarding psychological, mental, and social traits and his or her desire and motivation to learn all serve as the basis for the educational process. The students must have motivation and beliefs in the education process and increase their intuitive knowledge (Hajer, 2017).

2.4.5. Principles of Story Reenactment Strategy

According to Cummins (1981), (as cited in Herrell & Jordan 2012, 117), there are some principles of story reenactment strategy:

- a. The teacher defines precisely the situation to be represented that includes achieving the objectives of the lesson.
- b. The teacher assigns roles to the students.
- c. Students play the role in front of their classmates, who record their observations.
- d. The scenario serves as the focal point of the debate between the teacher and the students.

At the representative scene end, the teacher asks the actors questions about their feelings during the performance of this scene and also opens the door to discussion with the rest of the students about their observations, related to new words and expressions, or their general comment on the performance of their colleagues. Sometimes the teacher may consider assigning the group of learners who made the first scene to take turns (replaying the scene); thus, students use their feelings in different emotional situations, which help them understand the feelings of others and feel their feelings.

2.4.6. Characteristics of Story Reenactment Strategy

According to Khudhir (2016), the characteristics of the story reenactment can be explained in the following points:

1. Subject: This term means that the main event is connected with the formula of the stories, which reflects the fundamental elements of a literary work, and is often associated with the influence of place and time that leads to the accomplishment of the subject's goal.

2. Language: What matters is how the writer expresses the story; the more accurate and grammatically sound the language used to express it, the more effectively the goal affiliated with the story is communicated. It also contributes to making the reader understand the narrative text clearly.

3. Characters: Its role in the narrative text is to serve as supporting components, engaging in interactions with the events in the text, influencing and being influenced by those events, and ultimately contributing to unraveling the knot upon which the story is constructed.

4. Construction: It refers to the process of putting together a narrative work and distributing literary texts within that work. It is often associated with three major stages: the beginning, the middle, and the end.

5. Artistic style: A good literary work that is acceptable to the readers is achieved via the writer's technique of constructing the narrative text and connecting the events together. This method is defined as an Artistic style.

Therefore, the story reenactment strategy can determine its main characteristics by including the automatic representation of a situation by two or more individuals under the guidance of the teacher, who may participate with them in the representation. Thus, the dialogue grows through the students who act, and each of them performs the role according to what he feels, and the learners who do not participate in the acting take the role of observers and critics. Role-playing is helpful because it strengthens the student's ability to confront others using language in an almost realistic situation (Ibid).

2.4.7. Story Reenactment Story (Advantages)

There are several advantages anticipated as a result of adopting the story reenactment. Schierholt (1994), states that one of the benefits of story reenactment is that it often results in a greater grasp of cause-and-effect relationships. Allowing students to recreate what they have read often results in increased understanding and memory, and the capacity to retell the story vividly. Therefore, Story reenactment may assist students in developing a better understanding of emotional reactions and cultural customs, which is particularly beneficial for students from nations other than the United States of America. So, it is anticipated that the students would enhance their reading and speaking fluency by acting out the narrative in front of the audience or class. It will assist students in presenting themselves in front of the class and increasing their confidence. The second advantage is to assist the students in comprehending and analyzing a narrative. As a result, it is hoped that by including tale reenactment into the teaching of reading narrative material, students' speaking and reading comprehension would increase.

As for Christie (1991), the benefits of story reenactment include the following: a) students will become more engaged in discussing stories and required props; b) they will have increased understanding; c) they will also have the ability to use book language; d) they will be more imaginative, and f) Finally, they will be subjected to story interpretation.

2.4.8. Story Reenactment Strategy (Disadvantages)

On the other hand, Schierholt (1994) argues that story reenactment has several disadvantages, including the fact that timid students may not like the exercise. To support the students, a strategy is devised for them to participate in the reenactment by creating it and after that participating in a "supporting role" as determined by you.

Besides, King (2012) adds that the disadvantages of story reenactment in learning include the fact that most students are afraid and hesitate to tell a story in small groups, which means that when students tell a story in front of the audience, the outcomes will be less than optimal. However, a powerfully immersive experience is created by combining commercial goods and fan discussion, which combines

commercial enthusiasm with reenactment in a multimodal simulation to produce a very immersive encounter.

According to the scholars above, it can be concluded that there are no more disadvantages that can be mentioned about the story reenactment strategy. They can be summarized in two points:

- a. The main weakness of this strategy is that it cannot be applied to all lessons.
- b. It needs a special quality of students who have the dare and courage, but it is not suitable for all students.

2.5. Speaking and Reading Skills

2.5.1. Speaking

English language is regarded an essential language in a variety of spheres of human existence due to its status as the world's first universal language (Novia, 2017). English language is used by a greater number of individuals as the primary mode of intercountry communication. So, English language is a required subject in every nation. Besides, English language is listed as a foreign language in Iraq and is taught as a topic to students from elementary to university level.

The term "Speaking" is one of the English skills that students must study and practice in colleges. According to the KTSP (School-Based Curriculum) (2006) syllabus for universities' English subjects, the purpose of focusing on teaching speaking in the classroom is to prepare students to meet the requirements in the language competencies. The basic task for English speaking in university curricula is that students are able to communicate meanings or messages verbally and fluently in everyday situations. A prerequisite of the teaching-learning process is for students to be able to perform a basic short monologue in the form of a novel. In colleges, the instructor often discovers incompatibilities between the condition of students' speaking ability and the curricular requirements.

In this regard, Nunan (1991, p.39) argues "the success in speaking is measured through someone able to carry out a conversation in the language". Therefore, students' skill to converse is a critical element of teaching speaking, and it becomes much more

critical to the effectiveness of language education when language serves as a system for conveying meaning. In most non-English speaking countries when teachers conduct teaching practice, there are difficulties in English classes, particularly in speaking. As shown by the difficulties they have while constructing a phrase to speak, students are unable to communicate effectively in English. Consequently, it takes them some time to consider what they need to say.

2.5.1.1. Techniques for Educating Speaking

According to Ur (2012), the following are some of the techniques to be considered:

1. Discussion

a- Providing descriptions of images

These methods may be used with students of any English proficiency level, with the difficulty level varying according to the learner. It is expected that students would explain a single image or a series of photos in a sequence of events.

b- Pictures are different in

It is a kind of action that takes advantage of information gaps. Two students are given a distinct image, and they are expected to identify the differences between them by conversing with one another. This exercise has the potential to generate a large number of meaningful questions and response exchanges.

c- Things that everyone has in common

Students are expected to walk in the class and direct questions to their classmates about something they share in common throughout this exercise. After that, students are expected to provide the class on what they have discovered. By focusing on the qualities that all of the participants have in common, this exercise may help foster a sense of community among them.

d- Problem-solving techniques

The pupils are presented with issues that they must debate and solve. This exercise is excellent for encouraging students' participation and motivation in class.

2. Role-plays

a- Interactions with others

It is necessary for the students to remember a brief dialogue that has been given to them. Though this exercise is a little bit out of date these days, it is beneficial for beginners or pupils who are less confident.

b- Plays

This approach serves as a continuation of the conversation strategy. Plays may be performed that are based on anything students have read and are written by students and teachers, or plays can be performed that are based on literary books.

c- Simulations

Because the goal and scenario presented in this exercise are entirely fictitious, students are instructed to converse with themselves throughout this activity.

d- Role-play

Students are given a job or an issue to solve, and they are then expected to do it. Occasionally, instructors may give students a role card to use during this exercise. A card contains scenarios and subjects that students may utilize as cues while speaking in front of a group (ibid).

3. The skill of speaking at both the micro and macro levels

When we talk about micro-skills, we are talking about the ability to produce the smallest fragments of language like "phonemes and morphemes, words and collocations, and phrasal units". Using the term "macro-skill" refers to the speaker's ability to concentrate on bigger aspects, such as "fluency, discourse, function, style, coherence, nonverbal communication, and strategic choice".

2.5.1.2. Significance of Speaking

To talk about the significance of speaking, we should know what is a language? According to Chomsky (2002, p. 1), the term "language" "is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species". We interact with people in order to convey our

views and learn about the opinions of others. Wherever there is speech, communication occurs. We cannot converse with one another without speaking. Thus, speaking abilities are critical for language learners of all levels. Without communication, a language becomes nothing more than a text. Language usage is a social activity that occurs inside the boundaries of our society. Language is used in a wide range of circumstances. Individuals in their jobs, such as researchers working in medical laboratories or language laboratories, are expected to talk clearly and efficiently in order to facilitate communication with one another. Any communication breakdown leads to misconceptions and issues.

While proficiency in all four language skills, listening, speaking, reading, and writing, is necessary to become a well-rounded communicator, the ability to speak effectively offers the speaker with many unique benefits. As for Brown and Yule (1983, p.9), they argue "Speaking is the skill that the students will be judged upon most in real life situations". The ability to articulate one's ideas, views, and emotions via the use of meaningful words confers various benefits on the speaker. The satisfaction that comes from sharing one's thoughts with others is immeasurable. When we communicate with others, we get greater knowledge for ourselves, as Robert Frost once states: "I am a retrospective novelist; I speak in order to understand, and I teach in order to learn." Without a doubt, clarity of speech mirrors clarity of thought.

2.5.1.3. Categories of Classroom Speaking Performances

Brown (2001) outlines six types of oral productions that students are encouraged to engage in during class. These include the following:

1. Imitative: An imitative speaking is a form of accent practice or attempting to isolate a certain vowel sound. It is carried out with the intention of concentrating on a specific aspect of language form rather than meaningful engagement. Typically, this task is performed by listening and repeating the sentences.

2. Intensive: When compared with imitation, intense speaking includes any kind of performance that is intended to improve one's command of a grammatical element of their second language. It may take the shape of self-directed or collaborative effort.

3. Responsive: The term "responsive speaking" refers to the ability to respond to inquiries or remarks in a meaningful and genuine manner.

4. Transactional: In this instance, the transaction is just verbal or conversational. It is an expanded version of a responsive language that is used to communicate or exchange particular information.

5. Interpersonal: The term 'Interpersonal speaking', like transactional speaking, takes place in a conversation. It is more concerned with preserving social connections than with transmitting facts and information. These discussions are a bit more challenging for learners since they may include "slang, ellipsis, sarcasm, a casual register, and so on." This often results in trainees having difficulty comprehending the language or even being misinterpreted.

6. Extensive: while extensive speaking is often in the shape of monologues, higher levels are sometimes asked to provide long monologues in the case of verbal reports, summaries, or even brief addresses. Each of the categories above may be applied according to the students' level and competence.

2.5.1.4. Assessments of Speaking

According to the "IELTS" Australia, British Council, and Cambridge English Language Assessment Criteria (22 December 2015), assessing students' speaking skills requires them to demonstrate the following four competencies:

- a. Vocabulary.
- b. Fluency.
- c. Grammar.
- d. Pronunciation.

2.5.1.5. Speaking activities in the classroom

According to Harmer (2007), numerous contemporary classrooms speaking activities lie towards the communicative end of the communication continuum.

Additionally, the following exercises assist students in developing their ability to practice speaking as a skill:

1. Activities of Information-gap: The term "information gap" refers to a situation in which two speakers have various pieces of knowledge, and they can only complete the entire picture by exchanging the information. Because they have various information bits, there seems to be a "gap" between them.

2. Favourite topics: This is a method of encouraging students to discuss their favourite topics, which is a version of motivating learners to share personal experience. Students consider how they would characterize their favorite items regarding when they acquired them, why they acquired them, what they do with them, why they are significant to them, and if they have any related tales.

3. Storytelling: We spend much time telling others tales and anecdotes about things that have occurred to us and other people. Besides, students must be able to narrate tales in English. For increasing the interest of students in reading and storytelling, teachers may advise the students to repeat tales they have read in books, discovered on the internet or in newspapers like retelling is a worthy manner of provoking the activation of previously acquired or learnt language.

4. Meetings and greetings Students: To practice, students should act out a business/formal social event in which they will be introduced to many individuals.

5. Questionnaires: A Questionnaire may be used to encourage students to interview one another. They might, for example, create a survey on how people spend their holidays.

6. Well-known persons: Students are asked to think of six well-known persons. They must choose the most appropriate present for each individual. On the other hand, we may ask students in groups to decide on six famous individuals they would most want to bring to dinner and what topics they would like to discuss as well as what kind of cuisine they would serve them, and so on.

7. Presentations by Students: Students present a lecture about a particular topic or individual. In order for the presentation to be perfect, students must be given enough time to gather data and organize it appropriately.

