PROMOTING STUDENTS' SPEAKING FLUENCY BY USING THEATRE VOICE TRAINING AT THE EIGHT GRADE OF MTs ASSALAM SUBANG IN THE YEAR OF 2014/2015

FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor in English Education

By:
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FACULTY OF EDUCATION AND TEACHER TRAINING
WALISONGO ISLAMIC STATE UNIVERSITY
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MOTTO

حَيَاةُ الفَتَى وَاللهِ بِالْعِلْمِ وَالتُقَى (الامام الشافعى)

The glory of the young person for the sake of Allah with knowledge and taqwa (Imam Syafi'i)

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Assalamu'alaikum wr. Wb.

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Name of Student	:	Agus Alwi Eko Arifianto
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Field of Study	:	English Language Education

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Waalaikumsalam wr. Wb

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ABSTRACT

Title : **Promoting Students' Speaking Fluency by Using Theatre Voice Training at the Eight Grade of MTs Assalam in the Year 2014/2015, Thesis, English Education Department, the Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang.**

Writer : Agus Alwi Eko Arifianto

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Keywords : Speaking Fluency, Theatre Voice Training

This research goal is to know how significant does theatre voice training promote students speaking fluency. This research was accomplished at students of eight grade of Assalam Islamic Junior High School in which consisted of 10 students as respondents.

To overcome students' problem in learning English especially speaking English, the writer used a Classroom Action Research (CAR) which it designed by Hopkins which each consists of four phases; planning, acting, observing, and reflecting per cycle. In sustaining the research result, two types of data are collected; qualitative data that derived from observation and interview toward the students and the teacher as well. On the other hand, the quantitative data that derived from the test result; pre-test and post test result. Then, those data analyzed by the researcher by using descriptive analysis and statistic analysis to know the final result of the implementation theatre voice training toward students English language learning in the Classroom Action Research (CAR).

The result of this study showed that the implementation of theatre voice training toward students' English learning especially speaking skill was effective. It is proven by data's that was derived from this study. From the test result, the researcher concluded that there were 30% of students' score had passed the KKM from the post-test of cycle one with the mean 70,43; 80% derived from the post test of cycle two result with the mean in each improvement were 77,8. From these interpretations, in short it can be said that 8 of 10 students are able to pass the KKM after had been trained by using theatre voice

training. It means that the implementation of theatre voice training in the classroom action research to improve students speaking fluency is success.

DEDICATION

This thesis is dedicate to:

1. K.H. Ansori Umar Sitanggal Alm. (The translator of tafsir of holy quran) As my parent and my teacher who always advised me till the end of his life, he was the best spiritual teacher I ever had.
2. My father Ahmad Zawawi and my mother Tafriha, thanks for love.
3. My sister Anis Nafiatul Mahmudah and Ita Rohmatina, S.Pd Thanks for the support.
4. My big family PPDN (Pondok Pesantren Daarun Najaah), and my spiritual teacher K.H. Sirodj Chudlori and Dr. Nanang Nurkholis, M.Ag Al-Hafidz who always gave me some advices to be strong person.
5. Assalam Modern Islamic Boarding School, thanks Abi and Umi.
6. BITA Community that had given me new religious atmotphere in my soul.
7. My new family in Temanggung especially Posko 82 Dombret Mania which always dropped my tears when I remebered.
8. To all people who always support me.

AKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praised be to Allah, Lord of the worlds, who has given the researcher His love and compassion to finish the last assignment in his study. Peace and salutation be upon to the holy prophet Muhammad SAW, his family, his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family, and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing which will be presented to the Teachership and Teacher Training Faculty in partial fulfillment of the requirements for the degree of S. Pd (Bachelor of Art) in English Language Education.

First of all, the researcher would like to express his greatest honor and deepest gratitude to his advisor, Nadia Makmun, M.Pd and Dr. Musthofa Rahman, M.Ag, Whose scholarly suggestions and critical remarks have enabled them to refine this thesis. He also conveys special gratitude to his beloved parent and teacher K.H Ansori Umar Sitanggal (Mutarjim Tafsir Al-Maroghi) who had given the researcher motivations to raise highes dreamt and always learn where ever for the sake of *li'ilali kalimatillah* and beloved father Ahmad Zawawi, S.Pdi and mother Tafriha who always encourage and pray for her with all of their heart. The researcher's sincere gratitude also goes to:

1. Dr. H. Darmu'in, M.Ag, the Dean of Teachership and Teacher Training Faculty Walisongo State Islamic University Semarang.
2. Dr. H. Muslih, M.A, the Head of English Department.
3. Sayyidatul Fadhilah, M.Pd, the Secretary of English Department.
4. Puspita Karisma, M.Hum the lecturer of English Department.
5. All lectures in The Department of English Education, for precious knowledge and for giving wonderful study experiences.
6. The headmaster Abi and Umi, and all of the teachers (Asatizd) especially the English Teacher of MTs. Assalam, Subang, West Java.
7. And to all the people who have helped the researcher to finish his study, especially to Ita Rohmatina, S.Pd and the other that he can not mention one by one.

The researcher realizes that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for his to get critiques and suggestions to make this thesis better.

Semarang, July 2015

Agus Alwi Eko Arifianto
NIM. 113411046

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CHAPTER I

INTRODUCTION

A. Background of the Study

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel that they have improved their spoken language proficiency.[1] Most minority language children do eventually master the majority language, but second language acquisition takes time. It may take several years for children to know the language well enough to use it for sechool learning with the same ease as children who have learned the language from the birth.[2]

Allah stated in holy Quran about the process of the human creation in Al-hajj verse 5 as follows:

[1] Jack C. Richard, *"Teaching Listening and Speaking from Theory to Practice"*,(New York: Cambridge University Press, 2008), http://www.professorjackrichards.com/articles/, downloaded 12th September 2014 at 08.45 a.m, p. 19.

[2] Patsy M. Lightbown and Nina Spada," *How Languages are learned"*, (New York: Oxford University press, 1999), p. 4.

يَٰٓأَيُّهَا ٱلنَّاسُ إِن كُنتُمۡ فِي رَيۡبٖ مِّنَ ٱلۡبَعۡثِ فَإِنَّا خَلَقۡنَٰكُم مِّن تُرَابٖ ثُمَّ مِن نُّطۡفَةٖ ثُمَّ مِنۡ عَلَقَةٖ ثُمَّ مِن مُّضۡغَةٖ مُّخَلَّقَةٖ وَغَيۡرِ مُخَلَّقَةٖ لِّنُبَيِّنَ لَكُمۡۚ

"*Men, if you are in doubt about the resurrection, remember that we first created you from dust, then from a life germ, then from clot, and than from a lump of flesh partly formed and partly unformed*"[3]

This verse has meaning that all of people start from dust before becoming the adult one because of Allah's power in along time. The similarity is the tree that can grow because of rain which fall from the sky.[4] It seems like with the process of requiring second language which needs long time to be best in some part of it. Beside of the effort to raise a new knowledge about the treasury of vocabulary, it also needs to know the custom use of language in order to get the target meaning.

Interactional talk is much more people oriented: its main purpose is to establish and maintain social relationships. Precise understanding is not required, and conversation partners allow each other a lot of vagueness and even inaccuracy. Typically, no one challenges the other speakers. since the general function of

[3] Mahmud Y. Yazid, *The Qur'an: An English Translation of The Meaning of The Qur'an,* (Beirut: Dar Al- Choura¸1980), p. 24.

[4] 'Aidh al-Qarni, *Tafsir Muyassar*, (Jakarta Timur: Qisthi Press, 2008), p. 42 .

interactional talk is to lubricate the social machinery, not to convey information.[5] It represents the main function of language in the social life, as well as the language is used to transform the information. Actually, it is abstract without the medium to encode in another substansial. The people then transalate the abstract messages by using their mind in order to get the goal.

Speaking as the productive oral activity is the hardest skill as the part of English skills, because it happens in social real life as the medium of information access from one to another. In addition, it doesn't need more rest of time to think about the crucial problem when speaking is going on. Speakers only must be master in exploring the ideas, working out some aspects of the world, simply being together, and processing the words according to the context they are speaking about. While in writing we may be creating the record and comitting moment and event on the paper. So, speaking is quite different with another English skills which can be waited after getting the information.

Beside of those, to be productive speakers, they must be active learners in a relevant and socially appropriate manners as the media to promote their communication of others. Further, a good speaker is he who is able to connect the speech, interact

[5]E-book: Burkart and Grace Stovall, *"Spoken Language: What It Is and How To Teach It",*(Washington, DC.: Center for International Education (ED), 1998), http://eric.ed.gov/?id=ED433722, downloaded 12th September 2014 at 09.35 a.m, p. 5.

with others, talk round gap according to the idea and balance the context and the fluency. Relating to the fact, Burkart and Stovall said that because language does not occur in random series of unrelated sentences, we also have to know how to interpret sentences within a larger linguistic context and how to construct longer stretches of language so that the parts make up a coherent whole.[6]

As an evidence, English is not easy to use as a daily language use communication, it is reputed as the strange and difficult thing particularly in the country which has different mother tongue. Because we know that it is not of our first language and there are so many aspects that we need to obtain. We need to take more time to learn it's grammatical, morpheme, and linguistics aspects as the basic of speaking process. But, drilling and habit will bring the speaker to be a master in the context what they are speaking about and the culture they are, all of those are oriented in any English aspects, actually in speaking skill.

