CHAPTER I

INTRODUCTION

A. Background of Study

At this time, education in Indonesia, English as the foreign language that was taught in every school from the elementary to the university level. The study of foreign language as the main lesson for the students who learn their first foreign language. In learning English, there are four skills that need to be mastered by students. They are listening, speaking, reading and writing. Listening and reading as receptive skills and speaking and writing are productive skills.[1] The four skills are important. But, of all the four skills, speaking seems intuitively the most important.[2]

Speaking is regarded as a skill which is difficult to learn because people have to know how to pronounce, how to deliver the message of the speech when they speak to someone. Besides, they have to know how to use the rules of speaking. Speaking has some activities,

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[1] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (Cambridge: Cambridge University Press, 1991), 47
[2] Penny Ur, *a Course in Language Teaching,* (Cambridge: Cambridge University Press, 1996), 120.

and conversation is one of them. As we know that conversation is when two people or more talk to each other in a formal and informal situation. Based on the current curriculum in our country that is 2013 curriculum, especially for the seventh grader students of junior high school, they learn about one kind of conversation that is interpersonal conversation.

In interpersonal conversation, the students learn how to socialize by using spoken language to interact with surrounding. Brown says that "Interpersonal conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information".[3] Interpersonal conversation includes the materials; for examples, suggestions and offers, greeting and leave taking, asking and giving opinion, giving compliments and congratulations, etc. for this interpersonal conversation material, the students have to concentrate to the teacher's explanation about the material and also te ways to practice it. In reality, the seventh graders

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[3] H. Douglas Brown *Teaching by Principle: An Interactive Approach to Language Pedagogy (Second Edition).*(New York: Longman,2001),274

students of junior high school get some problems in learning interpersonal conversation.

There are two common problems faced by the students in doing interpersonal conversation. First is they don't know the expressions used for stating, asking, giving, and also responding to the conversation, and the second they also get the confused in the turn taking, when they have to ask/ state and when they have to answer/give responses. The fact that the students in the seventh graders get the difficulties in interpersonal conversation is experienced by the writer while doing observation in the SMP Negeri 16 Kota Serang, and when the writer did observation in another school. When the researcher asked the students to practice interpersonal conversation in pairs with the theme introducing the others, the students didn't know how to started the conversation first, what should be said at the first time, and what expressions must be used.

By seeing these problems, teacher should find other techniques in teaching interpersonal conversation. As we know that in speaking activities, it will make the students always practice the conversation.

So, to make them practice the conversation easily, it will be better to put the students in the group work/ pair work as elaborative by cooperative learning technique in which students learn the material in a group work. Related to the difficulties faced by the students in interpersonal conversation, teachers need cooperative technique which will make the students really active and participate in the learning process as stated by Slavin that "Cooperative learning is an instructional method in which students are put in small groups through which students work together to maximize their own and each other's learning".

There are many activities to make a fun activity while teaching interpersonal conversation in the classroom, and many kinds of techniques that can be used to teach. One of them is bamboo-dancing. Suprijono says "Bamboo-dancing technique is one of the cooperative techniques which make the learners enjoy, be fun, and be active in the learning process and also helps the learners to practice interpersonal conversation easily".[4]

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[4] Agus Suprijono, *Cooperative Learning,* 98

Based on those statement above, the writer can draw conclusion that bamboo-dancing is one of interesting technique that can helps students to be brave in giving opinion or say something while speaking activity in the classroom, the writer decides to conduct a study entitled **"The Use of Bamboo-Dancing Technique to Improve Students' Speaking Ability in Interpersonal Conversation"**.

B. Statements of The Problem

Based on the background of study, the writer intends to formulate the statement of the problem as follows:

1. How is students' speaking abilities before using Bamboo-Dancing Technique at 7th grade of SMP Negeri 16 Kota Serang?

2. How is the effectiveness of using Bamboo-Dancing Technique to improve students' speaking ability in interpersonal conversation at 7th grade of SMP 16 Kota Serang?