8. Debating with a balloon: A bunch of college students are in the basket of a balloon that is losing air. Only one individual has the ability to remain in the balloon and live (the others have to jump out). Individual students representing well-known personalities or professions must make a compelling case for why they should be allowed to be alive.

9. Problems of morality: In this exercise, the students will be provided with an issue of morality and are asked to make a choice on how to address.

2.5.1.6. Characteristics of an Effective Speaking Activity

According to Underhil (1987), there are several characteristics of an efficient speaking activity, which includes the following:

a. Students talk a lot: Student talk takes up as much time as feasible as the time allotted to the activity in order to maximize its effectiveness. Even though it may appear apparent, most of the time is eaten up by teacher discussion or pauses.

b. Participation is even: There is an equal number of participants, no one group of students dominates the classroom conversation; everyone has an equal opportunity to speak, and participations are evenly divided among all participants.

c. Motivation is High: The students have a high motivation to speak. They want to talk because they are interested in the subject and have something fresh to say about it, or because they want to make a positive contribution to the achievement of a task goal.

d. The degree of language proficiency is adequate

Relevant statements are used by students to express themselves, readily understandable to one another, and of a sufficient degree of linguistic correctness to be considered acceptable.

2.5.2. Reading

According to Elish-Piper (2010), the fluency of reading is defined as the capacity to read a text quickly and effortlessly. Reading fluency is comprised of four components: "accuracy, speed, expression, and comprehension". Each component is

critical, yet no one component is sufficient on its own. Elish-Piper (2010) argues that a fluent reader can synchronize all four characteristics of fluency in the same sentence or paragraph. These components are as follows:

1. Accuracy is critical for establishing fluency. The students must be able to read words effortlessly, without having to stop and sound them out or break them down into pieces. When students can read a text correctly and effortlessly, they may focus their attention on the text itself rather than investing all their efforts in deciphering the words.

2. Speed: Students who read fluently read quickly. This translates to a rapid rate of reading. The word "rate" does not imply that students ought to read as quickly as possible. To achieve fluent reading, the rate must be balanced with "accuracy, expression, and comprehension". For instance, if a student reads rapidly but does not read with expression or comprehension, he or she is not fluently reading.

3. Expression: The capacity to read in a manner that seems like spoken language is referred to as an expression in fluency. This requires the student to read aloud with appropriate emotion, pausing for periods and commas, and emphasizing keywords. The expression indicates that the student comprehends the text.

4. Comprehension: Fluency serves as a link between the ability to decode or read words and the ability to understand or grasp what is read. The true purpose of reading fluency is to assist students in reading a book fluently so they can concentrate on comprehending what they read. While the human's brain is incredible, it is limited in its ability to do several things concurrently. If a student has difficulty identifying words, the child's brain must devote all of its attention to word identification rather than comprehension of what is read. Reading fluency occurs when a student can integrate accuracy, pace, expressiveness, and understanding.

According to Graesser (2007, p. 6), reading fluency is a "cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspect of comprehension". Finding the writer's point of view indicates that the readers have comprehended what they have read. Furthermore, reading is not as straightforward as we would expect. As a result, students must put in significant efforts to master this ability. However, there are many different methods to read depending on the reader's goals. These include skimming, scanning, intensive reading,

and extensive reading, among others. The act of skimming is performed when we wish to read a newspaper just to find out the headline or when we are in a hurry. Then, when we want to know which television stations are broadcasting at a specific moment, we do scanning of the channels. When someone wants to read in-depth, intensive reading is the method of choice. Lastly, while reading for pleasure, we utilize extensive reading to maximize the enjoyment of the activity. The researcher will concentrate his or her efforts in this section on teaching reading to first-year students in senior high school. As a result, all of the various reading strategies will be used in the students' reading practice.

2.5.2.1. Significance of Reading

The two most important motivations for reading are getting knowledge and enjoying something to read for enjoyment (Grellet, 1981). When reading for enjoyment, readers can skip whole parts if they feel them to be either too difficult or too tedious to continue reading. They may pass over the words that they do not comprehend, particularly if they believe that they are following the main idea of the discussion. The sole criterion for this is that the audience must quickly understand the narrative or the primary concept. While reading for information, scanning abilities are improved, reading accomplishment is increased, and the ability to synthesize the author's ideas is developed (Krashen, 1987).

In his book, Krashen (1987) argues that allowing students to read in English is essential for various reasons, including the following:

1- Reading is a vital ability for many foreign language students. Even when dealing with manual instructions or even fiction, many students can read efficiently and successfully.

2- It is essential to read in a foreign language because it allows students to see the written form in action.

3- Frequent reading increases exposure to the language in a manner that aids in acquiring the language itself, whether consciously or unconsciously, via repetition.

2.5.2.2. Exercises on Reading Skill

According to Gower et al. (1983, p.15), reading "is an activity to understand the idea of a writer that had been embodied in a passage or text". Additionally, many variables may influence comprehension of reading material, such as the reader's prior knowledge. It affects how someone comprehends the meaning of a reading text since it begins with the words, phrases, sentences, and paragraphs that comprise a text. Students are urged to get acquainted with such words. As a result, the teacher's responsibility is to educate and ensure that the students comprehend the words. It was stated that the following activities might be used to improve one's reading ability:

a. Word Study: It was created to assist students in discovering the meaning of new words that they encounter in a book. Students may approach the instructor or their peers for assistance throughout this part of the study. Furthermore, they may deduce the meaning from the context cues that are provided.

b. Sentence Study: The sentence study comes after the word study as the following activities. It was created to assist them in distinguishing between phrases and sentences that were almost identical in their structure. Furthermore, it is intended to enhance their understanding of the phrase by examining the complicated grammatical structure used in it.

c. Paragraph Study: Paragraph study aims to improve students' understanding of how to connect the ideas from multiple sentences together. In addition, students would look for the interpretation that is included within the text.

d. Reading Speed: This activity is concerned with reading and the passage of its time. Its purpose is to increase the speed with which students read by training them to do so.

2.5.2.3. Reading and Reading Comprehension

The impression of reading is "an active process of comprehending [where] students need to be taught strategies to read more efficiently (e.g., guess from context, define expectations, make inferences about the text, skim a head to fill in the context, etc.)" as described by Grabe and Stoller (2002, p. 193).

In addition, Reading Comprehension is defined by Booth (1998, p. 10) as “students need to be able to internalize what they read and then make connections between what they read and what they already know”.

For Peter and Rodgers (2006), the word "reading" necessitates the acquisition of all of the following skills:

1. The abilities and information necessary to comprehend how phonemes or spoken sounds are translated into a text.
2. The capacity to read fluently and effectively.
3. The capacity to comprehend words that are new to you.
4. Enough background knowledge and vocabulary to aid in the development of reading comprehension.
5. The development of suitable active methods for deriving meaning from printed textual information.
6. The creation and preservation of a reader's desire to continue reading.

2.5.2.4. Types – Procedures – Types of reading

Reading in a variety of ways may lead to a variety of different effects. Choosing the proper one may make a significant difference in your ability to achieve your objectives. Furthermore, expanding your reading habits to provide a variety of various genres of reading can help you become a better writer and public speaker as you go through life. It is possible to communicate thoughts more precisely and clearly if you work on improving your communication abilities. It is not always simple to communicate your point of view. Reading, on the other hand, provides you the ability to comprehend diverse points of view. Therefore, developing a reading habit may be beneficial both in the short and long term. In accordance with Patel and Praveen (2008), there are five different types of reading methods that may be employed:

1. Skimming

Skimming, also known as gist reading, is the process of skimming a book in order to get the central concept. The readers do not need to pronounce every word in the text; rather, they concentrate on the primary topic or core of the text. Reading

periodicals or newspapers and seeking names in a phone directory are examples of "skimming".

2. Scanning

When reading any passage, the reader must skim through words in order to reach one specific piece of information. It is necessary to reject or ignore unnecessary information from the texts in order to discover a particular piece of data, and this process is called scanning.

3. Intensive Reading

Intensive reading takes much longer to complete than scanning and skimming since it requires the reader's close attention to detail. It entails careful reading with the aim of enhancing the precision of understanding. So, the readers ought to understand the meaning of each and every word in this passage.

4. Extensive reading

When you read a lot, you put more focus on fluency and less attention on accuracy. It generally consists of reading for enjoyment, and it is more of an extracurricular activity than a classroom one. It is highly improbable that readers would engage in extensive reading of a book that they do not find appealing.

5. Critical reading

Critical reading has a unique position among the several sorts of reading techniques available to readers. The correctness of the facts and information is checked in this type. It is your responsibility to study the concepts presented and examine them till you reach a decision. When using this strategy, you would need to use your critical thinking skills. When reading the news on social media, seeing provocative advertising, or reading publications, critical reading is often utilized to form an opinion.

2.5.3. The Concept of Novel

According to Prah (2021), a novel is a literary work of fiction that chronicles the tale of particular human occurrences across time which is often several hundred pages long. The most obvious distinguishing features of a book are the prose style,

length and the fictitious or semi-fictional subject matter that is explored. Unlike works of epic poetry, it recounts its tale in prose rather than verse; similarly, unlike short stories, it presents a long narrative rather than a small selection of passages from other works. In addition to these characteristics, the novel is distinguished as a literary genre by several additional characteristics.

According to Dryden & Dryden (2020), they state by Burgess as cited in Encyclopedia Britannica (2020), in prose fiction, a novel is a long-form narrative that recounts a story over a prolonged period of time. Novels have been around since Murasaki Shikibu's Tale of Genji was published in (1010s), whereas European novels first appeared in the early seventeenth century. In recent years, novels have surpassed epic poetry and chivalric romances as the most popular form of narrative, focusing on the individual reader's experience. Novels are now available in a wide variety of subgenres.

2.5.3.1. Teaching Novel

To a large extent, novels are concerned with recounting specific events in people's lives, thereby providing a more intimate and nuanced picture of these individuals and the society in which they live. According to Doody (1993), novels, more than previous forms of writing, are usually concerned with exploring inner emotions and thoughts, as well as complicated, even contradictory concepts or values, among other things. It is not only the novels themselves that are more personal, but also the experiences of reading them that make them more personal. While epic poetry and other kinds of the narrative were intended to be read or absorbed by a large audience, novels are intended to be read or consumed by a single person.

For a work to be called a novel, Doody (1993) states that it must have the characteristics listed below:

1. Written in prose, in contrast to poetry, is written in prose. Different narrators may possess varying levels of expertise or have opposing viewpoints "first-person versus the third person and so on". While there are certain types of styled novels, such as "epistolary novels", the primary difference here is between poetry and prose.

2. Containing a significant amount of text/word count: The text is lengthy and has a high number of words. However, there is no precise word limit that automatically qualifies a work as a novel. In general, a short book would be classified as a novella, and anything shorter than that would be classified as a short fiction or flash fiction.

3. The material is fictitious. Some novels are semi-fictionalized (for example, historical works that actual events or people inspire), but a work of pure nonfiction would not be classed as a book.

4. Finally, individualism is highlighted on the pages as well as in the target audience.

In the general public's everyday lexicon, novels have been associated with fiction rather than realism, and this association has become stronger over time. For the most part, this connection is genuine: not all fiction is novel-length fiction, but all novels are novel-length fiction. When it comes to nonfiction prose works of the same length as a book, they may be classified into several different genres, such as history, biography, etc. (Ibid).

Many novels, even though they are works of fiction, include elements of real-life human history. There are many different types of historical fiction, ranging from full-fledged novels of historical fiction that focus on a specific era in history or depict semi-fictional narratives about actual historical figures to works of fiction that exist in the "real" world with all of the baggage and implications that come with that. In addition to the historical fiction, there are works of historical nonfiction from the early modern period that have been enriched with unverified legends or made-up speeches for dramatic effect. Despite this, we can generally presume that when we speak about novels, we are talking about works of narrative fiction for the sake of this discussion (Ibid2).

2.5.3.2. Types of Novels

According to Kuiper (1995), it is possible to find novels in every manner conceivable, with each author bringing his/her own distinct style to the table. However, several main subgenres tend to account for a significant portion of the market, even though many more genres (and mash-ups of genres) are available.

Therefore, Kuiper (1995) showed a few types of the main kinds of novels in the following:

1. Mystery novels

The mystery novel plot revolves around a crime that must be solved, which is often premeditated murder, but it is not always so. The conventional structure will feature a main character (who may be a professional or an amateur detective), accompanied by a supporting cast of characters who will either assist in solving the crime or be suspects. The investigator will sift through information, including false leads and red herrings, throughout the narrative in order to solve the case. In the mystery genre, you will find some of the most well-known books of all time, such as Agatha Christie's novels, the Hardy Boys series and Nancy Drew and Sir Arthur Conan Doyle's Sherlock Holmes novels. For example, "and Then There Were None" by Agatha Christie is the best-selling mystery book in the world.