Another problem rises from L2 (second language) learners them selves who start to learn speaking skill, it's the bravery to try speaking English which is not common to be used. They must force them selves to be common in speaking English, because the most difficult one is in the first time of speaking.

[6] E-book: Burkart and Grace Stovall, *"Spoken Language: What It Is and How To Teach It"*... p. 4.

They need proper method to improve their mental and speaking fluency.

Relating to the drama and speaking difficulties, Richard gave addition about how to improve speaking skill. He has clasified that speaking is "as performance", which tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.[7] It refers to the public speaking context, which allows people to inform another and invite them to be believers in their speech or argumentation, such as conducting class debate, giving speech of welcome, making a sales presentation, and giving lecture. Those are demanded the speakers to be master and fluent in their speech, because most of the listener will be invited into the speakers if they are able to inform the information with good way.

MTs Assalam Subang West Java has built bilingual language use as their daily language communication. English is one of Students' daily transactional language which has many obstacles suffered by them. They must struggle to trainee it everyday to be good informan. The lack of confidence and the

[7] Jack C. Richard, *"Teaching Listening and Speaking from Theory to Practice"*... p. 27.

treasury of vocabularies become main factors in students' experiences. Its information is gotten After being consulted with the English teacher, that the students' need a method that is able to support their English speaking fluency.

According to those facts, the researcher is challenged to promote students' speaking fluency by using theatre voice training. The researcher worries if they are not directed as fast as possible to the English common use, they will be late in the big problem and completely difficult to come out from that facts. Therefore, The researcher argues and believes that by doing this action research the problems are able to be solved.

B. Research Questions

After observing the students toward their English teacher then seeking out the appropriate method and strategy the researcher will try In this action research by implementing the theatre voice training in teaching English speaking that is how significant does theatre voice training promote students' English speaking fluency at the eight grade of MTs Assalam Subang in the Academic Year of 2014/2015?

C. Objective of The Study

The objective of this research is to know how significant does theatre voice training increase students' speaking fluency at the eight grade of MTs Assalam Subang in the academic year 2014/2015. By conducting this class action research, the

researcher will try to solve the problem by implementing the strategy. It will need support by being accustomed the strategy after doing the research, in other words the stake holder must follow it up by continuing the implementation. Therefore, by this action the theacher will know what to do to encourage the students in order to able to use English in their transactional and interactional activities both inside and outside the class. Then, finally the will be able to use it in their daily communication.

D. Significances of the Study

The result of the research hopefully can be dedicated for English learning and teaching. Theoretically, the result of the research will enrich English learning and teaching technique. Practically, for the teacher it will give new creative strategy which is able to promote and motivate the students in learning English speaking. So, it will help students to develop their vocabulary, rules, and confidence through theatre voice training, especially when they are demanded to be actor and must take role-play conversation with another. And for the readers, It will add new information about ELT (English Learning and Teaching) and give alternative way to learn English as L2 (second language) and international language, particularly the strategy to promote speaking skill in which implementation of contextual activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There is a research that has been done by Debra M. Hardison, an associate professor Department of Linguistics and Languages, Michigan State University, in his International Journal "Theatre Voice Training in Teaching Oral Skill: Integrating the components of speech event" accepted 15 February 2005. It proposes an approach to the teaching of the various components of such an event (e.g., segmental production, prosody, lip movements, hand-arm gestures, body position) that draws on the use of music and theatre voice-training techniques, drama-based learning, and tools from speech technology. The existing literature in this area includes works that focus on voice and accents specifically for actors. The parallels between theatre arts and language teaching with a focus on suggestions for role-play situations and play productions. While, the approach addresses two gaps where the first in this literature importantly, a rationale for this technique. This rationale is grounded in speech research findings, drama pedagogy, and information processing theory, which holds that learners initially direct attention to a specific feature, and with continued practice and feedback, begin to utilize the skill more

automatically allowing attention resources then to be directed to a new feature.[1]

Second previous research is the thesis belong to Kovács Gabriella from Ministry Education, Research, Youth and Sport University of Arts TârguMureş by the title "Applied Drama and Theatre - Drama Techniques in Teaching English for Specific Purposes". In the it's thesis shows that development of methods and techniques in actor training concentrate on the development of the whole personality, communicative competence, and team building. It also creates a bridge between the fields of applied drama and education.

The result of its thesis also shows that drama technique has been present for a long time as an effective tool in developing communicative competence in the target language and achieving ability to perform certain roles in the possible "scenes" of everyday life and future professions.[2] It represents the way of active language learning in the daily life context with certain theme that can be choosen as the need that is able to be generality contexted to the real communication which is included in the one strategy. Therefore, by integrating drama or theatre in

[1] Debra M. Hardison, *"Theatre Voice Training in Teaching Oral Skill: Integrating the Components of Speech Event"*, Science Direct, (Vol. XXXIII, No. 4, December/2005), p. 594.

[2]Kovács Gabriella, *"Applied Drama and Theatre - Drama Techniques in Teaching English for Specific Purposes"*, Thesis,(TârguMureş : Ministry Education, Research, Youth and Sport University of Arts, 2013), p. 22.

the education process the goal of students to learn foreign language can be achieved. In other words, the students can "play" their better "role" in the use of target language as well as the original habit of the language it self.

The last previous research is the dissertation belong to Astrid Ronke from Geisteswissenschaftender Technischen Universität Berlin by the title "Drama and Theatre as a Method for Foreign Language Teaching and Learning in Higher Education in the United States". Its dissertation discusses about teaching German language using drama and theatre method for American Higher Students. The result of it's dissertation represents that drama is highly effective way to teach communication skill or communicative competence (among other skill), to foster learning environment with allow *effective filter*. Using drama and theatre in the first general education created possibility for its application to speech development of the native language, second language learning, and finally to foreign language learning.[3]

The statement of its dissertation shows that drama and theatre can be an effective way to learn foreign language. In this case it is stated as "foreign language", therefore can be concluded that every language is appropriate to use this method.

[3] Astrid Ronke, *"Drama and Theatre as a Method for Foreign Language Teaching and Learning in Higher Education in the United States",* Dissertation, (Berlin: Geisteswissenschaften der TechnischenUniversität, 2005), p. 280-281.

B. Theoretical Framework

1. Speaking Fluency

a. Definition of Speaking

Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech 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.[4]

According to Jack C. Richard in his article from Luoma (2004), spoken language has some features as follow:

1) Composed of idea units (conjoined short phrases and clauses)
2) May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
3) Employs more vague or generic words than written language
4) Employs fixed phrases, fillers, and hesitation markers

[4]A. Burns, & H. Joyce, *Focus on Speaking*, (Sydney: National Center for English Language Teaching and Research, 1997), p. 87.

5) Contains slips and errors reflecting online processing
6) Involves reciprocity (i.e., interactions are jointly constructed)
7) Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context.[5]

Those describe that spoken language has a complex elements which can not be separated and arrange the meaning. The opposite, it will be the difficult thing and vague if one of those elements is vanished.

b. Elements of Speaking

To be a good speaker, the ability to produce utterance (utterances) is not enough. There is much linguistics to be mastered by languages learners in order to be able to express their feelings and ideas appropriately. Here are elements of speaking according to Harmer in his book *The Practice of English Language Teaching* that speakers have to be competent in the speaking skill, those are: Language features in which contains 4 points. Those are:

1) Connected speech is the sounds modifying in producing utterance when people speak. In which

[5]Jack C. Richard, "Developing Class Room Activities: From Theory to Practice", http://www.professorjackrichards.com/articles/, downloaded September 12th 2014 at 08.30 a.m, p. 19.

includes modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contraction and stress patterning).

2) Expressive devices is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech. By using these devices people will be able to show what and how they are feeling to whom they are talking to.
3) Grammar and lexis are described as people live in different ways, places, and environments causing different mind set too. Therefore, teachers need to supply their student with various phrases for different function in their speaking classroom activities. For instance, how to express agreement and disagreement, surprise expression, and etc., so when students have an occasion which demand them to use those expression in different stage of an interaction, they know what expression they have to use appropriately.
4) Negotiation language is the speech clarification. It is the use of language of how to clarify and to show of what a speaker means. Sometimes, people do not hear or understand what other people's saying.

Therefore, it is necessary to have an appropriate language of how to clarify to avoid mistakes between the speaker and the listener. [6]

Those are some elements which arrange the language that English speaker must be expert. Perhaps, some languages have difference in their pronounce, lexeme, morpheme, and etc. But, generally they have the same elements in the same way, it because the language function it self.

c. Functions of Speaking

Numerous attempt has been made to classify the speaking function in human interaction. Brown and Yule (1983) made a useful distinction between the interactional speaking (in which it serves to establish and maintain social relation), and the transactional functions (which focus on the exchange of information). In workshop with teachers and in designing my own materials I use an expanded three part version of Brown and Yule's framework (after jones 1996 and Burns 1998):

1) Talk as interaction refers to we normally mean by "conversation" and describe interaction which serves a primarily social function. When people meet, they

[6] Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed. (London: Pearson Education Limited, 2001), p. 269-270.

exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

2) Talk as transaction is type of take refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with other.

3) Talk as performance is type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talk, public announcements, and speeches.[7]

d. Definition of Speaking Fluency

Fluency is the quality of being able to speak or write a language, especially foreign language, easily and well.[8] The fluency is probably best achieved by allowing the "stream" of speech to "flow", then, as some of this

[7] Jack C. Richard, "Developing Class Room Activities: From Theory to Practice"..., p. 2-4.