C. The Aims of the Study

Based on the statement of problem above, the objectives of the research are follows:

1. To investigate students' speaking abilities before using Bamboo-Dancing at 7th grade of SMP Negeri 16 Kota Serang.

2. To identify the effectiveness of using Bamboo-Dancing Technique to improve students' speaking ability in interpersonal conversation at 7th grade of SMP Negeri 16 Kota Serang.

D. Assumption and Hypothesis

1. Assumption

The writer assumption the students will be able to improve their speaking ability in interpersonal conversation easily with bamboo-dancing technique.

2. Hypothesis

Based on the background of the study above, the writer submits the hypothesis. And the hypothesis as follows:

(Ha) There is a significance improvement in bamboo-dancing technique to improve students speaking ability in interpersonal conversation.

(Ho) There is no significance improvement in bamboo-dancing technique to improve students speaking ability in interpersonal conversation.

E. Clarification of the Term

The tittle of the research is The Use of Bamboo-Dancing Technique to Improve Students' Speaking Ability in Interpersonal Conversation. In this research Speaking can be describe as a process to deliver the message of the speech when they speak to someone. Meanwhile, Interpersonal Conversation is process to express stating, asking, giving, and also responding to the conversation in communication for social purpose, including establishing and maintaining social relationship. And Bamboo-Dancing Technique is one of cooperative techniques which make the learners enjoy, be fun, be brave, and be active in the learning process and also helps the learners to practice interpersonal conversation easily.

F. Previous Study

1. Jeri Pitanto. *Do Bamboo Dancing Technique Affect the Students' Speaking Ability*. The problems of this research were to know the students' speaking ability before and after they taught by use bamboo dancing technique. This experimental research was conducted at the XI IPS 3, consists of 28 students, eleventh grade at SMAN 1 Gondang Nganjuk in academic year 2014/2015. The research data were collected using pre-test and post-test. The research results showed that the students' score of pre-test is 1576. The mean of students score of pre-test is 56.28 and the students' speaking ability after taught by using bamboo dancing technique is better more than before taught. Because the students' score in post-test is 2292 and the mean of students' score in post-test is 81.85. It can be said that the students' score is increasing after they are taught by using bamboo dancing technique in teaching speaking. The t-score computation showed that the t-score is 19.196 at degree of

freedom 27 and t-table is 2,771 at the level of significance 1% and 2,052 at the level of significance 5%. It means that t-score (19,196) > t-table at the level of significance 1% (2,771) and t-score (19,196) < t-table at the level of significant 5% (2,052). So the t-score is higher than t-table in significance 1% and 5%. Therefore, the alternative hypothesis (Ha) is accepted and null hypothesis is rejected. It can be concluded that teaching speaking using bamboo dancing technique has significant effect to the student's speaking ability.[5]

2. Renty Oktavian Q. *Improving Students' Speaking Ability by Using Bamboo Dancing Method at Seventh Grade of SMP Muhammadiyah 1 Jember in The 2014/2015 Academic Years.* The design of the research is classroom action research (CAR) which have four steps those are Planning, Acting, Observing and reflecting. To collecting the data, the researcher uses speaking test to get data about speaking

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[5] Jeri Pitanto, "Do Bamboo Dancing Technique Affect the Students' Speaking Ability?" *Journal of English Teaching and Research,* Vol. 1, No. 1, (2016), 1. Quoted from *http://ojs.unpkediri.ac.id/index.php/inggris/article/download/279/196* on October 3rd 2018

student's ability and observation checklist uses to know the active participation in teaching and learning process. The implementation in cycle 1 the text and the picture given at the time and the text and picture about people. In cycle 2 the students are given the topics before the action and the picture about people, which is taken from the internet based on revision in cycle 1. The observation checklist in teaching and learning process in cycle 1 showed that of the 55.16 % student's were active in the class and 44.82% were students passive in the class. And in cycle 2, 74.13 % were student's active in the class and 25.86 % were student's passive in the class. I means that the requirement of 75% of the student's active involvement in the teaching and learning process is fulfilled. And the result of the score analysis, M = 69.13 in the first cycle to M = 72.58 in the second cycle, and the percentage of students who get ≥70 in the cycle one 62.06 % and in the second cycle to ≥70 is 75.87 %. Based on the data analysis and discussion, it can be concluded that using bamboo dancing method can improve students speaking

ability of seventh grade students at SMP Muhammadiyah 1 Jember in the 2014/2015 academic years.[6]