2. Science Fiction and Fantasy

The speculative world-building is the subject of both science fiction and fantasy novels, which are two of the most popular genres of novels in today's culture. Even though the boundaries between science fiction and fantasy are often blurred, science fiction generally imagines a world that is different because of technology. In contrast, fantasy imagines a world that is different because of magic or other supernatural powers, as opposed to reality. Early science fiction works included the writings of Jules Verne, and the genre continued through George Orwell's fundamental classics in 1984; contemporary science fiction is a highly popular genre nowadays. Several works in the genre of fantasy fiction, like The Chronicles of Narnia series, The Lord of the Rings series, and Harry Potter, have become some of the most well-known works of Western literature, and they may be traced back to "European epic literature" in their beginnings.

3. Horror/thriller novels

When thriller novels are mixed with other genres, they are usually mystery or science fiction stories. A distinctive feature of these novels is that they are often written with the intent of instilling feelings of dread, suspense, or psychological thriller in the readers. Examples of early forms of this genre are "The Count of Monte Cristo",

which was a vengeance thriller, and "Heart of Darkness", which was a psychological/thriller. Stephen King's books, for example, might serve as more current examples.

4. Romance novels

A few aspects of contemporary romance novels are similar to those of the past: the concept of romantic love as an ultimate goal, the occasional scandal, and intense emotions at the heart of it are all present and correct. In contrast, modern romances are more explicitly concerned with conveying the narrative of a romantic and/or sexual relationship between two or more people. They often follow very precise patterns, and they are almost always needed in order to reach an optimistic or "happy" conclusion. In the United States, romance novels are presently the most widely read genre of fiction.

5. Historical Fiction

As the term implies, historical fiction is simply a fictitious tale that occurs during a certain period of human history that is historically accurate. Some historical fiction tales are based on genuine historical people. In contrast, others are based on fictitious (or semi-fictional) stories or fictional (or semi-fictional) characters who appear in real-life events. *A Tale of Two Cities*, *Ivanhoe*, *The Hunchback of Notre Dame*, and *Gone with the Wind* are some of the most famous pieces of historical fiction ever written.

6. Realist Fiction

In a nutshell, realist fiction is fiction written without regard to genre or style in order to depict stories that might happen in the world as everyone knows it. The emphasis is on accurately portraying objects without the use of romanticism or creative embellishments to enhance their appearance. Realist writers like as "Mark Twain, John Steinbeck, Honoré de Balzac, Anton Chekov, and George Eliot" are among the most well-known of all time.

2.5.3.3. Novel Structure and Elements

According to Watt (2001), there are many ways in which a novel may be structured. A novel's structure will most often follow a chronological framework, with

narrative parts being split into chapters. Nevertheless, it should be noted that this is not the only structural choice available to writers.

1. Taking the Story and Dividing It

Chapters are often centered on a specific section of the novel tied together by characters, subject, or a specific narrative point. Chapters in longer novels may be joined together into even more prominent parts, which may be organized according to a time period or a more significant chunk of the story's overall plot. An essential aspect of a novel is the split of the narrative into smaller "chunks". In fact, a brief story not requiring such divisions is likely, not long enough to be classified as a full-length novel.

2. Chronologies and Viewpoints

Novels may be structured in a number of different ways, depending on the author's preferences. Instead of presenting a narrative chronologically, the plot may switch between various time periods in order to sustain suspense or convey a thematic point. Novels may also alternate between the viewpoints of many individuals, rather than concentrating on a single character as the primary protagonist. In order to present the story, a novel may be presented in the first person from the narrator's perspective, or in the third person from an outside narrator, and with various degrees of knowledge.

3. Structured in Three Acts

Regardless of the historical period, the narrative of a book will often follow a three-act form, which is known as the "Three-Act Structure". The first few chapters will be devoted to acquainting readers with the primary cast of characters and the tale's setting before a particular event, which is often referred to as the "inciting incident," upends the status quo and ushers in the "true" narrative. From then, the narrative (which is now in "Act 2") will begin a sequence of difficulties as the protagonist attempts to achieve some objective while meeting hurdles and achieving minor goals along with the story events. An important turning point in the plot will almost always occur halfway, raising the stakes and building anticipation for the emotive and narrative climax towards the novel's end. Finally, "Act 3" is concerned with the conclusion and its ramifications.

2.6. Previous Studies

This section is unbiased in that it examines what has been done by other writers on the same themes as those covered in this section, which is story reenactment. This evaluation of the literature will cover some key elements, such as the aims, the sample, the procedures, and some of the findings reached by previous studies. In Otto's (1982) study, the focus is on the scale "Emergent Reading Ability Judgments for Favorite Storybooks" to provide an enlightening description of children's emerging reading behaviors throughout a school year course. In two reenactment interviews, children's age ranges from (2,5-5) years old and registered in "a daycare center classroom" were asked to participate. One interview was conducted with a commonly used predefined book, and the other interview was conducted with a child-selected favorite storybook. After videotaping and transcribing the interviews, they were scored using the ERAJFS scale. The results indicated various activities ranging from labelling and commenting at the low end to independent reading at the high end. Despite the fact that the preschoolers had not yet gotten formal reading instruction in preparation for these other tasks of literacy, their reenactments of storybook scenes revealed an increasing understanding of written language.

In another study by Schierholt (1994), dramatic play and narrative reenactments were used in a classroom study project in Alaska to investigate the function that these methods of teaching and learning play in young children's development. After reviewing the literature, she discovered some familiar elements that assisted the teacher in eliciting successful dramatic story reenactments through selecting familiar books or stories, and trying to encourage stories adaptations to meet the necessities of the group and direct and avoid getting too caught up in the performance of final production. For the first few minutes, the teacher and the students acted out well-known fairy stories and folktales together. In order to focus on reenacting "The Three Little Pigs," and reenacting the story of "The Three Billy Goats Gruff", the 12 students in the class divided themselves into two groups. Afterward, they expressed an interest in having their tales reenacted again after watching the other group's performance. The children went on to reenact "fairy tales" that they were unfamiliar with. The inclusion of a puppet stage with various puppets was effective and demonstrated how this creative play develops language, collaboration, narrative

understanding, oral expression, and creativity. The teacher was astounded and delighted by the transformations the kids achieved just by changing their shirts, skirts, or hats. The dress-up section quickly gained popularity in the class. The children improved their high-order thinking abilities as they reenacted their figures and made choices regarding their figures, setting, and plot. They honed their communication skills as they interacted with others' perspectives and learned to compromise while making group decisions. Besides, Sá's (2012) study discussed the effects of two reasoning Narrative Dynamics, training programs and Story Grammar on kids' narrative understanding skills. Additionally, it was examined if reenactment as a post-reading exercise influenced children's narrative comprehension differently depending on which of these two reading programs was used. The two book reading training programs improved children's general narrative comprehension skills, and we anticipated that children in the Narrative Dynamics condition will make more significant improvements than kids in the Story Grammar condition. Furthermore, this is particularly correct when reenactment is conducted in conjunction with a Narrative Dynamic training program. Also, it was expected that these gains would be mirrored in kids' ability to reply to queries requiring inference from their answers. Further, Khasanah's (2017) study was performed on the 1st class students at "MAN Prambon Nganjuk" during 2016/2017. The purpose of this study is to determine the efficacy of utilizing story reenactment in developing students to read narrative texts. The researcher conducted the study using a quasi-experimental approach. The researcher selected 60 students from two groups (X-IPA1 and X-IPA2), 30 students in the first group serving as an experimental group and other 30 students in the second group serving as a control group.

Further, Ardianti (2020) aimed to examine the effects of story reenactment strategies on students' speaking abilities in the 11th grade at this mentioned school above. She gathered data in this research using "a pretest and a posttest". The researcher analyzed the data using a sample paired t-test technique. Concerning the findings and analysis of the data, it was determined that H_a was acceptable at a 5% significance level, as shown by the correlation, indicates " t value $3,618 > t$ table 2.570 ". As a consequence of this study, it is possible to infer that story reenactment has a significant impact on students' speaking skills in the 11th grade of this school.

According to Otto (1982), the main findings of his study showed that the "ERAJFS" could be utilized as a reference to categorize re-enactments of a storybook. Nevertheless, more studies are needed to determine the exact knowledge of a written language that youngsters demonstrate when re-enacting the storybook. Several topics have been researched in relation to storybook re-enactments and emergent reading abilities, including children's dependent re-enactments "i.e., when a child and an adult (read together)", the impact of story style on children's re-enactments, the importance of self-correction in a re-creation of story text, and the importance of child-initiated conversation with the adult during the re-enactment.

As for Schierholt (1994), the main findings of her study showed that the creative dramatics utilization in a school setting—from "elementary to secondary"—has much importance than previously thought. It has been shown via classroom studies and experiences that the students develop higher-level thinking abilities when they make choices regarding characters, setting, and plot by reenacting the stories. As they listened to one another's views and learned to compromise on group decisions, the students acquired excellent social skills. Their spoken language and vocabulary both improved. While they were portraying the character, they practiced using voice and movement of the body to convey the emotions and their characters' personalities. Students were encouraged to use their imagination and ingenuity to create beautiful retellings that helped them personalize and deepen the story's significance for them. Most significantly, the study found that just exposing youngsters to great literature is insufficient. As instructors, we must continue to provide opportunities for students to engage with literature in as many ways as possible then it becomes relevant and a real learning experience.

According to Sá (2012), in terms of the reenactment differential effects on children's narrative comprehension, the findings demonstrated that the children who participated in Narrative Dynamics plus the Story Acting condition gained more understanding than children who participated in Story Grammar conditions, but this was true only for a task that required children to tell a story using only pictures. The theory of mind findings indicated that Story Acting outperformed Art Activity in terms of a second-order theory of mind ability; however, no interaction was seen between the various book reading conditions.

As for Khasanah (2017), it was possible to infer, based on the statistical calculations, that there was a statistically significant difference between using story reenactment in teaching reading narrative text and teaching reading a narrative text without using it. To support this claim, the posttest score of an experimental group was shown to be higher than that scored by a control group. The report of the posttest score included a description of each of these statements. As for the ANCOVA results, the null hypothesis is rejected, indicating that a substantial difference existed between students treated with story reenactment and those treated with collaborative strategic reading. By using Table Parameter Estimates, it demonstrated that the significance level is less than "the alpha (0.00 0.05)". As a result, story reenactment was a successful strategy for teaching the 1st grade students in MAN Prambon to read narrative literature.

Finally, according to the findings of Ardianti's (2020) study, which were acquired via hypothesis testing and data analysis, it can be argued that utilizing the story reenactment strategies has a substantial impact on students' speaking ability of the 11th grade of "MA Asy-Syafi'iyah Airtiris". Furthermore, the "mean difference of 1.71" and the "pretest mean of 12.57" suggest that the activities can increase the change in speech to 13.06% compared to before employing the activity.

Table 1. Summary of Previous Studies

	The Author/s	Title of Thesis or Articles	Aims	Samples	Instruments	Research Design
	Beverly Otto (1982)	"Tracking Emergent Reading Behaviors through Storybook Re-Enactments"	This study aims to discuss ongoing research involving preschool children re-enacting favourite storybooks and the development and assessment of a scale for evaluating emerging reading skills.	Enrollment in classes is limited to a maximum of 25 children, and the number of children has fluctuated during the duration of the study. Two-thirds of students come from homes that pay the full price, with the remaining one-third coming from families who pay a lower tuition rate owing to financial restrictions. Single-parent	The researcher depended on the interviews in his study and conducted a test to get the information he needed by using pre-test and posttest by the video recorder. The video recorder's data was examined and compared with other data sources.	The research design of this study was a qualitative design.

				homes account for slightly less than half of all children in the United States. Children from "Hispanic, Black, East Indian, Iranian, or Oriental families" make up around one-fourth of the population.		
	Schierholt (1994)	"Enhancing Creative Dramatic Play and Story Reenactments in a Primary Grade Classroom"	The purpose of the study in conducting this research was to ascertain the major differences between students who get instruction via narrative reenactment and those who receive instruction through the reading of collaborative strategies.	The 1st-grade students from MAN Prambon Nganjuk Elementary School as a sample. Sixty students were chosen from two grades "X-IPA1 and X-IPA2", with thirty students from the X-IPA1 class acting as an experimental group and thirty students from the X-IPA2 class serving as a control group for the study.	The data of this study was evaluated by using the ANCOVA test using the SPSS program, the students were given a pre and a posttest to gather the data.	The research design of this study was a quantitative design. the posttest score of an experimental group was shown to be higher than that scored by a control group.
	Sá (2012)	"Fostering Preschoolers' Narrative Comprehension through Inference Making and Story Reenactment Training"	The purpose of this study is to assist children in developing story knowledge through the characters' points of view and their coordination, story predictions, and connections between the story and background knowledge.	There was a sample of 51 low-income 4- to 5-year-old who took part in this research, with 12-14 children participating in every condition. Every book reading program was performed with groups of 4-5 participants.	The researcher depended on the observations and by using Story Grammar and Narrative Dynamics which are two inference training programs that have been given to improve preschoolers' narrative comprehension skills and used ANOVA to analyze them.	The research design of this study was quantitative.
	Khasanah (2017)	"The Effectiveness of Using Story Reenactment in Teaching Reading Narrative Text at First Grade"	This study aims at ascertaining the major differences between students who get instruction via narrative reenactment and those who receive instruction through the reading of collaborative	The 1st-grade students from MAN Prambon Nganjuk Elementary School as a sample. Sixty students were chosen from two classrooms. The total number of the sample was sixty	ANCOVA was used as a tool to examine the gathered data in the SPSS program.	The design of this study was a quantitative research because the research depended on a Quasi-experimental design.