[8] *Oxford Advance Learner's Dictionary eight edition,* (New York: Oxford University Press, 2010), p. 575.

speech spills over beyond comprehensibility, the "riverbank" of instruction on some details of phonology, grammar, or discourse on channel the speech on a more purposeful course.[9] Fillmore's (1979) first kind of fluency is "the ability to fill time with talk.... a person who is fluent in this way does not have to stop many times to think of what to say next and how to phrase it". As Fillmore goes on to show, this fluency will depend on a range of factors including having quick access to and practiced control of many of the language's lexical and syntactic devices, being able to decide readily when it is appropriate and efficient to use them, as well as having familiarity with interactional and discourse schemata.[10] Therefore, the meaning of fluency in this kind of deffinition refers to the skill to produce the speech without much stoping in it's range. It can be described as the process of delivering information through oral language with flowing the sentences till the prominent meaning is complete.

[9] E-book: H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy second edition*, (Englewood Cliffs, NJ: Prentice Hall Regents, 1994), downloaded 12th September 2014 at 08.37 a.m, p. 269

[10] Paul Nation, *"Improving Speaking Fluency",* (Vol. 17, No. 3, June/1990), p. 377.

2. Theatre Voice Training

a. Definition of Theatre

Theatre is a collaborative form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance.[11] In other hand, theatre is most familiar with drama. Drama is an art form that explores human conflict and tension. It generally take the form of story presented to an audience through dialogue and action. The story is conveyed using the elements of the theatre: acting, costumes, props, scenery, lighting, music, and sound.[12] It is a collaborative group art form where people transform, act, and reflect upon the human condition. In drama, people are the instruments of inquiry.[13] It is also defined as the art of performance, of making dialogical performance text. Language itself – verbal, and also vocal and gestural language – is not only the primary instrument

[11]Marvin Carslon, *"Psychic Polyphony: Journal of Dramatic Theory and Criticism"*, https://journals.ku.edu, (Vol. I, No. 1, Fall 1986), downloaded 12th September 2014 at 08.22 a.m, p. 40.

[12]*Drama Education Network*,www.dramaEd.net, downloaded 12th September 2014 at 08.24 a.m.

[13] Philip Taylor, *"The Drama Classroom: Action, Reflection, Transformation"*, (London: RoutledgeFalmer, 2000), P. 1.

of human communication but also the prime medium of drama.[14]

When teaching drama we can expect a fairly high level of conversational noise, different groupings with students standing, moving, sitting, and using space to express themselves, and different groups working at different paces towards different goals.[15] As the result, new understanding emerges that is cognitive and embodied, personal and social, emotional and sensory and kinaesthetic, understanding that we can call 'learning'. This has always been theatre's job. It is also the job of the English teacher.[16]

b. Definition Voice Training

Estill Voice Training (often abbreviated EVT) is a programme for developing vocal skills based on deconstructing the process of vocal production into control of specific structures in the vocal mechanism.[17]

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[14] John O'Toole, Madonna Stinson and Tiina Moore, *"Drama and Curriculum: A Giant at the Door"* vol. 6, (Austalia: Springer Science and Business Media B.V, 2009), p. 49.

[15] EDB Professional Development for Teacher, "*Teaching English through Drama",www.edb.gov.hk/attachment/*,(British Council Hongkong: 2008), downloaded 12th September 2014 09.13 a.m, p. 2.

[16] John O'Toole, Madonna Stinson and Tiina Moore, Drama and Curriculum: A Giant at the Door vol. 6..., p. 49.

[17] Christina Shewell, *"Voice Work: Art and Science in Changing Voices"*, (Vol. 00, No. 00, 1, XXXX, XXXX 2011), http://onlinelibrary.wiley.com, downloaded 12th September 2014 09.15, p. xii.

She also said thatthere are three main voice practitioners who work with people who want to change their voices in some way:

1) Voice teachers (in some countries known as speech trainers or voice coaches).
2) Speech and language therapists (in some countries known as speech pathologists or logopedists).
3) Singing teachers (in some countries known as voice teachers).[18]

In this case, the researcher is as the voice teacher or voice coach. Because the researcher will trainee the students to practice vocal technique, mainly in English theatre in order to get maximal result in English pronunciation and English speaking ability. There are some techniques to do it. And all of those relating to vocal training as well as the procedures are there.

According to Harris, the British Speech and Language Therapy, said in her written that the work allows singing/voice teachers, voice coaches, and speech and language therapists to identify and resolve specific vocal problems that have resulted in fatigue or damage to the vocal folds. Many of the maneuvers are already familiar to speech therapists as they have been adapted

[18] Christina Shewell, *"Voice Work: Art and Science in Changing Voices"...*, xiv.

from traditional techniques but synthesized into an extremely creative system. The application of the system to dysphonic patients produces excellent results and the therapist will gain great confidence in their own voice use having mastered the maneuvers and qualities themselves.[19]

Generally speaking, teachers, researchers, textbook researchers, and students alike find drama techniques beneficial because they provide learners with opportunities to speak in less controlled and more creative ways. Within a classroom setting, they bring learners closer to what real-life use of the target language might entail.[20] It gives explanation that drama is possible to be a good method to achieve students' speaking ability, because it is directly collateral with the aim of the language use, its to take role-play in a real-life in order to keep the social relationship. Another aspect which is contained in drama is mime, it emphasizes the paralinguistic features of communication. It builds up the confidence of the learners by encouraging them to get up

[19] Sara Harris, "*The Voice Clinic Handbook, Speech Therapy for Dysphonia", (Vol. 112, No. 05, May/1998),* http://journals.cambridge.org, downloaded 12th September 2014 at 09.19 a.m, *p. 171–172.*

[20] Colleen Ryan-Scheutz and Laura M. Colangelo, *"Full-Scale Theatre Production and Foreign Language Learning"*, (Vol. 37, No. 3, 2004), http//web.pdx.edu.com, downloaded 31th October 2014 at 13.23 p.m, p. 375.

and do things in front of another.[21] So, its aspect emphasizes theatre or drama as a benefit way to increase students' confidence in using second language in front of other people, and that is the main goal of the research.

c. Definition of Theatre Voice Training

Theatre voice training is defined as preparation point before drama's performance, it may be part of a general oral skills class, speech class, pronunciation course, or part of a drama course. It is adaptable for different environments, and different learners at various levels of proficiency, including international teaching assistants (ITAs). While the major objectives of theatre voice training are to:

1) raise awareness to the various elements of speech such as breathing, volume, pitch, stress, rhythm, and individual sounds.
2) enhance pitch range, speech fluency, intelligibility, and enjoyment in language learning.
3) present activities for practice as a class or individually, and;

[21] Paul Davies, *"The Use of Drama in English Language Teaching"*, (Vol. 8, No. 1, November 1990), http//web.pdx.edu.com, downloaded 31th October 2014 at 13.25 p.m, p. 90.

4) encourage students to transfer the skills they learn and confidence they build to their daily speech.[22]

Beyond the initial preparatory technique it is focused on the second point, it is to enhance students' speaking fluency. But actually there are so many benefits which can be obtained from the training undirectly, it is as the additional benefit.

Beside of those Cook said in her journal that the tradition of vocal training that she experienced for all too brief a period may well have grown out of the theatre's need to pay homage to the greatest English playwright by finding ever more clarity, variety, meaning, and substance in the legacy of plays he left behind.[23] It represents the statement that how important voice training takes place before performed the theatre to get highes impression of the spectators that will imply deep legacy in daily activities in using L2 target.

[22] Debra M. Hardison, C. Sonchaeng, *"Theatre Voice Training in Teaching Oral Skill: Integrating the Components of Speech Event"*..., p. 594.

[23] Rena Cook, *"Voice Training and the Royal National Theatre"*, (Vol. XIII, No. 2, Spring 1999), https://journals.ku.edu, downloaded June 16th 2015 at 21.23 p.m, p. 174.

3. The Role of Theatre Voice Training in Promoting Speaking Fluency

As the main purpose of the researcher at the first of the study that he is going to examine the new strategy which is called theatre voice training to promote students' oral skill especially in English speaking fluency. It is a new strategy in L2 learners because of some obstacles which researcher must learn before the research is done.

As the result strategy of theatre voice training has possitive role in improving students' speaking fluency as well as Hardison dan Sanchaeng said in the part conclusion of their research about theatre voice training and technology in teaching oral skill that even teachers without a substantial amount of class time to devote to the full sequence of techniques can incorporate some of the elements into their classrooms such as an understanding of the articulatory mechanism and voice settings, breathing, resonance and relaxation techniques, monologue rehearsal to enhance tonal memory, and imitation of songs at different pitch levels to increase vocal range..... The ultimate goal is the development of automaticity in their acquisition and context-appropriate use in spontaneous speech[24]. Those give explanation that voice training is able to develope students' skill in their oral

[24] Debra M. Hardison, C. Sonchaeng *"Theatre Voice Training in Teaching Oral Skill: Integrating the Components of Speech Event"*..., p. 606.

skill, actually the statement would say about the effectiveness of voice training and drama or theatre in improving students' contextual speaking, it depends on the situation that they face. This happen to the students when taking role-play in the drama or theatre that all of them are demanded on playing some role as well as resemble they are with the original character even the implication is that all of them will formed as the individual person that is able to adapt with the situation they live.