G. The Organization of Writing

of The Study, Statement of The Problems, The Aims of The Study, Assumption and The writer divides into several chapters and sections with the systematic of writing in detail as followed:

Chapter I is the Introduction which consists of the explanation Background Hypothesis, Clarification of The Term, Previous Study, and The Organization of Writing

Chapter II presents the review of related literature, which discusses the Nature, Factors, Elements, Types, Technique of Teaching, and Assessing of Speaking, Definition and The Purpose of Cooperative Learning, Definition of Bamboo Dancing Technique, Teaching Speaking Using Bamboo Dancing Technique, The Advantages and Disadvantages of Bamboo Dancing Technique, General Concept of Conversation, and General Concept of Interpersonal Conversation.

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[6] Renty Oktavian Q, "Improving Students' Speaking Ability by Using Bamboo Dancing Method at Seventh Grade of SMP Muhammadiyah 1 Jember in The 2014/2015 Academic Years". (Muhammadiyah University of Jember, 2015), 1. Quoted from http://digilib.unmuhjember.ac.id/files/disk1/60/umj-1x-rentyoktav-2988-artikel-l.pdf on October 3rd 2018

Chapter III is a method of research. This chapter consists of Research Method, Place and Time of Research, Population and Sample, Research Design, The Research Instrument, The Technique of data Collecting, The Technique of Data Analyzing, and Research Procedure.

Chapter IV is a Result and Discussion, consists of The Processing of Pre-Test Score, The Processing of Post-Test Score, Hypothesis Testing, Progress of Students' Achievement, Discussion of Research Finding and The Strength and Weakness of The Research.

Chapter V is Conclusions and Suggestion, consist of Conclusions and Suggestion.

CHAPTER II

THEORITICAL FRAMEWORK

A. Concept of Speaking

1. The Nature of Speaking

Speaking is a set of voice uttered by one and understood by someone else. It means that to deliver thought and opinion. Thornbury says that "Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language."[7]

It means that speaking is an activity by which human being try to express thought, feeling, opinion and to exchange utterances in the form of communication.

In other definitions, Harmer defines "Speaking as a form of communication, so a speaker must convey what he/she is saying

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[7] Scott Thornbury, *How to Teach Speaking,* Longman, New York: 2002, p. 1

effectively."[8]   Speaking as interaction, and speaking as a social and situation based activity. All these perspectives see speaking as an integral part of people daily life. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to another trough communication.

Together they help assessment developers from a clear understanding of what means to be able to speak a language and then transfer his understanding to the design of tasks and rating criteria. More concrete features of test are geared towards the special features of speaking, the more certain it is that the result will indicate what they purport to indicate, namely ability to speak language.

Besides that, Brown defines "Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers

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[8] Jeremy Harmer, *How to Teach English,* (London: Addison Wesley Longman, 1996) p.14

having to act what they listen and make their contribution at high speed."[9]

It means that as long as human beings are alive, they continue to learn because the encounter human and non-human teachers. It is a mark of adolescent immaturity when someone thinks that he or she is no longer in need of teaching, people seemed to have taken two nearly opposed lesson.

2. Factors of Speaking

Many students think that speaking is hard skill. So, what factors make speaking easy or difficult? There are some factors that influence speaking:[10]

a. Cognitive factors

Cognitive factors, including familiarity of with topic, familiarity with the genre, familiarity with the interlocutors, and processing demands.

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[9] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition. New York: Addison Wesley Longman, 2000. p. 140

[10] Scott Thornburry, *How to Teach Speaking*, (England: Pearson Limited Education 2005), p. 25-26

b. Affective factors

Affective factors, including the feeling toward the topic and participants and self-consciousness.

c. Performance factors

The last is performance factors, including mode, degree of collaboration, discourse control, planning also rehearsal time and environmental conditions. The way speaker speaks or conveys the message and idea is very important in speaking.