		Students of Man Prambon".	strategies.	students in the two classes. Each class contains thirty students.		
	Ardianti (2020)	"The Effect of Using Story Reenactment Strategy on Students' Speaking Ability at Eleventh Grade of MA ASY-SYAFIYAH AIRTIRIS"	The purpose of her study was to assess students' capacity to speak in the narrative text before teaching them utilizing the Story Reenactment Strategy in the 11th class of "MA Asy-syafi'iyah Airtiris", and to assess students' capacity to communicate in Narrative Text after instruction utilizing the Story Reenactment Strategy in the 11th class of "MA Asy-syafi'iyah Airtiris". Finally, she aimed in her study to determine if there is a substantial impact on students' capacity to talk about Narrative Texts before and after the use of the Story Reenactment Strategy in the 11th grade of MA Asy-syafi'iyah Airtiris.	The students in the 2 nd grade at "MA Asy-syafi'iyah Airtiris" throughout the 2018-2019. The number of 11th year students at this school was seven students, including six females and one male.	The researcher used an oral presentation to collect data by using pre-test and posttest and depended on observations to analyze these data.	The research design of this study was a quantitative study because the researcher used a Quasi-experimental design.

Table 1 provides a concise review of the specifics of prior research and the methodology used. The basic components of the previous studies were listed in the table above, including the names of the writers, the titles, the objectives, the samples, the tools that were used in the studies, and the basic design that was conducted by each writer.

3. RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlines the methods that have been implemented to collect the necessary data for this study. In addition, a comprehensive explanation for each of the samples and populations involved and the design of both pretest and posttest is provided. Finally, a discussion of the statistical techniques used to evaluate the data gathered is presented.

3.2. Research Design

This study depends on quantitative research by applying the experimental design. According to Blog (2020), the experiment design is the most well-known kind of study design for people working in the physical sciences and a wide range of other disciplines. This is mostly due to the fact that experimental research is a traditional scientific experiment in the same vein as those conducted in high school science courses. Bhat (2020) argues that the experimental design is carried out using a scientific method and involves the use of two groups of variables. The first group serves as a control, whereas the second group is used to calculate the differences between the first and second groups. Experimental is common in quantitative research approaches.

According to Helmenstine (2020, August 27), the steps of experimental research design include the following:

- A. Make a list of observations.
- B. Create a hypothesis to be tested.
- C. Construct and carry out an experiment to test the hypothesis you developed.
- D. Make a judgment on the findings of the experiment.
- E. Approve or disapprove the hypothesis.
- F. Develop and test a new hypothesis if one is required.

Kirk (1995) states that this design contains some procedures **a)** It involves randomly choosing students and dividing them into two groups, the first one is named experimental and the other one is named control. **b)** Determining some variables more or less balanced amidst the students in the (Ex) group on the one hand and in the (Co) group on the other hand. **c)** Only the experimental group received the administration of the independent variable. **d)** The control has the identical teaching materials that were given to the experimental group, but in a more conventional manner. **e)** Conducting a follow-up test with both groups of students. **f)** Employing statistical techniques to examine the data gathered and determine the final findings.

Table 2. Experimental Design of the Study

N	Groups	Pretest	Independent variable	Posttest
1	Experimental Group (Ex)	Pretest	Story Reenactment Strategy	Posttest
2	Control Group (Co)		Conventional method	

Therefore, as showed in **table 2**, an experimental design, in a nutshell, outlines the independent and dependent variables of a research and explains how the randomization and statistical components of the investigation will be carried out. The fundamental goal of developing an experimental design should be to establish a statistical correlation between the independent and dependent variables. A secondary goal is to acquire as much information as feasible while using as little resources as possible (ibid).

3.3. Population and Sample

The Population of the Study This study's total population consists of (110) 3rd class year students from Al-Salam University College in Baghdad city who attended university throughout the academic year (2021-2022). The term "population" refers to the participants who participate in a study. According to Creswell (2012, p. 142), a population is "a group of students who have the same specifications". Because each individual or object is independent and has an equal chance of being chosen from

among the population, a random sample estimate of a population value can be calculated by taking the average of the samples. In other words, the sampling strategy is the approach that is used to choose a sample from a large number of individuals.

As for Arikunto (2010, p. 22) "the population is the whole topic of a study, while the sample is a subset of the researched population". Therefore, he argues that the population is the whole study topic, while the sample is a subset of that population. Without a doubt, the populations consist of all people who are associated with the subject of a study. However, the sample is a tiny portion of the overall population that is considered to be representative of all populations in the study, as explained in Table 3 below.

Table 3. The Study's Population

N	Area Name	University Name	Number Students
1	Baghdad Al-Karkh	AL-Salam University College	110

The Sample of the Study

According to Shukla (2020, p.7), the sample "refers to the small amount of something that gives the information about the thing, it is taken from". The students are classified into two groups which randomly chosen to serve as the (Co) and (Ex) groups, respectively, with 80 participants in a total number. (40) Students make up the Co group, (40) students make up the Ex group, whereas (30) were for the pilot study, as explained in Table 4 below.

Table 4. The Study's Sample

Groups	Population No.	Repeaters No.	Sample No.	Pilot studies No.
Experimental	63	7	40	16
Control	60	6	40	14
Total	123	13	80	30

3.4. Analysis of Data

This study consists of (110) participants, depending on a quantitative research design by applying the experimental approach. The researcher relies on (SPSS) system to analyze the the samples collected from the participants during the pre- and posttests.

3.5. Data Collection Methods

The current study uses an experimental research design through using the story re-enactment strategy and its application on third-year students at AL Salam University. The researcher relied on the pre and posttests to test the students. The data were gathered in four weeks. Through pre and posttests, students reflect on the extent to which they benefited from the story re-enactment strategy in building their fluency in speaking and reading.

This study focuses on using a story re-enactment strategy for EFL students through the use of quotations from the novel "Hard Times" to motivate students to improve their language abilities and fluency in reading and speaking. Students were given a pre-test to determine their linguistic and scientific level, followed by the use of the story re-enactment strategy to enhance students' speaking and reading fluency. Finally, the students were tested through the posttest to see the extent of the impact of this strategy on the students' fluency in reading and speaking.

3.6. The Experimental and Control Groups' Equivalence

According to Good et al. (1978), achieving valency between the (Ex and Co) groups that may affect the achievement of students of their age, general English language level, and their parents' education level requires the necessary handling of managing the following variables below.

3.6.1. Students' Age

The researcher calculates the age of the students in months until the first of December (2022) to identify whether there was a noticeable difference in their age as detailed in the appendix (G). It has been demonstrated that when the formula of t-test is applied to two independent groups, according to the results of the experiment between the experimental and control groups, there is no statistically significant difference in their age because the means values of the (Ex) group are (266.78) and the (SD) is (12.10), whereas the means values of the (Co) group are (264.13) and the (SD) is (13.71). After accounting for the level of significance and the freedom degree (78), the calculated t-value is (0.92). This is considered lower than the tabular value, that is (1.99) at the significance level (0.05). Following this, it can be concluded that the age distribution of the two groups' students is similar according to Table 5 below.

Table 5. Students' age in the mean, standard deviation, and t-value

Groups	No.	Mean	SD.	T-Value		DF	Significance Level
				Calculated	Tabulated		
Ex.	40	266.78	12.10	0.92	1.99	78	0.05
Co.	40	264.13	13.71				

3.6.2. Parents' Level of Education

3.6.2.1. Fathers' Level of Educational

The chi-square calculation is followed to determine whether any statistical significant differences exist in fathers' educational levels of the students who participated in this study. The findings refer that the chi-square as a calculated value is (1.41), and this confirms that it is less than the tabulated value (11.07), at a freedom degree (5) and a significance level (0.05), thus indicating that there is no statistical significant difference between the (Ex) and (Co) groups in terms of the educational level of students' fathers, according to the results in Table 6 below.

Table 6. The Value of Chi-Square for the Level of Fathers' Education

Education Level	Group		Total	Value of Chi-Square		DF	Significance Level
	Ex.	Co.		Calculated	Tabulated		
Bachelor	8	11	19	1.41	11.07	5	0.05
Diploma	3	2	5				
Higher studies	1	1	2				
Illiterate	2	3	5				
Primary	7	8	15				
Secondary	19	15	34				
Total	40	40	80				

3.6.2.2. The Educational level of Mothers

When the formula of chi-square is used, it is discovered that both groups are equivalent in terms of their mothers' educational level. In terms of a freedom degree (5) and a significance level (0.05), the calculated value is (1.22), and this is lesser than the tabular value, which is (11.07), thus resulting in a discrepancy between the two values (0.05). This implies that there is no statistically significant difference between the (Ex) and (Co) in terms of this metric according to Table 7 below.

Table 7. Educational Level of Mothers and its Value of Chi-Square

Level of Education	Group		Total	Value of Chi-Square		DF	Significance Level
	Ex.	Co.		Calculated	Tabulated		
Bachelor	5	6	11	1.22	11.07	5	0.05
Diploma	1	2	3				
Higher studies	1	2	3				
Illiterate	6	5	11				
Primary	15	12	27				
Secondary	12	13	25				
Total	40	40	80				

3.6.3. Students' English Language Proficiency in the Previous Academic Year

The students' performance in English during the previous academic year (2020-2021) can be evaluated and compared with their performance in the current academic

year as shown in Appendix (B). Concerning the (Ex) and (Co) groups, there is a statistically significant difference in the mean values (62.93) and with standard deviations (10.50) for the (Ex) group and (61.95) and (8.90) for the (Co) group, respectively. It is discovered that, given the freedom degree (78) and the significance level (0.05), that the t-value calculated is (0.45) lower than the T-value tabulated (1.99), which indicates that it is statistically less significant than the tabular value (1.99). In terms of previous accomplishments, this result demonstrates that there is no statistically significant difference between the two groups, as seen in Table 8 below.

Table 8. Mean Scores, Standard Deviations and T-value for the Students' Achievement in English in the Previous Academic Year

Group	No.	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Ex.	40	62.93	10.50	0.45	1.99	78	0.05
Co.	40	61.95	8.90				

3.6.4. Students' English Language Proficiency in the Pretest

Using students from two different groups (Ex and Co), the researcher administered the Pretest to them. The results showed that the (Ex) group received (50.70) in the mean score and an average standard deviation of (5.84). In contrast, the results showed that the (Co) group received (51.65) in the mean score and (5.04) as a standard deviation. Therefore, this study demonstrated using a T-test of two independent groups concerning the mean scores to ensure that there are no statistically significant differences obtained in each group's participants when the results of the two groups are subjected to a comparison of their mean scores (0.05). As can be seen in the accompanying table, the computed t-value (0.78) is less than the tabulated value of (1.99), and the freedom degree (78) shows that the two groups were equal in the pretest, as in Table 9.

Table 9. The Value of T-Test for the Ex. And Co. Groups in the Pre-test

Group	No.	Mean	SD.	T-Value		DF	Significance level
				Computed	Tabulated		
Ex	40	50.70	5.84	0.78	1.99	78	0.05
Co	40	51.65	5.04				

3.7. Educational Materials

The content given to the two sets of students is (Hard Times, textbook), consisting of two chapters with eight lessons. The content is divided into two sections: the Student Book "Hard Times" and the Videotape. Each fourth item is a re-examination of the preceding three. The researcher taught 80 Iraqi students in English:

Therefore, the teaching material for the novel "Hard Times" has been restricted to two chapters from the novel book for the third university class at AlSalam University College. Each of these chapters has been defined according to the annual plan provided in the teacher's book. It is restricted to reading the passages and speaking the limited quotations that will help you improve your reading and speaking abilities.