In other hand the theatre voice training and the theatre performance is also able to assess students' communicative competence, it is like the statement of Kao and O'neil in the Hardison and Sonchaeng journal that drama and voice training provide the opportunity to assess the various components of learners' communicative competence (grammatical, sociolinguistic, discourse, and strategic) within meaningful contexts[25]. This is some proof of the role theatre voice training in promoting students' speaking fluency.

C. Action Hypothesis

Action hypothesis is defines as the provisional answer to the problem that is faced; as an alternative action supposed the

[25] S-M. Kao, C. O'Neill, "Words into Worlds: Learning a Second Language Through Process Drama", in Debra M. Hardison, C. Sonchaeng *"Theatre Voice Training in Teaching Oral Skill: Integrating the Components of Speech Event"*..., p. 606.

most certain way to solve the problem which is chosen to the research through classroom action research.[26]According to the theory about drama and theatre in foreign language learning and teaching that theatre or drama method can be an effective way to teach English speaking fluency for students who learn English as a communicative language skill. It because theatre and drama gives students opportunities to speak in less controlled, more creative ways, and occasion to encourage to get up and do thing in front of other people. Then, those will demand on the students to take a high level conversation, different grouping in their standing, and using space to express them selves. According to that facts, the researcher proposes that by using theatre voice training strategy is able to promote students' speaking fluency.

[26]Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung, PT. Remaja Rosdakarya, 2009), p. 63.

CHAPTER III

RESEARCH METHOD

A. Research Approach

A classroom action research (CAR) is used in this study as the method. According to Nunan is that action research has different features which are affected by planned the changes have primary responsibility for deciding on studies of critically engaging action which is possible to lead the achievement, and for assessing the result of strategies used in the actions.[1] An improvement that is obtained from theacher's struggle through reflective action within the research. To do the reflection, the teacher must recognize the problem accurs in the class to sustain his way in figuring the problem.

B. Time and Place of Study

This class action research will take place MTs Assalam Subang west java in the year of 2014/2015. The reason is that because there are students' obstacles like motivation and speaking English fluency in their daily communication, while they are students bilingual school. Based on that reason the researcher will try to increase the

[1] David Nunan, *Research Method in Language Learning*, (Camridge: Camridge University Press, 1992), p. 17-18.

students' speaking fluency by using theatre voice training that will take time for about a month.

C. Subject and Collaborator of Study

The subject of this study is students at the eight grade of MTs Assalam Subang in the year of 2014/2015. The reason is because at this grade the students are in the process of developing their psychology, so that the researcher will direct them to choose the importance of using common language and usual way in communication. Then, it will be a good manner to increase the students' awareness in using language as the practical way.

The researcher will collaborate with the English teachers in the school to decrease the subjectivity of the research. The collaboration includes in the way of problem gnosing, arranging the suggestion, implementing the act, data analysing, and etc. This will make objective final about the condition of the students before and after the research. Then, through this collaboration the researcher won't be quite difficult in collecting necessary data to be analyzed.

D. Research Cyclus

In the classroom action research there are four phases within one cycle that will be passed. In this kind of research the researcher will also use the common phases of class action research that in every cycle will have; planning (identify the

problem), acting (collect the data), observing (analyze and interpret data), and the last is reflecting (develop an action). These phases will be conducted repeatedly for the other cycle if the results are not reached yet. Then, the explanation of the four phases in one cycle for doing in action research are as stated by Hopkins that the implementation of class action research can do seem with the spiral which was began with identifying the problem, arranging the plan, acting, observing, reflecting, revivised the plan continued like the first cycle. Hopkins' spiral can be described as follows:[2]

[2] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Group, 2009), p. 53-54.

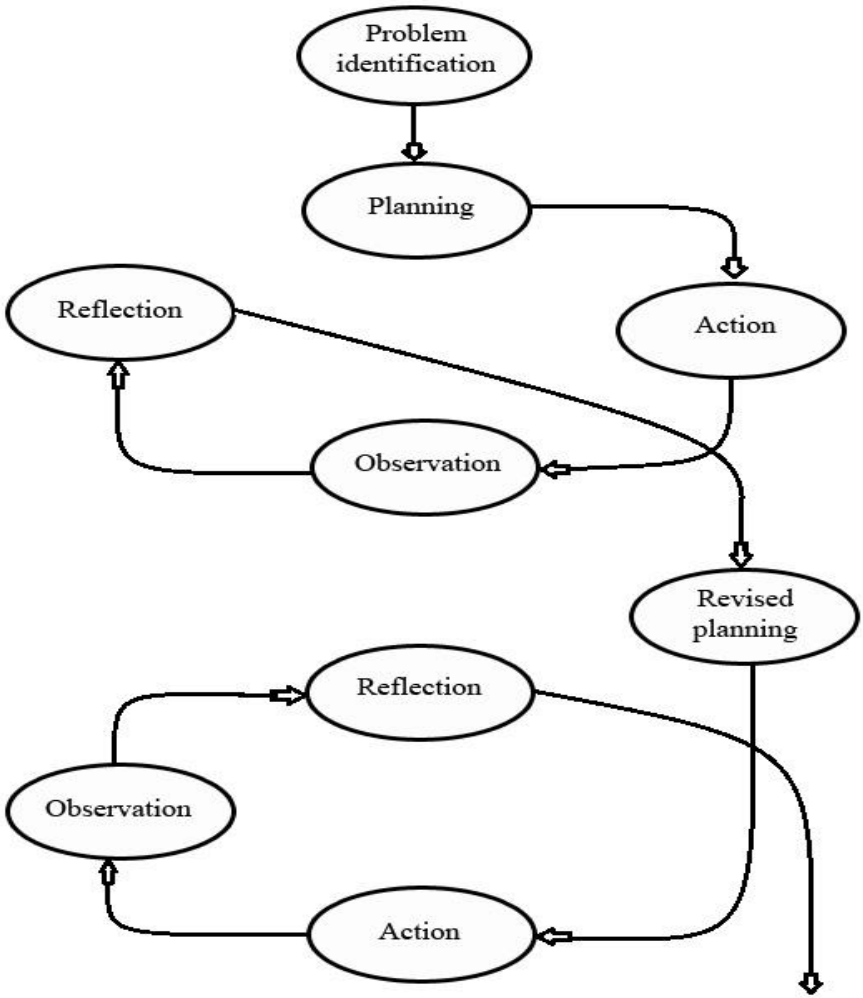

Figure 1. Action Research Cycle.

(Adapted from Sanjaya's book *Penelitian Tindakan* Kelas)[3]

[3] Wina Sanjaya, *Penelitian Tindakan Kelas...*, p. 54.

In this research, the researcher will conduct two cycles of classroom action research. There are four steps process in each cycle for doing classroom action research. To be more detail the phases can be ilustrated as follows:

1. Cycle I
    a. Planning is the step of preparing something relating to the research. At this step, the researcher will plan the necessary things relating to the theatre voice training strategy. Something that will be prepared are like the tools to teach English pronunciation material using computer's software such as speaking notepad and Camridge advance learner's dictionary, lesson plan which includes the technique and the teaching strategy to train students' pronunciation, the scripts to perform the theater or drama, and the instruments to observe and evaluate the show.
    b. Acting is the way where all of the planning are implemented. At this step, the researcher will trainee the students in theatre voice training inside the class for about 30 minutes in a meeting. This will help them in abridging the drama's scripts that demand the students to be fluent in English speaking that relating to their pronunciation. Therefore, the dialog in drama show will be easier and fluently run.

c. Observing, is the process of viewing students' activities. At this step, the researcher will observe during the drilling students in theatre voice training, pre- and during performance, and the implementation on their English spoken in the day it is used. During the observation, the researcher will take the data from the first students condition till the development after those activities.

d. Reflecting is processing and interpreting obtained-data. At this step, the researcher will interpret observed-data from drilling students in theatre voice training, pre- and during performance, and the impact in their daily English communication. And then, the result will be compared with the students' speaking conditions before the research. In this case, the researcher also will collaborate with the English teacher to know deeply how is the impact of the research in the students' English speaking fluency, when there is no increase in their speaking fluency, the researcher will conduct the second cycle and repair found-problem from the first cycle based on the result of interpretation.

2. Cycle II

   a. Planning, In the planning phase of the second cycle, the researcher will revise the lesson plan based on the problem that faced by students within the first cycle. Here, the researcher reselects the material and reforms the evaluation and the teaching instrument to improve indicator that haven't been reached yet.

   e. It is similar with the acting phase at the first cycle in which the revised lesson plan will be implemented in the teaching English in the classroom. The three phase technique is used in accomplishing the voice training process. Expressions and vocabulary are given to the students, together by this theatre voice training is also implemented within the learning process by contextual problem and general language use.

   f. Observing, in this second observing phase, the researcher observes the students' response and language use which are found during the teaching and learning process. The researcher uses observation form that has been formed by the writer to collect the data.

   b. Reflecting, in this second phase, the researcher evaluates students' progress in their speaking fluency after being trained by theatre voice training and drama performance. The researcher will also ask the English

teachers' opinion about the students' improvement in speaking fluency

E. Data Collecting Technique

In this research, the researcher applies interview, observation, and research diary as the technique in collecting the data. The processes are able to be explained as follow:

a. Interview

The researcher accomplishes the interview two times. Then, in the interview the researcher will use unstructural interview or open-ended interview, it seems like informal conversation. This way is choosen to obtain some form of information from entire respondents, but the arrangement made different based on their level and characteristic. Absolutely, the interview is conducted to retrieve four aspects of the respondents, these are their comprehension in answering the question, retriving relevant information from the interviewer, making judgment based on their recall knowledge, and maping the answer on the reporting system.