The above factors offer a useful template for predicting the degrees of fluency a speaker is likely to achieve.

3. Elements of Speaking

Harmer state that "The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot."[11] Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

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[11] Jeremy Harmer, *The Practice of English Language Teaching Third Edition.* New York: Longman 269

a. Connected Speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also connected speech.

b. Expressive device is native speakers of English change the pitch and stress of particular part of utterances, vary volume ad speed and show by other physical and non-verbal means how they are feeling.

c. Lexis and Grammar is spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

d. Negotiation Language is Effective speaking benefits from the negotiate language we use to see clarification and to show the structure of what we are saying.

4. Types of Speaking

There are two main types of speaking. Speaking servers either the transactional function, it has primary purpose to convey or exchange information, while interpersonal function, it serves to establish and maintain social relationship. The example of transactional speech such as phoning to book at restaurant, then typical for interpersonal speech is conversation between friends that take place at restaurant. Those two basic purposes for speaking generate a host of different types of speech

event. It will be sequenced and structured and accordance with the kinds of social and mental process that they involved.[12]

Brown process the types of speaking into five categories: the first type is imitative. It is speaking performance that one ability to imitate a word or a sentence simply. The second is intensive. It is produce of short oral language to demonstrate competence in phrasal such as intonation, stress, and rhythm. The speaker must be aware to the interlocutor at best. The third is responsive. It is interaction in very short conversation, standard greeting and small talk, request and command. The interlocutor only follows up the question. The fourth is interactive. The difference with responsive is in the length, complexity, exchanges or many participants. In case interpersonal and transactional are formed in dialogue. The last is extensive or monologue. It is oral productions include speeches, storytelling, or presentation event. Typically, style is more deliberate and planned previously.

Meanwhile according to Jack Richard, speaking is classified into three types: talk as interaction, talk as transaction and talk as

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[12] Scott Thornbury, *How to Teach Speaking,* (England: Pearson Limited Education, 2005),p.13

performance. Each of these speech activities is quite distinct in term of form and requires different teaching approach.[13]

5. Technique of Teaching Speaking

According to Jeremy Harmer in *The Practice of English Language Teaching,* there are some activities conducted in teaching speaking:

1) Acting from The Script

We can ask our students to act out the scenes from plays and/or their course books, sometimes filming the results Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.[14]

2) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gab so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the

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[13] Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice,* (New York: Cambridge University Press, 2008), p. 2

[14] Jeremy Harmer, *The Practice of English Language Teaching The Practice of English Language Teaching Third Edition. (New York: Longman, 2003)* p. 348

right order (describe and arrange), or find similarities and differences between pictures.

3) Discussion

One of the reasons that discussions fail (when they do) is students are reluctant to give opinion in front the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

One of the best ways of encouraging discussion is to provide activities which force students to reach a decisions or consensus, often as a result of choosing between specific alternatives. An example of this kind of activity (with particular relevance to schools) is where the students consider the scenario in which an invigilator during the public exam catches a student copying from hidden notes.[15]

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[15] Jeremy Harmer, *The Practice of English Language Teaching Third Edition,* p. 351

4) Prepared Talk

One popular kind of activity is the prepared talk where student or students make presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation: because they are prepared, they are more writing-like. However, if possible, students should speak from notes rather than from a script.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they unsure that both questionnaire and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students 'stimulate' in real-life encounter (such as a business meeting, an encounter in aero plan cabin, or an interview) as if they were doing so in real world, either as themselves in that meeting or aero plan, or taking on the role of a character different from themselves or with thought ang feelings they don't necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying English for Specific Purposes (ESP).[16]

Those are activities that Harmer offers to use in speaking class, and as the title of this research, the writer chooses the last activity because according to the Harmer role-play can train students for specific situations, so the researcher thinks that role-play has a correlation with the point of this study: that is students' speaking ability improvement especially in interpersonal conversation, and will give a significant contribution for students' improvement in speaking especially in

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[16] Jeremy Harmer, *The Practice of English Language Teaching Third Edition,* p. 352

interpersonal conversation. Then the researcher wants to find the effectiveness of using role-play to improve students' speaking ability in interpersonal conversation.