It was decided to conduct the experiment for this research during the 1st semester of the academic year 2021 – 2022. Starting on the ninth of October, the two study groups worked together for about twelve weeks, until the 4th of January, 2022, when the study was concluded. In the (Ex) group, students are taught using the Story Reenactment Strategy, whereas in the (Co) group, students are taught using traditional way.

3.7.1. Plan of Lesson

The lesson plan period of this experiment lasts (10 weeks). Tankersley (2019) defines a lesson plan as a road-map that teachers use to direct students through a learning process. A typical goal statement comprises the objective (what students really have to acquire), how the goal will be attained (the delivery method as well as procedures), and a technique to assess how effectively the goal was achieved "usually via homework assignments or testing". An educator's goals for what learners

must achieve and how they should acquire the topic are outlined in this plan. When it comes to Tankersley's lesson preparation objectives, he states them as follows:

A. To prepare the teacher to be enough aware of the objectives and the lesson linguistic content they are teaching.

B. To assist instructors in differentiating between the many phases of a lesson and understanding the connection between them.

C. To demonstrate to instructors how to create a straightforward lesson plan.

D. To master the process of education by the teachers.

The required lesson plan is created in advance of the class. The lesson plan for the control group is developed by the guidelines provided in the teacher's guidelines. The experimental group's lesson plan is developed based on the Story Reenactment Strategy's guidelines.

3.7.1.1. The Experimental Group Will Be Taught Using A Lesson Plan Developed For Them

Subjects: The novel "Hard Times".

The Study Date: The Story Reenactment Strategy began on the 10th of October, 2021, and will continue until further notice. The pre-test was carried out on that particular day.

Students from the 3rd class at Al-Salam university College are in this class and section.

Fifty minutes is the time limit.

In the novel "Hard Times", the teacher discussed some topics from two chapters about the fact and fancy, the role of Sissy Jupe, and the main message that Gradgrind wants to communicate to the students in hard times using some quotations.

Seating Arrangements: It has been decided to reorganize student seating arrangements into paired groups.

The following materials are required: students' books, specific quotations, a board, characters, additional notes, and photographs in the text.

The following are the objectives:

-To enhance students' speaking and reading abilities via the use of the story reenactment strategy.

With this strategy, the student will be guided through the process of reformulating the text and making use of past information, as well as strengthening their public speaking abilities.

-Encourage students to read in groups.

The students achieve the following objectives: -Listen carefully to the instructor when he or she is reading the material.

-In two groups, discuss all the events that took place in the novel.

- Make a list of the most important points in speaking.

-Make a concise summary of them.

- Discuss the draft summary with your group and come to a consensus.

Warm up: 5 minutes

- For warming up, the researcher wrote down this term "story reenactment strategy" on the board to make a brainstorm for students before starting teaching the lesson to make the students be familiar with this strategy and its procedures.

Lesson Plan Procedures: 20 minutes

1-The students are divided into self-selected twenty pairs as the total number of the experimental sample is (40).

2- Teacher started reading the text.

3-Students listened attentively to the collected idea about the text.

4-The teacher asked his /her students to reconstruct the text by using their own ideas.

5-Students worked in pairs.

6-Each member presented assistance to his/her classmate. The good students try to clarify the topic of the text to her/ his weak classmate.

7- Pairs of students complete the reconstruction of the text in their own words.

8-The teacher's role is to notice pairs while they were achieving their task in the limited time that he/she mentioned to the students.

9- Each pair reads its own work.

Discussion in the class: 10 minutes

1- The emphasis is on the importance of reading and speaking skills.

2-Each pair presents their vocabulary knowledge and ideas in reading the text.

3- A pair of students compares its own reading with other groups to find out the similarities and differences. This will be a self-estimate for the students.

4-Under the teacher's guidance, all the pairs together make a discussion between themselves.

Evaluation: 5 minutes

1-The teacher evaluates the students' reading (the reconstruction of the text)

2-The teacher assesses the way of presenting their ideas, knowledge, and giving a quiz at the lesson's end to check students' understanding.

3.7.1.2. The Plan of Lesson for Teaching the Control Group

Date: 10th October / 2021

Grade and section: Third university class, English Language Department

The Lesson Time: 9.55-10.45

Resources: "Hard Times" (Chapters one and two)

Tools used: Quotations, board, props, and characters.

Topic: Reading the quotations (pages 12-20)

Book: **Hard Times Novel.**

Seating Arrangements: Seating arrangements for students are maintained in their traditional configurations.

Aim:

-Improve reading and speaking abilities.

-Enhance the students' self-confidence to speak and read in English.

-Encourage collaborative working.

Objectives:

The students are able to:

-Listen attentively to the teacher while he/she is reading a text.

-Discuss all the events in the text (quotations) in pairs.

-Choose the main ideas in the text.

-Summarize them.

-Read the draft summary and discuss it.

Warm up: 5 minutes

Read the quotations and the text and ask the students to speculate on the content of the text. Then, present the new vocabulary, tell the students to read, speak, and reenact the quotations with each other, and then read the quotations quickly to find the mistakes and treat them. Finally, review the lesson to comprehend the new information and the main idea of the topic.

Procedures: 40 minutes

Level 1: (10 minutes) Read and focus on vocabulary

(Student's Book "Hard times" p.12)

The students are required to review the limited quotations carefully, focus on the correct pronunciation of the words, extract the strange words, and find synonymous and simple words to develop their vocabulary.

Level 2: (10 minutes) Read and reenact the scene

(Student's Book "Hard times" p.14)

Students should read the text, memorize the main idea and re-enact the scene using some of the quotation keywords previously written on the board.

Level 3: (10 minutes) Focus on Mistakes

(Student's Book "Hard times" p.16)

Reading the quotation and discussing some common students' mistakes while reading the text, pronouncing the words, and treating these mistakes by the teacher's correct reading of this quotation.

Level 4: (10 minutes) Listen and Re-acting

(Student's Book "Hard times" p.20)

Re-enacting the quotation using more than one student in front of the students in the class and repeating the scene to communicate the main idea directly and build reading fluency and speaking fluently.

Level 5: (5 minutes) Review the Lesson

Review the lesson and focus on not repeating mistakes and giving homework to make the students live in the atmosphere of the story reenactment strategy in their homes.

3.8. Achievement of Test Structure

Following the behavioral and content aims of the educational material, an achievement test was developed and implemented. As indicated in Table 10, the posttest includes five questions with (19) items and is scored out of a possible (100) points.

- Concerning question (1), it consists of (3) quotations and the students are required to read and speak three quotations and focus on high pronunciations of vowel letters. The mark for each item in reading is (5) marks, and in pronunciation of vowel letters is (5) marks. The total mark for this question is (10) marks.

- Concerning question (2), there is one quotation consisting of some sentences. Every student should repeat each sentence two times to know students fluency in speaking. The mark of this question is (10) marks.

- As for question (3), there is just one quotation, and students are required to read carefully this quotation and give another meaning to three underlined words. The mark of each item is (5) marks and the overall mark of this question is (15) marks.

- Questions (4): there is just one quotation, and students are required to read carefully this quotation and speak to explain how they can produce, receive, and process information. The total mark for this question is (15) marks.

- Question (5): there is just one quotation; the researcher requested the students to correct grammatically the (5) mistakes in this quotation. The mark for each item is (3) marks. The total mark is (15) marks.

- Question (6): there are three quotations, whereby the researcher asks the students about the central idea which is conveyed by the writer through the words of these three quotations. The total mark for this question is (15) marks.

- Finally, question (7) consists of (5) brackets and the students are required to read and select a suitable word between the brackets. The mark of each bracket is (4) marks, and the total mark is (20) marks.

The test was constructed depending on (chapter one & chapter two) from "Hard Times" novel. For the behavioral goals, the achievement test was utilized as a method of evaluation. (See Appendix F for further information)

Table 10. Text Specification, Behaviour goals, and Posttest Grades

Q. No.	Content	Behavioral goals	Bloom Field Taxonomy	Items No.	Mark
1	In question one, the students should have a good pronunciation of vowel letters.	Students' ability in pronunciation of vowels by reading and speaking these two quotations.	Application	2	10
2	The students should make a good speaking fluency.	The students' ability to speak fluently by repeating them two times.	Application	2	10
3	The students should have more than one meaning for each word.	The students' ability in adding synonymous words.	Knowledge	3	15
4	The students should use their ability to produce, receive and process information.	Students' ability to create, comprehend and guess their speaking and reading fluency.	Creativity	1	15
5	The students should correct grammatically the	Students' ability to test and comprehend their skills.	Knowledge	5	15

	five mistakes in the quotation.				
6	The students should absorb the writer's message and intention.	Students' ability to absorb and comprehend each word.	Understanding	3	15
7	The students should select a suitable word between the brackets!	Students' ability to test their grammar.	Evaluation	5	20

3.9. Scoring Scheme of the Posttest

Scoring is distributed as follows:

1-Evaluating the students' pronunciation of vowel letters.

- Two scores are given for the correct completion.

- Zero is given to a false completion.

2-Evaluating the Students' speaking fluency.

-The researcher evaluates the score of the question giving 10 marks.

3-Synonyms of three words.

- Five scores are given for each correct answer.

- Zero is given to the false answer.

4-Comprehend and explain the meaning.

- The researcher evaluates the score of the question giving 15 marks.

5-Grammar

- Five scores for the correct grammar and spelling.

- Zero is given to the false answer.

6- Absorb the writer's message and intention.

- The researcher evaluates the score of the question giving 20 marks..

7- Choose a suitable word in the bracket.

- Four scores are given for the correct answer.

-Zero is given to the false answer.

According to the posttest questions, there are seven questions. The third, fifth, and seventh question are objective questions and evaluated by the researcher himself. While the first, second, fourth and sixth are examined by the researcher and a committee in the university. These subjective questions are scored as certain criterias such as grammar, pronunciation, idea and fluency. As explained in Table 11.

Table 11. The Posttest Scoring Scheme.

Criteria	Qualities	Scores			
		Q1 10	Q2 10	Q4 15	Q6 15
Grammar	Very good	2	4	5	5
	Good	1	2	3	3
	Weak	0	0	0	0
Pronunciation	Very good	4	0	4	5
	Good	2	0	2	3
	Weak	0	0	0	0
Idea	Very good	0	0	6	5
	Good	0	0	3	3
	Weak	0	0	0	0
Fluency	Very good	4	6	0	0
	Good	2	4	0	0
	Weak	0	0	0	0

This test is evaluated by the researcher in addition to a specialized committee consisting of two experts. The researcher places the evaluation of his grades in his notebook and compares them with the evaluation of the two experts. Those two experts are:

1. Dr. Aneed Thanwan Rustam
2. Dr. Tariq Abdulhadi Al-Ani

3.10. Validity of the Achievement Test

Validity is defined as the precision with which an instrument measures the expected construct inside a study (Klenke et al., 2016). If the test measures the components that were meant to be measured by the examinee, the validity of the test is true, and the test is considered valid (Bynom, 2001). It is the objective of validation in language testing to guarantee that interpretations based on test results are defensible and fair to all participants.

Many researchers employed two kinds of validity which are very essential: content validity and face validity. As for Johnson and Myers (1967, p. 7), face validity is defined as "the way the test looks to examinees, test administrator, educators, and the like."

For Anastasia and Urbina (1997), content validity is defined as the systematic evaluation of the test content to establish whether it represents a representative sample of the behavioral area being assessed.

The accomplishment test is checked by experts in order to determine whether it achieved face validity. Except for a few notes and modifications, the experts generally agreed on the suitability of the exam items for their subjects. All notes and modifications have been taken into account, as referred to in Appendix (H).

3.11. Test Pilot Administration

As employed in research, the term "pilot study" is a brief preliminary study that is designed to examine various components of the procedures that would be utilized in a bigger, higher rigorous, or confirmation investigation (Arain, et al. 2010). Polit and Beck (2017) argue that the primary goal of a pilot study is not to give definitive solutions to specific research questions, but to help stop investigators from launching a large-scale study before having sufficient understanding of the proposed schemes. In other words, a pilot study was undertaken to prevent the possibility of flaws in a study that are both money and time consuming. For the purpose of familiarizing the researcher with any potential difficulties to be faced throughout the testing procedure, a pilot study was conducted using a sample that is distinct from the experiment sample. According to Good (1973), he lists the following

objectives of the pilot research a) Evaluate whether the things are acceptable for the circumstance at hand. b) Observe and evaluate the test items to assess their degree of difficulty as well as their discriminating power. c) Carefully read the test instructions before beginning. d) Compute the time period required for the examinees to finish the test in a specific time. Therefore, the exam was administered to thirty students who were randomly chosen from Section (A and B). There is no ambiguity in the instructions for the specific exam that is being given. As shown by the results, these results suggest that the time required to finish all of the exam questions is around 45 and 50 minutes on average.