In other hand, the first the interview is conducted before applying the action research. In this case, the researcher interviews the English teacher of MTs Assalam concerning with the teaching problem in the school, students' difficulties in practicing speaking English

language and what method that is used by him. Here, the researcher found that the teacher uses speech practice as the commonly method. Concerning with the students' problem, they lack in vocabulary and motivation, so it is very difficult to make them practice in the spoken language.

This interview is also conducted toward students at eight grade of MTs Assalam regarding to their difficulties in practicing English speaking. The method that was used by their teacher, and the activities they did during the teaching and learning process. The interview remained that they lacked in vocabulary, but they had little motivation to learn English furthermore to be able to speak English fluency. Sometimes they felt awkward and inconvenient, more and more, when they had to take turn by turn to have conversation with their partner in front of the class.

From both interviews, the researcher infers that there are two main problems that bring about students' lack in speaking fluency. First, the students are lacking in vocabulary and second the students are low in confidence. Therefore, they need different strategy in learning English language to help them achieving English language especially in spoken language.

b. Observation

The observation was done by the researcher toward students of eight grade of MTs at the academic year of 2014/2015 directly during the teaching and learning process. Here, the researcher as an observer observes the students behave inside the classroom and their activities outside of the classroom. for example, how students participate and achieve the speaking skill. The observation accomplished by using observation form that had been formed by the researcher before. From the observation, the researcher found that the English teacher in teaching English only emphasized on students understanding of grammar and text genre. Meanwhile speaking was used as the procedure and speech language where the students had to read them when there were some agenda. In practicing the speech, the teacher got the students to perform by using textbook where the speech text was written. Every day there were different students that performed the speech in front of the other students, actually this agenda was hold after Magrib prayer. The number of the students which was few made the researcher was easy in handling, 10 (ten) students per-class was little class that made the class not too difficult to be conditioned.

Dealing with both data; interview and observation, the researcher uses triangulation technique that is

adjustment of data sources which is derived from the teacher, the students, and the real situation to ensure the validity of collected data.

c. Documentation

The researcher will take the documentation in the form of picture and video of students of MTs Assalam that will be taken before, during, and after the research. And, qualitative data will be conducted beside of quantitative as the resume of the records which supports in final interpretation and evaluation. So, it will be used to be visual proof that the research has been hold and as the effective data to observed, because it is directly obtained from the students without any changes.

d. Research Diary

It will be conducted by the researcher during the research, it will be contained about all activities of the students and the teacher MTs Assalam during teaching process and their daily activities inside and outside the class as the result of research. And, it also will give qualitative data objectively from the researcher, where the result is able to be consideration in the interpretation and evaluation. Then, the diary will be used as the objective notes from the researcher that contains the secret notes of him which describes about the process, situation, and progress of the students from the first till the end to

support final conclusion about the researh. It will be more detail explains the students condition, because it is directly doing by the researcher his self.

F. Data Analysis Tecnique

In order be easy in analyzing the data, the researcher will conduct the technique as follows:

a. Organizing the Data

The qualitative data and the quantitative that are derived from teaching and learning process observation toward the student activities in the classroom and from interviewing the students and the teacher as well as organized systematically. The qualitative data will be collected and becomes written data where the researcher and the English teacher as the subject of the research, it contains the perception and evaluation of the researcher and the English teacher about the students development. While, the quantitative data contains numeral result as the assessment of students speaking skill appropriate with the procedure in figure 2 and 3.Both of those important data will be collected, interpreted, and evaluated to find the final result of the research.

b. Verifying the Data

The quantitative data that is derived from pre-test and post-test result are classified by the students' scores

per meeting or action within the cycle, to make it easier to analyze, the researcher make the guideline in scoring the test, it is called 'holistic grading'; it is scoring technique that indicates students' general impression performance.[4] The formula as follows:

Aspects	**Score Per Aspects**				
	1	2	3	4	5
Pronunciation	Poor 1-29	Fair 30-49	Good 50-59	Great 60-79	Excell-ent 80-100
Grammar					
Vocabulary					
Compre-hension					
Fluency					

(Adapted from Madsen and Oskarsson and modified by the researcher).

Figure 3. Holistic Grading.

[4]Harold S. Madson, *Technique in Testing*, (Oxford: Oxford University, 1983), p. 168.

Notes:

5: Students speak the language without any mistakes.

4: Students speak the language not completely fluent, and no considering errors.

3: Students can make their selves understood but obscured in language used.

2: The language used definitely unsatisfactory; frequently need to rephrase constructions.

1: Error in language used which make comprehension quite difficult.

After gaining the data, the researcher tries to find the average of students' test result by using this formula bellow:[5]

$$M = \frac{\sum x}{N}$$

M : The average of students' score (Mean)
$\sum x$: Total individual score
N : The number of students

This formula will be used in pre-cycle, first cycle, and second cycle to know the increasing students' speaking fluency.

[5]Sudjana, *Metode Statistika*, 6th Ed., (Bandung: Tarsito, 2005), p. 67.

Then, to know the percentage of students' speaking achievement can be calculated by using this formula:[6]

$$P = \frac{F}{N} X\ 100\%$$

P : The Class Percentage (%)
F : Total Percentage
N : Number of the Students

Guidance of Score:
80 - 100% = excellent
60 - 75% = good
< 60% = fair

The comparison average of the students' score on pre-cycle, first cycle, and second cycle can be listed as bellow:

[6] IGAK Wardhani dan Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p. 236.

No.	Cycle	Mean
1	Pre-cycle	
2	1st cycle	
3	2nd cycle	

Figure 4. The Comparison Average of Students' Score.

The comparison percentage students' score on pre-cycle, first cycle, and second cycle can be listed as bellow:

No	Total Score	Percentage
1	Pre-cycle	
2	1st cycle	
3	2nd cycle	

Figure 5. The Comparison Percentage of Students' Score.

G. Criteria of the Research Success

These are criteria by which this research considering success according to Nunan Which are presented by the researcher, those are:

1. The result exceed the determined target score.
2. The innovation had overall positive response from participating teacher.
3. The innovation has beneficial impact on students' speaking. A comparative analysis students' test score indicated, in term of evaluation criteria identified by the researcher.
4. Teachers' classroom practice change as a result of a participation innovation.
5. The objective of the innovation largely met.
6. The innovation has a number of distinctive features which contributed to its effectiveness.[7]

In step on this, the researcher infers that the research will be considered success if the implementation of the theatre voice training and in teaching speaking for the students' eight grade of MTs Assalam Subang brings about changes and benefits by all mean of students' speaking ability, students' motivation, teaching and learning outcomes.

[7] David Nunan, *Research Method in Language Learning...*, p. 207-208.

CHAPTER IV

RESEARCH FINDING AND DICUSSION

A. Description of the Data

This classroom action research was conducted into two cycles besides the pre-cycle. Each cycle consists of four steps; they were planning, acting, observing, and reflecting. The implementations of each cycle were as follow:

1. Pre-Cycle

   Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' speaking fluency. This cycle was conducted on March . the theme of this cycle was additional activity which becoming the obligation to all of the students in Assalam boarding school. At this cycle the teacher accustomed the students to read the arrranging of the agenda and who was the officer of each agenda. The teacher accustomed to this was so that the students were formed their mentality to deliver something including oral activity used second language. This activity was done everyday after Magrib prayer before all of them together recited the holy quran.

   From the observation at this pre-cycle the researcher found some facts in students's daily activities that they were not accustomed to being English active

speaker because actually they lived in both English and Arabic area but Arabic was more dominan than English. They found some obstacles that the rules or grammar and the mentality in speaking were the main problem in their oral English. It becoming serious concern

Then the researcher doing interview where two types of interview are discussed here; the semi-structured and the unstructured interview. Both were carried out toward the English teacher and the students at eight grade of MTs Assalam as well, in order to avoid subjectivism of teacher perspective toward the students or the other way. These interviews were conducted to get more information about the problem faced in English speaking learning. It was held on Thursday, March 24th 2015 begun at 20:00 p.m. up to 10:00 p.m. The interview was in the form of small discussion, firstly, the researcher asked the teacher regarding the general condition of the English teaching primarily teaching speaking and students activity in the school, the question involves how the teacher taught English in that class, what kinds of strategy used when he was teaching speaking, what strategy they liked, and what obstacles faced by her during the teaching process.

From those interviews, it was known that the teacher never used theatre or drama in teaching speaking at eight grade of MTs Assalam. He usually uses speech

strategy in teaching speaking, in which students able to memorize many vocabularies but they never known how to make good sentence with appropriate rules. After giving the speech they will perform in front of the jamaah of boarding school (pesantren) to build their mental.

Meanwhile, the interview result toward students found that students seldom learnt English speaking by reading the organization stucture and the agenda of Santri after Magrib prayer in front of the other students (jamaah), but they never practiced English conversation because Arabic was more dominan here, while the purpose of the school was students were able to make conversation in English language. Concerning with students' difficulties in learning English speaking are; difficulty in arranging words into the right order or sentences and feeling awkward to say things in English because they felt shy and afraid of making mistake.