6. **Assessing of Speaking**

The objective of teaching spoken language is the development of the ability of interacts successfully in that language and that this involves comprehension as well as production. The basic problem in testing speaking/oral ability is essentially the same as for testing writing. Hughes state in his book the criteria for assessing speaking ability there are as follow:

a. Accent

   1. Pronunciation frequently unintelligible

   2. Frequent gross errors and very heavy accent can make understanding difficult, require frequent repetition.

   3. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

   4. Marked foreign accent and occasional mispronunciations which do not interfere in grammar or vocabulary.

5. No conspicuous mispronunciations, but would not be taken for native speaker.

6. Native pronunciation, with no trace of foreign accent.

b. Grammar

1. Grammar almost entirely in appropriate or inaccurate phrases.

2. Constant errors showing control of very few major patterns and frequently preventing communication.

3. Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.

4. Occasional errors showing imperfect control of some patterns, but no weakness that causes misunderstanding.

5. Few errors, with no patterns of failure.

6. No more than two errors during the interview.

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation.

2. Vocabulary limited to basic personal and survival areas.

3. Choice of words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.

4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

5. Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.

6. Vocabulary apparently as accurate and extensive as that an educated native speaker.

d. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.

2. Speech is very slow an uneven except for short and routine sentence,

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.

5. Speech is effortless and smooth, but perceptibly nonnative in speech and evenness.

6. Speech on all professional and general topics as effortless and smooth as a native speaker.

e. Comprehension

1. Understands too little for the simplest type conversation.

2. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

5. Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.[17]

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[17] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching – An Anthology of Current Practice* (Cambridge; Cambridge University Press, 2002), 316.

In this case, the writer just focusses on four aspects, there are; grammar, vocabulary, fluency, and comprehension. Speaking is also the most difficult language skill to asses reliably. A person speaking ability usually judge during a face to face interaction, In real time, between an interlocutor and a candidate. The assessor has to make instantaneous judge about a range of aspect of what is being said, as it is being said. It means that speaking can measure by interaction between students to another one.

B. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative leraning isn't new thing in the world teaching. As teacher and students, they might have used it when they study at laboratory. In cooperative learning, students are divided into some groups which consist of 4-5 students to cooperate in mastering material that given by teacher. (Slaving 1995; Eggen & Kauchak). Artz and Newman (1990:448) said that cooperative learning is students studying together as a team to complete the task for

achieving common purpose.[18] So, every member of teams has same responsibility to make the discussion run well like their expectation.

One good way to teach speaking is by cooperative learning. It will make students active and develop students' communicative proficiency. Cooperative learning is organized and manage group work in which students work *cooperatively* in small group to achieve academic as well as affective and social goals. In cooperative learning, students need to work cooperatively with their friends in a group to help each other.

Cooperative learning is over shade in constructive theory. In this learning, students will be easy to find and comprehend difficult concept if they mutually discuss with their friends. Students routinely work in group to help each other in solving complex problem. So, the nature of society and the use of peer group become a major aspect of the cooperative learning.

Cooperative learning is a broader concept that includes all types of group work including forms led and directed by teacher,

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[18] Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Pernada Media Group, 2009), p.56

where teachers assign tasks, question and provide materials and information designed to help students resolve the issue in question.[19]

In the cooperative learning class, students study together in some small groups which consist 4-5 students of equal rank but heterogenous, ability, ethnicity/race, and each other help each other. Grouping students aim is to provide opportunity for all students to be more active in thinking process and learning activity. During work in group, the duty of groups' member is to get good achievement of material given by teacher, and help their friends.

2. The Purpose of Cooperative Learning

According to Zamroni (2000) proposed that the benefits of the application of cooperative learning are able to reduce the gap of education, especially in the form of input on the level of individual. In addition, cooperative learning can develop social solidarity among students. By cooperative learning expected letter will emerge a new generation that we have a good academic performance and have a strong solidarity.