3.12. Achievement Test Reliability

According to Braun, Clarke, Hayfield, and Terry, (2019, p.843), Reliability is "the stability and consistency of scores from an instrument". Therefore, instruments that are reliable may be used many times in various timelines and provide explicit and consistent results. As for Verma and Beard (1981, p.86), "Test-retest reliability, equivalent form reliability, internal consistency reliability, and reliability statistics are all indicators of testing reliability". Therefore, reliability can be defined as one of the most essential characteristics of a successful test. A test is considered trustworthy if the degree of accuracy is constant and consistent when it is administered under the same conditions to the same sample. The degree of consistency between two measurements taken from the same test is referred to as reliability. Therefore, reliability refers to the consistency with which a collection of test results measures what they are intended to measure (Mehrens & Lehmann, 1991).

It should be stable no matter what it tests; reliability implies that it should be steady no matter what it tests (Best & Khan, 2006, p. 289). Also, they emphasize that the estimated reliability and validity must be specified. For instance, when a student has taken two different models on the same test on two separate days, the results on both tests should be the same. The Formula of Alph-Cronbach is utilized to determine the dependability of a "posttest" result. It is represented by the number (0.70), which indicates that the exam questions are homogeneous.

3.13. Analyses of the Test Items

It is necessary to analyze the test items to establish two key characteristics of the test: the level of difficulty and the power of discrimination.

3.13.1. The Level of Difficulty

According to Rosas (2000, p. 3), the difficulty level is defined as "the proportion of students that answered correctly to each question on the test".

In another study, Madsen (1983, p. 183) indicates that the difficulty level of test items should vary between 10 to 90, with a satisfactory difficulty level ranging from 30 to 90% of the total number of test items. Items are classified according to their difficulty, which is defined as the degree to which an item appears to be facilitated or complicated with a certain number of tests. It simply displays the percentage of students who correctly answer the question at hand. According to a scale of 1 to 10, the item difficulty of the most acceptable test item will range between 0.15 and 0.85 (Brown, 2010).

The results indicates that the present test items' DL varies from 0.47 to 0.67, as indicated in Table 12.

3.13.2. Power of Discrimination

Hughes (2005) defines DP as the degree to which an item distinguishes between test takers with high and low ability levels. Due to the fact that if test items can discriminate more effectively, they will be more reliable and discrimination is significant. This shows that the object has weak power of discrimination when both high- and low-skilled students correctly rate the same item.

It is the degree to which a particular item can discriminate between exceptional and poor performers in terms of performance that is referred to as item discrimination. An activity that collects only accurate answers from the good students and only incorrect responses from the bad students demonstrates the capacity to differentiate between good and terrible students. Consider the fact that a high discrimination power will be closed to "1.0", while no power of discrimination will exist at all in this

scenario (Brown, 2010). Then the findings collected suggest that the item of test DP falls between 0.26 and 0.53 on the scale. The following is a list of items of test in both DL and DP:

Table 12. Level of Difficulty and Power of Discrimination

Questions	Items	Higher	Lower	Difficulty	Discrimination
Q1/	1	10	6	0.53	0.27
	2	11	3	0.47	0.53
	3	10	6	0.53	0.27
	4	10	5	0.50	0.33
	5	12	8	0.67	0.27
Q2		114	70	0.61	0.29
Q3/	1	11	6	0.57	0.33
	2	10	6	0.53	0.27
	3	12	7	0.63	0.33
Q4		148	89	0.53	0.26
Q5/	1	11	6	0.57	0.33
	2	11	5	0.53	0.44
	3	11	5	0.53	0.44
	4	12	8	0.67	0.27
	5	11	6	0.57	0.33
Q6		149	85	0.52	0.28
Q7	1	11	6	0.57	0.33
	2	10	6	0.53	0.27
	3	12	8	0.67	0.27
	4	11	6	0.57	0.33
	5	11	5	0.53	0.40

3.14. Administration of the Posttest in its Final Form

On December 1, 2021, two groups of students (Ex & Co) had the test, which was given when the reliability, validity, and pilot administration have been confirmed. Each of the intended test participants has been provided with a test paper, and they have been asked to carefully read the instructions for each question and reply to each question within the time limitations of the test session which are fifty five minutes). At the completion of that time period, all of the test papers were collected and scored in line with the scoring method that had been set earlier. After confirming the reliability and validity, the test is ultimately administered to two groups of students on 10th of December, 2021.

Before giving out their test papers, the researcher directed the participants to take their time and review the answers to each question within the given time limit. All examination papers were collected and evaluated according to the contexts used in the study. The responses of the participants are evaluated, recorded in the logs, and then graphically analyzed as followed in the next chapter.

4. FINDINGS AND DISCUSSION

Chapter Four discusses the results of the four research questions and the four hypotheses. It also discusses how to use statistical manipulation to verify the hypotheses of the study, whether they are accepted or rejected, and finally discusses these results and compares them with the results of previous studies.

4.1. The Four Research Questions and their Answers Sources

The primary goal of this study is to determine the impact of SRS method on the fluency of Iraqi EFL students' speaking and reading in both spoken and written English. About 110 students participated in this research who formed the experimental group and the control group. The experimental group included 40 participants and the control group included 40 participants, whereas the pilot study involved 30 participants. The students' age ranged from 20 to 30 years. This study employed the Story Reenactment Strategy SRS to improve the Iraqi EFL students' speaking and reading fluency. The experimental group was taught for one month depending on the SRS, whereas the control group followed the conventional way. In Table 13 below, the four research questions and their sources of answers are presented.

Table 13. Research questions and the data sources

No	Four Research Questions	Answers Sources
.	How does Story Reenactment Strategy provide an opportunity for building students' speaking and reading fluency between the two groups (Experimental and Control) in the post test?	By comparing the scores of the posttest of the Experimental group and the control group of each one.
.	To what extent does applying story reenactment strategy in teaching novel encourage EFL university students to improve their speaking and reading fluency of the experimental group between male and female?	By analyzing the data of the experimental group's pre and posttest answers of the student (male and female).
.	What is the impact of story reenactment strategy in building speaking and reading fluency on Iraqi EFL university students in teaching novel for the experimental group in pre and posttest?	By comparing the answers of the experimental group in the pre and posttests.
.	What is the level of average for 3rd year university students' achievement in skills of communication?	by comparing the level of average with the theoretical level of achievements

4.2. Presentation of the Research Hypotheses and Results

4.2.1. Evaluating the Mean Scores of Ex Group with Co Group in the Posttest

Verifying the first hypothesis that states “There are no statistically significant differences in the mean scores of students' achievements of the experimental and control group in the posttest”, both mean scores are computed and compared to one another. The results reveal that the mean scores of Ex group are (58.53) with SD = (6.53), whereas the mean scores of the Co group are (48.13) with SD = (4.64). In the case of two independent samples, the calculated t-value is (8.21), whilst the tabulated t-value is (1.99) at a significance level (0.05) and a freedom degree (78), respectively, as shown in Table 14.

Table 14. The Ex and Co Groups' Means Scores, SD, T-Values and SL in the Achievement Test

Groups	students No.	Mean	SD.	T-Value		DF	Significance Level
				Calculated	Tabulated		
EG	40	58.53	6.53	8.21	1.99	78	0.05
CG	40	48.13	4.64				

Concerning to the first question of this study, **"how does Story Reenactment Strategy provide an opportunity for building students' speaking and reading fluency between the two groups (Experimental and Control) in the post test?"** The results in Table 4.2. reveal that by comparing the scores of the posttest of the Experimental group and the control group for each one, the Story Reenactment Strategy provides a clear opportunity where the experimental group achieved better scores than the control group.

In accordance with the table above, it is found that there is a statistically significant difference between the mean scores of Ex group and Co group, with the former having a statistically significant advantage. So, the Ex group that was taught by using story reenactment strategy outperformed the Co group that was taught using a

traditional method in terms of academic success and achievement in other areas. As a result, the first hypothesis is accepted.

4.2.2. Evaluating Males' Achievement and Females' Achievement in the Posttest

The achievements of males and females in Ex group are compared and calculated to determine the second hypothesis "there are statistically significant differences in the mean scores of student's achievements of the experimental group between male and female". In terms of male achievement, the mean scores acquired were (58.25), whereas in terms of female achievement, the mean scores achieved were (58.94). The formula of t-test for two independent samples was then utilized to identify the results. Table 15 shows that the calculated t-value is (0.32), while the tabulated t-value is (2.03) at a freedom degree (38) and a significance level (0.05), respectively.

Table 15. Males and Females' Posttest Achievement Mean Scores, Standard Deviations, and T-values

Ex.	Students No.	Mean Score	SD	T-Values		DF	Significance Level
				Computed	Tabulated		
Males	24	58.25	6.33	0.32	2.03	38	0.05
Females	16	58.94	7.00				

Concerning the second question of this study, "**To what extent does applying story reenactment strategy in teaching novel encourage EFL university students to improve their speaking and reading fluency of the experimental group between male and female?**" The results in Table (4.3) reveal that applying the Story Reenactment Strategy in teaching the novel to EFL university students proved its effectiveness in improving the speaking and reading fluency of the experimental group among both males and females. Therefore, the performance of both sexes in speaking and reading fluency improved significantly.

Through the detailed analysis above, it can be concluded that there is no statistically significant difference in achievement between males and females in the posttest. As a result, a second hypothesis is rejected.

4.2.3. Evaluating Students' Achievement of the Experimental Group in pre and Posttest

The third hypothesis poses that "there are no statistically significant differences between students' achievement of the experimental group in pre and posttest". The mean scores of Ex group in pre and posttests are compared and calculated to determine whether there is a statistically significant difference between pre and posttests or not. In terms of students' achievement, the mean score of students' achievement in the pretest is (50.25), whereas the mean score of students' achievement in the posttest is (58.53). The formula of t- test- formula for the two paired samples is then utilized to identify the results. Table 16 shows that the calculated t-value is (0.32), whereas the tabulated t-value is (2.03) at a freedom degree (39) and a significance level (0.05)

Table 16. The T-test Value of paired samples, the experimental Group Performance in the Pre-Test and Posttest

Ex Group	No. of students	Mean	SD	T-Value		DF	Level of significance
pretest	40	50.25	5.72	Calculated	Tabulated	39	0.05
posttest		58.53	6.53	6.14	1.69		

As for the third question of this study "**What is the impact of story reenactment strategy in building speaking and reading fluency on Iraqi EFL university students in teaching novels for the experimental group in pre and the posttest?**" the results in Table (4.4) indicate that the effect of the Story Re-enactment Strategy in building speaking and reading fluency on EFL University students in Iraq in the pre and posttest is clear. The results indicate that there is a clear difference between the average achievement scores of the experimental group in the pre and posttest. This strategy has proven an effective result.

The obtained results in Table (4.4) indicate that there is a significant difference between the mean scores of the experimental group's achievement in the pre and posttest so that the third hypothesis is accepted.

4.2.4. Evaluating between the Average Level of the Students' achievement and the Theoretical level of achievement in the Posttest

In order to clarify the fourth hypothesis which is "In the posttest, there are statistically significant differences between the average level of achievements of the students and the theoretical level of achievements", the results show that the mean scores of students' accomplishment in the posttest are (53.33) and standard deviation (7.69). while, the test- formula for the two paired samples is then used to determine whether there is any significant difference between the obtained mean scores. The calculated t-value is (3.87), while the tabulated t-value is found to be (1.67). Furthermore, at the degree of freedom (79) and level of significance (0.05), as detailed in Table 17.

Table 17. The MS, SD and T-Values of the students' achievement and theoretical level in the posttest

Group	No. of students	Mean	SD.	Theoretical mean score	T-Value		DF	Level of Significance
					Calculated	Tabulated		
EG	80	53.33	7.69	50%			79	0.05
CG					3.87	1.67		

The answer to the final question "What is the level of average for third-year university students' achievement in skills of communication?", it can be done by comparing the level of average with the theoretical level of achievements for third-year university students' achievement in skills of communication, the students of experimental group get high scores than expected.

Based on Table (4.5), There are statistically substantial disparities between students' average accomplishment level and their theoretical accomplishment level, so the fourth hypothesis is accepted.