Tabel 1

Students' Interview Score in pre-cycle:

No	Name	Aspects					Total Score	Final Score
		P	G	V	C	F		
1.	S-1	60	25	70	45	60	260	52*
2.	S-2	80	65	85	72	75	377	75,4
3.	S-3	60	27	69	33	53	242	48,4*
4.	S-4	80	75	85	78	60	378	75,6
5.	S-5	80	65	80	75	80	380	76
6.	S-6	70	29	71	40	60	270	54*
7.	S-7	60	65	80	70	75	350	70*
8.	S-8	70	40	70	30	60	270	54*
9.	S-9	64	35	73	29	60	261	52,2*
10.	S-10	68	35	75	35	60	273	54,6*
Total Score								612,2

*Students' who doesn't pass KKM

Explanation:

P : Pronunciation

G : Grammar

V : Vocabulary

C : Comprehension

F : Fluency

75: Criterion Minimum of Completeness (KKM)

Tabel 2

The Criteria of Students' Scores

Scores	**Pron.**	**Gram.**	**Vocab.**	**Fluency**	**Comp.**
80–100	Has few traces of foreign language	Makes few errors of gramm ar and word order	The use of voca-bulary is virtually	Speech as fluent as the native speaker	Under-stand every-thing without diffi-culty
60–79	Always intelli-gible	Occasi-onally make gramm a-tical errors	Some-times uses inappro-priate terms and need rephrase	Speed of speech seems to be slight	Under-stand at normal speed
40–59	Occasion a-lly lead to mis-Understa n-ding	Make frequen t errors	Freque-ntly uses the wrong words	Speed and fluency are rather strong	Under-stand at slower than normal speed
20–39	Very hard to under-stand	Hard to compre -hend	Make conver-sation quite difficult	Usually hesitant	Compr e-hend in slow speed with repeti-tion

1–19	Speech virtually unintellig-ible	Speech virtu-ally unintel-ligible	Make conver-sation virtually impos-sible	Make conversat ion virtually impos-sible	Cannot be under-stood even in simple convers ation.

2. Cycle 1

This cycle was done on Saturday May 23th 2015, the steps as follows:

a. Planning

At the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then the researcher prepared the teaching learning process resources, then looking for the wide room to do theatre voice training and performing the thatre, the observation test evaluation sheets, and present list in order to know students' activeness in joining teaching learning process.

b. Acting

At this step, the researcher conducted activities according to the schedule that had been arranged for the researcher from the planning step. As acting, teacher began the class by giving some questions relating to the students' condition,

particularly is about English on their perspective. Then, the researcher continued with theatre voice training treatment in main room. The students are instructed to do body warming up at the first, then continued with breathing in through the nouse and breathing out through the mouth. The breathing used stomach-breath, where the air was restrained in the stomach till it was seems distended, then the air must flow slowly and balance tempo which would give effect on the speech-breathing. Then, the researcher instructed the students to breath in and out togehter with noise in flowing the air with balance tempo and volume. This step would give possitive effect on their speech volume control when becoming some actor in the drama where the impact was in their conversation activity. The next, the researcher instructed the students to do hamming with increasing and decreasing *octave* in order to accustomed to their ability in pitch control. After this, students were instructed to do resonance training then continued with pitch control training.[1]

Following on above training, the researcher also drilled the students with tongue twister and training articulation. This would help them in

[1] See Appendix 1

forming English pronounciation habit and giving speech with clearness. Actually this was very needed in drama performance to trap the spectators bring them in the clearness of plot of the story. The last, the researcher also trearted them with making weak the face muscles by moving all of the face components like lips, eyes, forehead, and chicks. This would be very useful in acting out some characters in the drama performance which demanded on apllying some mimic.

All of those training were the components of theatre voice training, while the theatre or drama was conducted after the training to implement them. It was very long process of reasearch where the researcher should drill the students in memorizing the script and acting out the mimic according to the characters of the drama. A good acting represented a good confidence of the actor, and mimic was the part of the acting which should do.

c. Observing

At this step, the researcher observed the students' increasing during the training until the performance. Even the students' English activities also becoming observation object. The researcher made something compulsory to them that they should

use English in their daily language not only arabic, and it was observed well. Actually the observation data was obtained from the interview by considering some important aspect of bilingual school.

d. Reflecting

After entire activities had been done, the researcher assessed students' interview result. The interview result at the cycle 1 as follows:

Tabel 1

Students' Interview Score in pre-cycle:

No	Name	Aspects					Total Score	Final Score
		P	G	V	C	F		
1.	S-1	75	78	80	75	75	383	76,6
2.	S-2	85	80	87	80	80	412	82,4
3.	S-3	65	50	70	50	60	295	59*
4.	S-4	85	75	85	80	65	390	78
5.	S-5	85	68	85	77	80	395	79
6.	S-6	75	50	80	65	65	335	67*
7.	S-7	80	68	83	75	78	385	76,8
8.	S-8	75	55	78	50	68	326	65,5*
9.	S-9	70	45	75	45	63	298	59,6*
10.	S-10	70	45	80	45	62	302	60,4*
Total Score								704,3

3. Cycle 2

This cycle was done on Sunday June 1st 2015, the steps as follows:

a. Planning

At the planning step of cycle two, the researcher revised the arranging of lesson plan based on the evaluation at the cycle one. Then, the researcher did drilling theatre voice training, sepecially at the tongue cluster. The last, students performed the theatre with additional expression and script. This was to develope their confidence and vocabulay treasury.

b. Acting

At this second acting, the researcher conducted treatment as well as arranged at the cycle one. He just gave some emphasizes in drama performance, particularly at the part of expression and vocabulary treasury..

c. Observing

At this step, the researcher observed the entire students' increasing after revising all steps of cycle two, this was during the training till the drama performance. Even the students' English activities also becoming observation object. The researcher made something compulsory to them that they should

use English in their daily language not only Arabic, and it was observed well. At the last, interview becoming prominant main data source to measure students' speaking fluency improving.

d. Reflecting

As the cycle one, the researcher assessed students' interview result as the comparison with before. The interview result at the cycle 2 as follows:

Tabel 3

Students' Interview Score in pre-cycle:

No	Name	Aspects					Total Score	Final Score
		P	G	V	C	F		
1.	S-1	80	80	85	77	79	401	80,2
2.	S-2	87	86	88	82	85	428	85,6
3.	S-3	75	73	77	75	75	375	75
4.	S-4	87	78	87	80	70	402	80,4
5.	S-5	87	70	88	80	83	408	81,6
6.	S-6	78	70	83	73	75	379	75,8
7.	S-7	83	72	85	78	80	398	79,6
8.	S-8	80	73	80	70	75	378	75,6
9.	S-9	75	63	85	63	75	361	72,2*
10.	S-10	75	60	87	63	75	360	72*
Total Score								778

B. Data Analysis Per Cycle

Here, the researcher attempts to discuss about the result of the action research in which included the four phases of cycle one and cycle two. The result is as follows:

1. Pre-cycle

At this data anylisis pre-cycle the researcher will first calculate the average or mean of students' pre-test result, it can be calculated in below:

$$\text{The average of pre-test score} = \frac{\text{Total students' score}}{\text{Total students' number}}$$

$$\text{The average of pre-test score} = \frac{612,2}{10}$$

The average of pre-test score = 61,22

After calculating students' score in the form of average, then the researcher calculates it in the form of percentage. It is done to know the total students who passes the criterion of minimum completeness by dividing the number of students who passes the test with the total students who takes the test itself, and then multiplied by 100%, by which the total number of students who passes the KKM in percentage will be as follows:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{3}{10} \text{ X } 100\%$$

$$P = 30\%$$

Guidance score of pre-cycle post-test can be described as follows:

Tabel 4

Guidance score of pre-cycle

No.	Percentage	Result	Categories
1	80-100%	-	Excellent
2	60-75%	-	Good
3	<60%	30%	fair

2. Cycle 1

The average or mean of students' score post-test of cycle one can be calculated in below:

$$\text{The average of cycle 1 score} = \frac{\text{Total students' score}}{\text{Total students' number}}$$

$$\text{The average of cycle 1 score} = \frac{704,3}{10}$$

The average of cycle 1 score = 70,43

Students percentage score of cycle one who passes the KKM as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{10} \times 100\%$$

$$P = 50\%$$

Guidance score of pre-cycle post-test can be described as follows:

Tabel 5

Guidance score of cycle one

No.	Percentage	Result	Categories
1	80-100%	-	Excellent
2	60-75%	-	Good
3	<60%	50%	fair

3. Cycle 2

Then, the average or mean of students' score post-test of cycle two can be calculated below:

$$\text{The average of cycle 1 score} = \frac{\text{Total students' score}}{\text{Total students' number}}$$

The average of cycle 1 score = $\frac{778}{10}$

The average of cycle 1 score = 77,8

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{8}{10} \text{ X } 100\%$$

$$P = 80\%$$

Guidance score of pre-cycle post-test can be described as follows:

Tabel 6

Guidance score of cycle two

No.	**Percentage**	**Result Persentage**	**Categories**
1	80-100%	80%	Excellent
2	60-75%	-	Good
3	<60%	-	fair

C. Analysis of The Whole Meeting

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from preliminary to cycle one, and cycle two. The improvements of students' speaking fluency can be seen in the following table:

Tabel 8

The comparison percentage of students' score on pre-cycle, cycle one, and cycle two.

No.	Cycle	Result Percentage	Categories
1	Pre-cycle	30%	Fair
2	Cycle one	50%	Fair
3	Cycle two	80%	Excellent

Tabel 7

The comparison mean of students' score on pre-cycle, cycle one, and cycle two.

No.	Cycle	Mean
1	Pre-cycle	61,22
2	Cycle one	70,43
3	Cycle two	77,8

At the pre-test, all of the students have been doing the test. Then, the mean result was 61,22. In this activity, the teacher still used conventional method, he did not use any strategy to improve students' speaking fluency and motivation. Only few students that dared to speak English in the class activity, then, the other till felt awkward with their English oral skill. Then, at the cycle one the mean result was 70,43. Here the researcher and the teacher begun collaboration in training the students by using theatre voice training. The final appeared significance result form the students that they had improvement in their speaking fluency, especially in the motivation to speake English. The last was cycle two, it got very significance than before, that was 77,8 in average. This result was obtained because the researcher and the English teacher did treatment in longer time than before. Then, the drama performance was also added by some sentences in order to help them in improving the vocabulary treasury and some expression in the stage.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher inferred that teaching English by using theatre voice training is effective and can improve students speaking fluency. It can be proved through several data such as; observation result which it shows students enthusiastic, and actively participated in learning process. They were also motivated to practice spoken English which it reduces students' hesitation and awkward to say in English. From the test result, the researcher concluded that there were 30% of students' score had passed the KKM from the post- test of cycle one with the mean 70,43; 80% derived from the post test of cycle two result with the mean in each improvement were 77,8. From these interpretations, in short it can be said that 8 of 10 students are able to pass the KKM after had been trained by using theatre voice training. It means that the implementation of theatre voice training in the classroom action research to improve students speaking fluency is success.

B. Suggestion

The researcher may suggests the next researcher to conduct further study that can enhance this research to

be broaden and extended to other subject and also in different setting. Finally, this research may be helpful and give positive contribution to English language learning context.

Appendix 1

RESEARCH INSTRUMENT

Instrument To Trainee Students' Pitch Voice

1. From the lowest level to the highest level

I

higher

and

higher

speech

make

can

I

2. From the highest level to the lowest level

I

can

make

speech

lower

and

lower

I

Notes:
The function is to trainee students' voice pitch control when they are demanded to speak agree with their role in the theatre.

Simple Tongue Twister in Voice Training

“Kigliku kigliku kigli kigli kigliku”

Research Diary

In the first day (March 23th 2015), I start to observe the condition of the boarding school and the school. There are so many new cultures that I have no ever seen before, such as communicative foreign language use, Either students and teacher. The teachers always form the habit to practice English and Arabic in intructing the students. This way is to make the students accustomed to be a listener. While, the purpose is to be immitated by them. For the result, that is appropriate to the students' condition. They are motivated to begin using foreign language in some words of their utterances. It is becoming a good final to the school, but the Arabic dominates than English in intructional purpose. English till becomes written language to remind students in doing some goods habitual and to make wise words.

In the second day (March 24th 2015), I find main teacher (Pengasuh/Abi) teaches his students (Santri) in the basic spoken language by using drilling method. He asks to the students by pointing the thing, then the students are demanded to answer using English or Arabic language. It depends on the question, if he asks with the Arabic the students must asnswer with the Arabic, and if the teacher asks to them by using English, they also must answer by using English.

After that, I Start to interview to the wife of the main teacher (Umi). she said that the basic education method of this school is Gontor method. But, the fact this condition is very difficult to be accustomed, this because the English is still become something

frighten, especially in pronouncing it's words. The students' reasons are, first in practice between the words and those pronounciation is quite different, so they are like doing double learning beside of memorizing the words they also should memorize how to pronounce it. The second is the learning environment which doesn't support their learning. It means that every student that is trying to speak up English language is laughed by his friends. This becomes a big problem in building some active English atmosphere, even there are some students that said *"I will never speak English because my friends always laughed me"*. Actually, this is defiance for I to change the mind-set that English is easy language and very important for our future because it is the bridge to hold the world.

Different statement comes from the main teacher (Pengasuh), he said that the boarding school need some stakeholders that are down to earth in regularly practice their knowledge and experiences there. Actually, the boarding school is still in the process of developing the building. But, human facilities particularly in transferring the knowledge is become the main purpose to the boarding school. Language is the priority in students' education, because it can bring them after graduating from the school. It will help them to find different case of world then to be introduced in the school as the new sight of the future.

At the night of date 24th I start to introduce my self and the purpose in this boarding school. I bring them into friendly condition. Then continued with pre-test, it's interviewing the students with basic

questions. From the result of the interview is able be conclused that the students are less in grammatical and vocabulary. Actually, they dare to speak English with good expression but the treasury of vocabulary doesn't support their fluency. In addition their rules in utterances are still in the language they are being not in the target language use. Then, according to those problems I will try to solve by using theatre voice training continued with drama or theatre performance to support students' vocabulary treasury.

In the fourth day (March 25th 2015), I started to do theatre voice training after evaluating the pre-test result. It was at 08.00 p.m when I begin gathering the students in the wide room. At this step, I conducted activities according to the schedule that had been arranged for I from the planning step. As acting, teacher began the class by giving some questions relating to the students' condition, particularly is about English on their perspective. Then, I continued with theatre voice training treatment in main room. The students are instructed to do body warming up at the first, then continued with breathing in through the nouse and breathing out through the mouth. The breathing used stomach-breath, where the air was restrained in the stomach till it was seems distended, then the air must flow slowly and balance tempo which would give effect on the speech-breathing. Then, I instructed the students to breath in and out togehter with noise in flowing the air with balance tempo and volume. This step would give possitive effect on their speech volume control when becoming some actor in the drama where the impact was in their conversation activity. The next, I

instructed the students to do hamming with increasing and decreasing *octave* in order to accustomed to their ability in pitch control. After this, students were instructed to do resonance training then continued with pitch control training.[1]

Following on above training, I also drilled the students with tongue twister and training articulation. This would help them in forming English pronounciation habit and giving speech with clearness. Actually this was very needed in drama performance to trap the spectators bring them in the clearness of plot of the story. The last, I also trearted them with making weak the face muscles by moving all of the face components like lips, eyes, forehead, and chicks. This would be very useful in acting out some characters in the drama performance which demanded on apllying some mimic

In the fifth day (March 26th 2015), All of the the components of theatre voice training had been trained to the students, while the theatre or drama was conducted after the training to implement them. It was very long process of reasearch where I should drill the students in memorizing the script and acting out the mimic according to the characters of the drama. A good acting represented a good confidence of the actor, and mimic was the part of the acting which should do.

In the sixth day (March 27th 2015), I started to record the part of students' drama performance. And it was amazing performance, actually most of them had big impression about the action in performing the drama. They have more opportunity to improve their

[1] See Appendix 4

skill in public speaking and foreign language. I also saw some development on their oral English acquisition from the dialog, added by their expression in stating the sentences. There were different space that they got the English progress, particularly in the oral that the researcher hoped.

In the seventh day (March 28th 2015), at this day I only observed the important thing from the students like their bilingual speech activity, their language use when instructing something. Actually, there were so many times which I can use here to train the students but sometimes I felt awkward because of my domination. So, most of my activity was at the night and the other at the morning.

In the eleven day (June 1st 2015), it was almost the last day when I did the cycle two. At this cycle the steps were same with the cycle two. But there were several evaluation that becoming changes. It was like the additional in drama script and more additional expression according to the characters that the actor do.

In the fourteen day (June 4th 2015), alhamdulillah the target score was obtained after doing post-test interview at the cycle two. The increasement of students' speaking fluency was appeared at their daily language activity and their mental improved well, actually when they delivered the speech in front of the public. It was along research which was conducted at the place I never lived before. But, new experiences couldn't be paid with the time and money. I had new students who always called me 'Ustaaadzz', then said "don't forget to visit us next time!!!!".

Assalam Modern Boarding School, Dawuan Village, Subang, West Java 23 March - 4 June 2015

Drama Script

THE DREAM WAS COME TRUE

Synopsis:
Karti dreamt something bad and it was not an ordinary dream, but the sign that something will happen.

Set:
In the little house of little family,

Characters:
Slenteng, Karti, and Nanang.

Long long ago, in the some village far from the crowded city, lived a young man with his little family. He was a tall man with an oval face and flat nose. His body looked thin and the skin was black, there were special appearance from him. The people of the village called him Slenteng, it because his skin was black and shine. He had one brother and sister, the brother's name was Nanang and the sister's name was Karti. Till in some day...

Karti : Brother.. Nanang has teased me since the morning.

Slenteng : I had told you several times Nanang, don't be naughty with your sister!

Nanang : Karti first brad, she taken my towel when I will go to well.

Karti : I also go for it, what is the matter hah!

Nanang : I’m older than you so I have to do first.

Karti : it is not fair if the older one must do everything in first turn, how about me?

Karti said with the tears dropped from her eyes, her lips was shuddered and her hand closed her face which is wet because of the tears.

Slenteng embraced his little sister as soon, his heart was touched felt what happened in his minor family. He was the oldest relative and he was also the parent for his siblings, because their parents had passed away nine years ago because of big disaster.

Slenteng : heeey.. all of you come here, Do you know?, we are a little family, you don’t have anyone except me, and you Nanang, you won’t have sister without her.

Nanang : Then, what I have to do?

Slenteng : Embrace your little sister!

Nanang : No...!!!

Slenteng : Do it or you will never know her forever..!!

All of them embrace one another without any complication, the time was quite enough and the sunrise peeked from the little hole on their wood wall.

Someday in the dinning room..

Nanang : Hi.. How are you today sist?

Karti : Just fine, how about you?

Nanang : I'm ok, you look so bad today Karti,

Karti : I have dreamt something impossible.

Nanang : What is that?