4.3. Discussion of the Obtained Results

It was found that students in the Ex group who are taught using the Story Reenactment Strategy performed much better than students in the Co group who were taught using the traditional approach. Therefore, the findings of this study support this conclusion. Thus, the Story Reenactment strategy seems to be a more successful and beneficial tool than the traditional approach in terms of increasing speaking and reading fluency of EFL University students and the first hypothesis is accepted.

The increase in students' accomplishment in building EFL students' speaking and reading fluency via the use of the Story reenactment Strategy may be ascribed to some factors which can be explained that one of the most straightforward strategies, the story reenactment strategy, can be used by both the instructors and students. The story reenactment strategy aids students in improving understanding, comprehension, and memorization of passages and other materials. Moreover, the students at the EFL university level consider that the story reenactment strategy is adaptable, allowing them to pick their own classmates in the classroom. They also find it pleasant, enabling them to express their own thoughts freely and stimulate their own thinking while still having fun. Finally, the story reenactment strategy builds students' self-confidence in their learning abilities and encourages them to get acquainted with their companions in a collaborative setting.

Through the students' achievements, it can be concluded that there is no any significant difference between males' and females' achievement in the posttest. Therefore, the second hypothesis is rejected. This convergence is attributed to the following two factors: First and foremost, the story reenactment strategy teaches students to conceptualize, organize, and strengthen connections between the ideas of males and females. The second factor confirms that this strategy enhances the effectiveness with which students gain knowledge, as well as their problem-solving and increasing creative thinking abilities for each of them. When it comes to the students' achievements Ex group in the pre and posttest, we find the third hypothesis is accepted because the students of Ex group absorb the SRS by getting high mean scores in the posttest than pretest. Finally, the results indicates that the fourth hypothesis is accepted because there are statistically substantial disparities between students' average accomplishment level and their theoretical accomplishment level.

Consequently, the findings of the current research are consistent with those following previous studies:

According to Otto (1982), "Tracking Emergent Reading Behaviors through Storybook Reenactments". This study aims to discuss ongoing research involving preschool children re-enacting favourite storybooks and the development and assessment of a scale for evaluating emerging reading skills. The results revealed various behaviors ranging from labelling and commenting at the lower end of the scale to independent reading at the top end of the scale. Even though the preschool children received no formal training in reading for the sake of other literacy activities, their storybook reenactments strategy demonstrated a growing understanding of the written language more than the traditional method.

Therefore, the results of this study are similar to the results of the current study, so that the students of the 3rd stage at Al-Salam University College, through the Story Reenactment Strategy, have a greater ability to comprehend the reading of the narrative written in the novel, its literary analysis, and the possibility of its theatrical representation without hesitation, which proves the effectiveness of this strategy in a positive way.

As for Schierholt (1994), "Enhancing Creative Dramatic Play and Story Reenactments in a Primary Grade Classroom", the aim of this study in conducting this research is to ascertain the major differences between students who get instruction via narrative reenactment and those who receive instruction through the reading of collaborative strategies. The main findings of her study show that the students developed higher-level thinking abilities when they make choices regarding characters, setting, and plot by reenacting the stories. As they listened to one another's views and learned to compromise on group decisions, the students acquired excellent social skills. Their spoken language and vocabulary both improved. While they were portraying the character, they practiced using voice and body movement to convey the emotions and personalities of their characters. Students were encouraged to use their imagination and ingenuity to create beautiful retellings that helped them personalize and deepen the story's significance for them.

Therefore, the results of this study above are consistent with the current study, where the difference became clear between the students of the experimental group and

the students of the control group. Experimental group students who applied the story reenactment strategy were able to represent the main characters in the novel "Hard time" and even their gestures and voices by seeing the video-tape. This strategy improved the listening skill of the group students and gave them self-confidence by appearing on the university stage in front of the audience.

In While Sá's (2012) study, "Fostering Preschoolers' Narrative Comprehension through Inference Making and Story Reenactment Training" in terms of the reenactment differential effects on children's narrative comprehension, the goal of this research is to assist youngsters in the process of growing their understanding of stories by focusing on the points of view of the characters and how well they work together, making narrative predictions, and establishing links between the story and imaginal knowledge. The findings indicated that the children who participated in Narrative Dynamics plus the Story Acting condition gained more comprehension than children who participated in Story Grammar conditions. In addition, the theory of mind indicated that Story Acting outperformed Art Activity in terms of a second-order theory of mind ability; however, no interaction was seen between the various book reading conditions.

This study indicates a clear agreement with the results of the current study in terms of improving the understanding of the narration and the comprehension of reading the text and increasing the imaginative knowledge of Iraqi EFL students of the experimental group who applied the steps of the story representation strategy at Al-Salam University College.

As for Khasanah (2017), the purpose of this research "The Effectiveness of Using Story Reenactment in Teaching Reading Narrative Text at First Grade Students of Man Prambon" is to determine the primary distinctions that exist between the academic experiences of students who are taught via the process of story reenactment and those who are taught through the reading of collaborative strategies. The statistical calculations indicated that there was a statistically significant difference between teaching reading a narrative text using story reenactment and teaching reading a narrative text without using it. As for to the ANCOVA results, the null hypothesis is rejected, indicating that a substantial difference existed between students treated with story reenactment and those treated with collaborative strategic reading. As a result,

story reenactment was a successful for teaching 1st-grade students to read narrative literature.

By verifying the validity of the first hypothesis of the current study and answering its first question, which proved the existence of clear statistically significant differences between the students of the experimental group who relied on the story reenactment strategy, and the control group who are taught by the traditional method in 3rd grade at Al-Salm University College. Where this strategy proved the development of the four language skills of the students of the experimental group.

According to Ardianti's (2020) study, "The Effect of Using Story Reenactment Strategy on Students' Speaking Ability at Eleventh Grade of MA ASY-SYAFI'YAH AIRTIRIS". The goal of this study was to find out if there was a significant difference between before and after implementing the Story Reenactment Strategy, the researcher compared the students in the 11th grade at "MA Asy-syafi'iyah Airtiris" to see whether there was a significant difference in their ability to speak about Narrative Texts. The findings indicated that using the story reenactment strategies have a substantial impact on students' speaking ability and increases the change in speech compared to before the activity.

By verifying the validity of the third hypothesis of the current study, it agrees with this hypothesis and supporting the answering of its third question, which demonstrated the existence of clear statistically significant differences between the students of the experimental group who relied on the story re-enactment strategy before and after its use. So, this study (Ardianti's, 2020) is in line with the current study, where this strategy proved a noticeable and clear improvement for the students of the experimental group in their ability to speak and express the events of the novel in their own way.

An additional studies indicates that there is growing evidence from academic study to suggest that stories are one of the most essential pedagogical tools. The robust structure of the tale demonstrates that it has the potential to result in useful educational effects (Willingham, 2009). In the meanwhile, when information is offered via stories, as opposed to knowledge that is not presented through stories, it has the potential to be more permanent (Ansbery & Morgan; Haven, 2007). According to the findings of a meta-analysis study that was carried out by Mello (2001) and focused on the

pedagogical aspect of telling stories, reading stories and telling stories both have a significant effect on "writing, vocabulary instruction, reading fluency, self-efficacy, and cultural awareness".

Finally, there are the studies done by researchers looking at the impact of use a strategy called story reenactment. One of these studies was "The use of Story Reenactment to Teach English for Young Learners" and it was carried out by Agus Sholeh (2015), an undergraduate from "Kanjuruhan Malang University" who is majoring in English teaching. According to the findings of study, in order to facilitate better English instruction for young students, as well as to make the learning environment in the classroom seem more relevant and vibrant, students need to be able to comprehend the content of the English class with less difficulty. According to the experts cited up top, this investigation is related to the investigation conducted by the researcher. This study uses the same stories, relates to speaking abilities, and helps the writer out by making things simpler. In addition to this, it is important to note that the criteria for success were met, hence the strategy that was used to improve the students' speaking skills was effective. This result supports the fourth hypothesis of the present study and provides obvious answer for its fourth question.

According to the results of previous studies, it can be argued that this strategy assists Iraqi EFL students in improving their oral fluency by having them act out the narrative in front of their peers. It also encourages students to break their hesitation and take the initiative to speak out in front of the class, thereby resulting in increased self-assurance. It further assists students in grasping and evaluating a book or a story that they are currently reading or listening to. It can be also argued that adding story reenactment to the teaching of narrative literature will help students better understand what they are reading in the class. In addition to improving their reading abilities, it is predicted that students will be more active as a result of their group meetings. Besides that, Iraqi EFL students will learn how and where to engage and cooperate with others while working in a group environment as well. It is ideal for them to do so prior to putting together the social society in question. Aside from that, there are other benefits for educators, this strategy might be utilized as an alternative means of education for English instructors. In the future, teachers and college administrators will have a better understanding of different ways to teach English. They will be also more creative in

the design and implementation of teaching-learning programs for students on their own.

CONCLUSION

Introductory Note

This chapter contains the conclusion, explains the importance of this study, and provides some recommendations, and finally, there are some suggestions for future studies.

Conclusion

This study concerns to find out the impact of story reenactment strategy in building speaking and reading fluency on Iraqi EFL university students in teaching novels. It aims to find out whether there is a statistically significant difference in the mean score of the students' achievements of the two groups (Experimental and Control) in the posttest as well as the experimental group between males and females.

Therefore, based on the results, it can be concluded that in accordance to achievements of the experimental group of the present study, they have dealt positively with story reenactment strategy by showing high interest and motivation. Thus, it is helpful, suitable, and successful to use this strategy to improve the students' reading and speaking fluency. It assists university EFL students in improving their comprehension of reading content. It is also beneficial to apply the story reenactment strategy in the classroom to develop the four skills (writing, reading, speaking, and listening) and increase social contact among students. The students freely exchange knowledge, engage in reading and speaking fluency, and answer questions without restriction. Because it allows students to collaborate with one another in pairs, it instills confidence in the learners including even the calm and introverted ones; consequently, it instills a sense of collaboration inside them and breaks their hesitation. Finally, this strategy provides students with an understanding that assists them in building their confidence and expressive ability to read and speak all the texts and quotations.

The significance of this research lies in the fact that it provides the students with the opportunity to improve their speaking and reading fluency by performing the narrative in front of their peers. This strategy provides the students' ability to enhance their stock of knowledge as well as inspires them to speak out in front of the class and

give them more confidence. They will be guided through the process of interpreting and evaluating a tale or book that they are reading. As a consequence of this, the findings of this study supports the hypothesis that including story reenactment into the instruction of narrative text will result in an increase in the students' level of comprehension of the material they are reading in class. This study has beneficial and useful results that contributed Otto (1982), Schierholt (1994), Sá (2012), Khasanah (2017), Ardianti's (2020), Sholeh (2015), (Willingham, 2009) and (Ansbery & Morgan; Haven, 2007) to drawing attention to the possibility of integrating it with the traditional curriculum in Iraq to make English language learners more professional in managing the four language skills, not just speaking and reading skills. Literary materials such as plays, novels and short stories became at hand to the participants in this experience because of their positive effects on them.

Limitations of the Study

There are some limitations in this study, including the place of the study was at one city/ Baghdad (Al-Salam University College) and more than one university was to be included. The duration of the course was short (10 weeks) and it did not enable the researcher to follow all the steps of the strategy. The researcher chose one academic grade 3rd year class, but this strategy can cover more than one academic stage samples. The lack of modern technological means that help the researcher achieve better results.

Implications of the Study

The beneficial of this study can be summarized as students' understanding and collaborative thinking abilities are enhanced. These results help EFL university instructors and curriculum designers better perceive, produce, and apply language skills throughout English learning. The outcomes of this study, taken together, demonstrated the importance of inspiring creative thinking for developing and motivating students' learning by allowing them to increase their competence in monitoring and managing their intellectual processes with the help of instructor's scaffolding. Since the current study is designed to examine the impact of a story reenactment strategy on building speaking and reading fluency on EFL university students in teaching novels during a specific training period, this strategy requires a longer period of follow-up to determine whether the effects last longer.

Recommendations

As a consequence of the collected findings and conclusions, the following suggestions are put forward to improve the accomplishment of their students, Modern methods must be integrated with the use of a story reenactment strategy in the classroom while teaching speaking fluency and reading comprehension. It is recommended to include more than one academic stage in addition to using more than one study area in implementing this strategy to obtain more objective and accurate results that help researchers in their studies. Teachers should be trained alongside students to spread this strategy because of its positive results that are followed in smart schools. When teaching reading comprehension, it is recommended that instructors concentrate on the processes and steps of the story reenactment strategy rather than using the traditional methods of instruction. EFL university teachers should encourage their students to speak and communicate in English, as well as to utilize English to analyze issues and absorb information in their classroom setting. Teachers, as well as trainers, should place a strong emphasis on cooperative learning in the classroom because of the benefits which SRS provides in the study of English as a foreign language.

Suggestions for Future Studies

The researcher put some suggestions as potential study topics for future research. The future researchers should imply technological means and use them with the Story Reenactment Strategy because this strategy prove its effectiveness. Future researchers should increase the samples and not be limited to one study stage. This strategy must be applied in future studies to more than one educational institution and more than one region because of the difference in the level of students between one region and another and one institution and another.

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APPENDICES

Appendix (A) Students' Age in Months

Experimental Group		Control Group	
No.	Scores	No.	Scores
1	281	1	252
2	257	2	248
3	268	3	249
4	270	4	238
5	249	5	270
6	271	6	263
7	257	7	285
8	305	8	242
9	266	9	267
10	264	10	263
11	252	11	225
12	254	12	251
13	263	13	243
14	274	14	233
15	267	15	263
16	260	16	260
17	263	17	267
18	282	18	258
19	258	19	226
20	272	20	243
21	268	21	229
22	266	22	250
23	257	23	247
24	253	24	253
25	283	25	269
26	267	26	231
27	287	27	230
28	266	28	255
29	257	29	231
30	293	30	278
31	270	31	295
32	279	32	239
33	269	33	258
34	252	34	273
35	251	35	262
36	276	36	257
37	256	37	227
38	262	38	236
39	267	39	247
40	259	40	237

Appendix (B) Students Previous Year Degrees in novel

Ex Group		Co Group	
No.	Scores	No	Scores
1	61	1	60
2	73	2	70
3	67	3	56
4	51	4	51
5	87	5	80
6	50	6	62
7	51	7	61
8	51	8	74
9	60	9	73
10	70	10	50
11	69	11	59
12	60	12	52
13	62	13	58
14	52	14	65
15	64	15	64
16	51	16	69
17	75	17	61
18	67	18	67
19	80	19	87
20	61	20	52
21	51	21	73
22	62	22	64
23	60	23	59
24	60	24	68
25	50	25	70
26	53	26	70
27	58	27	67
28	60	28	51
29	71	29	51
30	55	30	51
31	77	31	52
32	61	32	60
33	51	33	66
34	67	34	58
35	50	35	51
36	82	36	50
37	61	37	56
38	63	38	66
39	80	39	57
40	83	40	67

Appendix (C) Pre-Test Exam For Third Year University Students

(100 M.)

The achievement pre-test

Q1: Reread this quotation and explain the main idea. (10 marks)

"Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the mind of reasoning animals upon Facts: nothing else will ever be of any service to them".

Q2: How can you identify an intensive speaking in this quotation? (10 marks)

"It is known, to the force of a single pound weight, what the engine will do; but not all the calculators of the National debt can tell me the capacity for good or evil, for love or hatred, for patriotism or discontent, for the decomposition of virtue into vice, or the reverse, at any single moment in the soul of one of these quiet servants, with the composed faces and the regulated actions."

Q3: "There was an air of jaded sullenness in them both, and particularly in the girl: yet, struggling through the dissatisfaction of her face, there was a light with nothing to rest upon, a fire with nothing to burn, a starved imagination keeping life in itself somehow, which brightened its expression."

-Recreate the story of this quotation by using your own manner. (15 marks)

Q4: Listen to the following

- "You are quite another father to Louisa, sir.' Mrs. Sparsit took a little more tea; and, as she bent her again contracted eyebrows over her steaming cup, rather looked as if her classical countenance were invoking the infernal gods".

- "Father,' said Louisa, 'do you think I love Mr. Bounderby?'"

- "Mr. Gradgrind was extremely discomfited by this unexpected question. 'Well, my child,' he returned, 'I — really — cannot take upon myself to say".

- Read these two quotations and mention the main tenses. (15 marks)

Q5: Read and give the opposite of the three underlined words in this quotation.
(15 MARKS)

"An individual, ma'am,' said Bitzer, 'has never been what he ought to have been, since he first came into the place. He is a dissipated, extravagant idler. He is not worth his salt, ma'am. He wouldn't get it either, if he hadn't a friend and relation at court, ma'am!".

Q6: Rearrange the words of this quotation in a correct manner! (20 MARKS)

"No word of a marriage new had passed ever between them; but Rachael had taken great pity on him ago years, and to her alone he had opened his heart closed all this time, on the subject of his miseries; and he knew very well that if he were to free ask her, she would take him".

Q7: Read and recreate what you read about these two quotations in a small group! (20 marks)

"In the innocence of her brave affection, and the brimming up of her old devoted spirit, the once deserted girl shone like a beautiful light upon the darkness of the other."

"But from this day, the Sparsit action upon Mr Bounderby threw Louisa and James Harthouse more together, and strengthened the dangerous alienation from her husband and confidence against him with another, into which she had fallen by degrees so fine that she could not retrace them if she tried".

Appendix (D) Students' Scores in the Pre-Test

(100 M.)

Ex Group		Co Group	
No.	Scores	No.	Scores
1	48	1	58
2	44	2	60
3	58	3	47
4	50	4	49
5	45	5	50
6	50	6	52
7	51	7	55
8	50	8	45
9	47	9	58
10	55	10	51
11	50	11	60
12	54	12	51
13	43	13	50
14	41	14	46
15	53	15	52
16	50	16	57
17	40	17	50
18	47	18	58
19	54	19	54
20	51	20	50
21	50	21	53
22	44	22	57
23	56	23	50
24	45	24	47
25	48	25	55
26	45	26	59
27	50	27	44
28	61	28	54
29	55	29	50
30	57	30	41
31	44	31	55
32	50	32	51
33	52	33	45
34	50	34	61
35	65	35	52
36	56	36	50
37	43	37	50
38	58	38	45
39	57	39	51
40	43	40	55

Appendix (E) The Achievement Posttest

(A letter for the Pre / Posttest to the Jury Members)

University of Karabuk

Department of English language and literature

Dear Mr. /Mrs....

The researcher intends to conduct a study entitled "**The Impact of Story Reenactment Strategy in Teaching Novel on Speaking and Reading Fluency of University Level EFL Students**"

This study aims at:

1. Finding out the impact of story reenactment strategy in building speaking and reading fluency of Iraqi EFL university students.
2. Discovering how applying story reenactment strategy in teaching novel encourage EFL university students to improve their speaking and reading fluency (the experimental group: comparing between male and female).
3. Explaining the impact of story reenactment strategy in building speaking and reading fluency of Iraqi EFL university students in the experimental group' in pre and posttests.
4. Identifying the average level of achievement in communication skills among third-year university students.

In your capacity as an expert in linguistics or English language teaching techniques, I would really appreciate it if you could comment on the adequacy of the test items for this examination. Any suggestions for improvements or changes would be extremely valued and respected.

We appreciate you assisting us and cooperating with us in advance.

Yours

The Supervisor

The Researcher
(Ph.D.)

Asst. Prof. Dunia T. Hameed

Omar Khudhair Ahmed

Appendix (F) POSTTEST ACHIEVEMENT

(100 M.)

The achievement posttest

Q1: React out this quotation by making a dialogue with your classmate focusing on high pronunciations of vowels letters. (10 MARKS)

"You can finish off what you're at,' said Mr Bounderby, with a meaning nod, 'and then go elsewhere."

"Sir, yo know weel,' said Stephen expressively, 'that if I canna get work wi' yo, I canna get it elsewheer."

Q2: React out this scene between two students with repeating every sentence two times and keeping speaking fluency. (10 MARKS)

"O my dear father, my good kind father, where are you gone? You are gone to try to do me some good, I know! You are gone away for my sake, I am sure! And how miserable and helpless you will be without me, poor, poor father, until you come back"!

Q3: Read this quotation carefully and give a suitable meaning for the underlined words: (15 MARKS)

"I wish I could collect all the Facts we hear so much about,' said Tom, spitefully setting his teeth, 'and all the Figures, and all the people who found them out: and I wish I could put a thousand barrels of gunpowder under them, and blow them all up together! However, when I go to live with old Bounderby, I'll have my revenge."

Q4: "O my dear father, my good kind father, where are you gone? You are gone to try to do me some good, I know! You are gone away for

my sake, I am sure! And how miserable and helpless you will be without me, poor, poor father, until you come back".

- When you read in this quotation explain, describe the main idea!
(15 marks)

Q5: Correct grammatically the five mistakes in this quotation (15 MARKS)

"It were a town of red brick, or of brick that would have been red if the smoke and ashes has allowed it; but as matters stoods, it are a towns of unnatural red and black like the painted face of an savage."

Q6: What is the message which is conveyed by a writer through words could be seen and known by reader in these three quotations? (15 marks)

"You can finish off what you're at,' said Mr. Bounderby, with a meaning nod, 'and then go elsewhere."

"Sir, yo know weel,' said Stephen expressively, 'that if I canna get work wi' yo, I canna get it elsewhere".

"The reply was, 'What I know, I know; and what you know, you know. I have no more to say about it".

Q7: Read and select a suitable word between the brackets! (20 MARKS)

"Oh,' returned Tom, with contemptuous patronage, 'she's a regular girl. A girl can (get, got) on anywhere. She has (settle, settled) down to the life, and she don't mind. It (do, does) just as well as another. Besides, though Loo is a girl, she's not a common sort of girl. She can shut herself up within (himself, herself), and think — as I have often known her sit and watch the fire — for an (hour, hours) at a stretch".

Appendix (G) Students' Scores in the Posttest

(100M.)

Ex Group		Co Group	
No.	Scores	No.	Scores
1	55	1	60
2	51	2	50
3	57	3	56
4	60	4	51
5	66	5	50
6	48	6	62
7	53	7	61
8	58	8	50
9	65	9	56
10	60	10	50
11	61	11	59
12	57	12	52
13	44	13	58
14	59	14	40
15	70	15	64
16	52	16	50
17	55	17	45
18	67	18	55
19	63	19	50
20	56	20	52
21	58	21	53
22	62	22	45
23	54	23	59
24	67	24	54
25	55	25	52
26	58	26	52
27	61	27	40
28	53	28	51
29	70	29	51
30	55	30	51
31	64	31	52
32	53	32	45
33	45	33	40
34	69	34	58
35	60	35	51
36	70	36	50

37	55	37	56
38	53	38	40
39	62	39	40
40	60	40	50

Appendix (H) "Jury Members"

No	Name	Speciality	Position
i	Prof. Dr N. T. Majeed	TEFL	Tikrit University / Education College for the Humanities.
ii	Prof. Dr N. Q. Yahya	TEFL	
iii	Asst. Prof Dr. M. O. Musa	TEFL	
v	Asst. Prof. Dr Sh. M. Salih	TEFL	Baghdad University / Education College.
iv	Asst. Prof. Dr Sh. S. Abdulfatah	TEFL	Mosul University / Education College for the Humanities.
iiiv	Asst. Prof. Dr B. Sh. Kawther	TEFL	Saladin University / Education College for the Humanities.
iiiv	Asst. Prof. Dr A. I. Challob	TEFL	Anbar University / Education College for the Humanities.

Appendix (I) photos of the role of story reenactment strategy in the class







Appendix (J) The form of school letter

AL SALAM UNIVERSITY
COLLEGE

كليه السلام
قسم اللغة الانكليزية

ALSALAM UNIVERSITY COLLEGE

قسم اللغة الانكليزية

العدد:
التاريخ: 15-12-2021

To whom it may concern

Dear sir(s),

This is to certify that (Mr. Omar Khudhair Ahmed Ali), M.A. student, has done the experimental part of his thesis entitled (The Impact of Story Reenactment Strategy in Building Speaking and Reading Fluency on EFL University Students in Teaching Novels) for the students of the third year at Department of English, Al-Salam College, in the academic year 2021-2022 during the period of 11/10/2021 to 29/1/2022. He is provided with this document upon his request.

With best regards

A. T. Rustam
Aneed Thanwan Rustam
Head of the Department

كلية السلام الجامعة
رئيس قسم اللغة الانكليزية

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زهراء خليل ٢٠٢١/١٢/٨

CURRICULUM VITAE

Omar Kudhair Ahmed is an Iraqi citizen. He completed his BA in English Language and Literature at Baghdad University in 2012. Omar works in different fields related to the English language and literature, especially writing, editing, and teaching. He worked as an English teacher at Al-Salam University for five years, and now he works at the Ministry of Culture as a translator.