Karti : I looked Brother Slenteng left us, he went to some place far from us.

Nanang : ahhh that's just a dream, it will never be. Exceptly if the God will it be..hehe

Karti : I'm not joking, I just worrry about our life if he will leaves us.

Nanang : hmmm... I know, please don't think about something bad,

Karti : I just worry...

Slenteng : Good morning kids, a good table is ready to eat, by the way, what are you talking about?

Karti : No, just a little bit of our matter.. (heavy smile)

Nanang : He'em.. just a little bit of our matter,,,,, now...

Slenteng : What do you mean with "now" Nang?

Nanang :Yeaah,, I mean, now we will have breakfast together..

Karti : hmmm.. Conundrum person.

Slenteng : heey heey... don't start to make crowded, whatever will happen. We must always together.

Nanang & Karti: Aaaamiiiien...

The day run quickly, no one could guess when the destinies would come and go. Till at the time the fate said different words....

Slenteng : Good afternoon dears,

Nanang.. Karti, where are you?

Karti : afternoon brad, I'm in the kitchen, brother Nanang is fishing eel.

Slenteng : Call him here please dear!

Karti : Wait me please....

.....

Nanang : What's up brother?

Slenteng : Come here, I need both of you to talk,

I have to go from this village,

Nanang : Why?

Slenteng : I must go to Semarang to change our life,

Karti : is it true? Why don't you to do it in this village?

Slenteng : There is something important behind all of this. My words, please keep your relation, and you Nanang don't be a naughty, safe your sister during in my journey.

The crying couln't be prevented, this little family was fused in the sadness sea.

Slenteng : Good bye my dears...

Karti : Bye bye my brother..

Nanang : God bless you brother....

Speaking Assessment Table For Students Class Eight

Of Smp As-Salam In Term Of Interview

No	Name	Aspects				
		Pronoun-ciation	**Gramm-ar**	**Vocabul-ary**	**Compre-hension**	**Fluency**
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Aspects	**Score Per Aspects**				
	1	2	3	4	5
Pronunciation	Poor 1-29	Fair 30-49	Good 50-59	Great 60-79	Excellent 80-100
Grammar					
Vocabulary					
Comprehension					
Fluency					

Notes:

5: Students speak the language without any mistakes.

4: Students speak the language not completely fluent, and no considering errors.

3: Students can make their selves understood but obscured in language used.

2: The language used definitely unsatisfactory; frequently need to rephrase constructions.

1: Error in language used which make comprehension quite difficult.

Appendix 2

Interview result at the pre-test:

No.	Questions	Students' Answers
1	What is your name?	My name (without **be**).....
2	Where are you from?	I am from **in** .....
3	What is your hobi?	My hoby (without **be)**...
4	What activities do you like?	I like football and ~~**reading quran**~~ .....
5	How many brother and sister do you have?	~~**I one sister and two brother**~~....
6	After graduated from this boarding school what is your plan?	~~**I plan study in**~~ .....
7	How many prayings did you do everyday? Is there any which is difficult to do?	~~I praying~~ 5 times everyday....
8	What method did you like from your teacher in teaching?	I like ~~**teacher funny**~~ .....
9	Why did you choose this boarding school?	~~**I like this boarding school**~~ ...
10	What lesson did you think the most difficult one? Why?	~~**Matematika**~~ is very difficult...
11	How did you solve your problem in that lesson?	~~**I learning hard**~~ .....
12	What value which you can obtain from this boarding school?	This is big boarding school (not already connected)....

Interview result at the post-test cycle one:

No.	Questions	Students' Answers
1	What is your name?	My name is .....
2	Where are you from?	I am from **in**.....
3	What is your hobi?	My hoby **is .....** (more than one)
4	What activities do you like?	I like
5	How many brother and sister do you have?	I have one brother and two ~~**sister**~~ **....**
6	After graduated from this boarding school what is your plan?	I will continue my study in ITB ...
7	How many prayings did you do everyday? Is there any which is difficult to do?	I pray 5 times per day, No....
8	What method did you like from your teacher in teaching?	I like funny teacher ....
9	Why did you choose this boarding school?	Because I have many friends here .....
10	What lesson did you think the most difficult one? Why?	I think ~~**matematika**~~ is very difficult .....
11	How did you solve your problem in that lesson?	~~**I learning everyday ....**~~
12	What value which you can obtain from this boarding school?	This is impression boarding school ....

Interview result at the post-test cycle two:

No.	Questions	Students' Answers
1	What is your name?	My name is .....
2	Where are you from?	I am from .....
3	What is your hobi?	My hoby are badminton, basket, and boy scouts
4	What activities do you like?	I like
5	How many brother and sister do you have?	I have one brother and two sisters ....
6	After graduated from this boarding school what is your plan?	I will continue my study in ITB ...
7	How many prayings did you do everyday? Is there any which is difficult to do?	I pray 5 times per day, actually subuh is the difficult one....
8	What method did you like from your teacher in teaching?	I like funny teacher ....
9	Why did you choose this boarding school?	Because I have many friends here .....
10	What lesson did you think the most difficult one? Why?	I think mathematics is very difficult .....
11	How did you solve your problem in that lesson?	I learn hard everyday ....
12	What value which you can obtain from this boarding school?	This is modern boarding school but also religious ....

Appendix 3

Interview result at the pre-test:

No.	Questions	Students' Answers
1	What is your name?	My name (without **be**).....
2	Where are you from?	I am from **in** .....
3	What is your hobi?	My hoby (without **be)**...
4	What activities do you like?	I like football and ~~**reading quran**~~ .....
5	How many brother and sister do you have?	~~**I one sister and two brother**~~....
6	After graduated from this boarding school what is your plan?	~~**I plan study in**~~ .....
7	How many prayings did you do everyday? Is there any which is difficult to do?	~~I praying~~ 5 times everyday....
8	What method did you like from your teacher in teaching?	I like ~~**teacher funny**~~ .....
9	Why did you choose this boarding school?	~~**I like this boarding school**~~ ...
10	What lesson did you think the most difficult one? Why?	~~**Matematika**~~ is very difficult...
11	How did you solve your problem in that lesson?	~~**I learning hard**~~ .....
12	What value which you can obtain from this boarding school?	This is big boarding school (not already connected)....

Interview result at the post-test cycle one:

No.	Questions	Students' Answers
1	What is your name?	My name is .....
2	Where are you from?	I am from **in**.....
3	What is your hobi?	My hoby **is .....** (more than one)
4	What activities do you like?	I like
5	How many brother and sister do you have?	I have one brother and two ~~**sister**~~ **....**
6	After graduated from this boarding school what is your plan?	I will continue my study in ITB ...
7	How many prayings did you do everyday? Is there any which is difficult to do?	I pray 5 times per day, No....
8	What method did you like from your teacher in teaching?	I like funny teacher ....
9	Why did you choose this boarding school?	Because I have many friends here .....
10	What lesson did you think the most difficult one? Why?	I think ~~**matematika**~~ is very difficult .....
11	How did you solve your problem in that lesson?	~~**I learning everyday ....**~~
12	What value which you can obtain from this boarding school?	This is impression boarding school ....

Interview result at the post-test cycle two:

No.	Questions	Students' Answers
1	What is your name?	My name is .....
2	Where are you from?	I am from .....
3	What is your hobi?	My hoby are badminton, basket, and boy scouts
4	What activities do you like?	I like
5	How many brother and sister do you have?	I have one brother and two sisters ....
6	After graduated from this boarding school what is your plan?	I will continue my study in ITB ...
7	How many prayings did you do everyday? Is there any which is difficult to do?	I pray 5 times per day, actually subuh is the difficult one....
8	What method did you like from your teacher in teaching?	I like funny teacher ....
9	Why did you choose this boarding school?	Because I have many friends here .....
10	What lesson did you think the most difficult one? Why?	I think mathematics is very difficult .....
11	How did you solve your problem in that lesson?	I learn hard everyday ....
12	What value which you can obtain from this boarding school?	This is modern boarding school but also religious ....

Appendix 4

Names of Students

No.	Name	Class
1.	Adji Afriadi Firdaus	VIII
2.	Jayidah Tamami	VIII
3.	M. Furqon Faturrohman	VIII
4.	Muhammad Ikhwan Agustin	VIII
5.	Naqcma Yamashita Putaki Imbalo Putri Nasution	VIII
6.	Restiyani	VIII
7.	Septian Hari Sabarno	VIII
8.	Muhammad Alfin	VIII
9.	Siti Umi Kulsum	VIII
10.	M. Yusuf Ibtisam	VIII

Appendix 5

STRUKTUR KELEMBAGAAN MTs ASSALAM, DAWUAN, SUBANG

Kepala Sekolah	: Drs. Agus Mulyono
Waka. Kurikulum	: Rijal Maulana, MM
Waka. Humas	: Rohman, S.Pdi
Waka. Kesiswaan	: Carlim, S.Pd
Waka. Tata Usaha	: Ati Atiyatanni'mah, S.Pdi

Appendix 6

Interview activiy

Drama Performance

Theatre Voice Training

Students' bilingual speech activity

CURRICULUM VITAE

A. Personal Data:

Name	: Agus Alwi Eko Arifianto
Date of Birth	: Brebes, April 4th 1993
Student's Number	: 113411046
Home Address	: Penjalinbanyu Siandong, RT 03/02 Siandong, Larangan, Brebes
Phone Number	: 085-742-052-347
Email	: alwi.agoes@yahoo.com / awi.agoes@gmail.com

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