The scientists have pointed out that learning can enhance students in academic assessments, helps students understand

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[19] Agus Suprijono, *Cooperative Learning* (Yogyakarta: Pustaka Pelajar, 2009), p. 54

difficult concept, and improve the ability to think critically. Cooperative learning can provide benefits for students in the high class and medium class to cooperate to complete the academic assignment together.[20]

Cooperative learning is one of useful model to help students for understanding material given by teacher, because in this learning. In this learning students is not learning individually, but they can learn in group. They can share about the material, because maybe some students will shy if they ask to teacher, so by using this learning is expected of helping students to understand academic material and also they can respect each other.

C. Bamboo Dancing

1. Definition of Bamboo Dancing Technique

Bamboo Dance technique is one type of cooperative learning method, I which the students make two lines and stand up face to face like two bamboos that used in bamboo dance from Philippine. This technique is the modification from inside outside circle

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[20] Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif,* p.59

technique. Bamboo dance technique is a kind of technique that can motivate students to be brave in giving opinion or say something.[21]

Learning by using this method is model is very good to teach the beginning materials to next material. By using model cooperative learning bamboo dancing expected to distribute evenly information or topic known by the students. Kind of this model is totally beneficial for learning in class to be more variety, so the students will not feel bored.

2. Teaching Speaking Using Bamboo Dancing Technique

These are the steps of Bamboo Dancing Technique:

1) The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do the question and answer to the students about the topic given. This step need to be done so that the students are more prepared to face the new material.

2) The teacher divided the class into 2 large groups. Suppose if there are 24 children in the class, then each large group consists of 12 people.

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[21] Agus Suprijono, *Cooperative Learning,* p.98

3) On a large group that contain of 12 people divided again into two groups. Each group contains of 6 people arranged face to face with 6 other people with standing position. This pair is called the first couple.

4) Then the teacher handing out different topics to each spouse to discuss. In this step, the teacher gave enough time to students, so they could discuss the material well.

5) After discussion, 12 people from every large group who stand facing each other following lined slid a clockwise direction. This way every learner gets new partner and share information different so on. A move clockwise new stop when learners back into it place of origin. The mutual movement shifted and a variety of information that resembles bamboo trees dancing movement.

6) The results of the discussion in every large group presented to the entire class. Teacher facilitate the occurrence of interactive dialogue, integration and so on. Through this activity intended to yield knowledge discussion by each major

group can be understood and become knowledge along with the rest of the class. [22]

3. The Advantages of Bamboo Dancing Technique

This Learning Model used for material that requires the exchange of experiences and information between minds of learners. Therefore, the advantages of this technique are:

1) Students can exchange experiences which each other in the learning process.

2) Increase cooperation among students.

3) Increase tolerance among students.

4. The Disadvantages of Bamboo Dancing Technique

In addition, the model has the advantage of learning Bamboo Dancing also have a few disadvantages, namely:

1) The member of the group is too much so the students are confused in the teaching learning process.

2) The teacher should prepare a wide variety of topics.

3) Some students course active the group are too much. Interaction learning not occurring along.[23]

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[22] Agus Suprijono, *Cooperative Learning,* p.99

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D. General Concept of Conversation

We know that conversation is at least two persons that do communication activity. Besides, conversation can be defined as a dialogue between two persons or more in a formal and informal situation. Then, it is important for the dialogue to contain patterns that the children can transfer to other situations, and instead of getting the children to memorize dialogue, and to train them how to make choices about what to say to express thoughts and feelings.

Brown and Yule says that distinguish conversation according to the language use into two kinds of conversation; those are transactional conversation and interpersonal conversation. Transactional conversation is used on the situations where the focus is on what is said or done. Focus of this conversation is making the listener or the receiver of the message understand clearly the point of the message or information, rather than the participants and how they interact socially with each other. Meanwhile, interpersonal language is the language that we use to build and maintain relationships. It can be compared to transactional language, which

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[23] http://goeswarno.blogspot.com/2010/09/bamboo-dancing-metode-belajar-berbagi.html
taken on 13th July 2018

normally carries a message and this language used to get things done. To maintain interaction, speakers use interpersonal strategies.

In the seventh grade students, most of the conversation material learned and practiced by the students is interpersonal conversation. The interpersonal conversation material given in the seventh grade students based on the curriculum 2013 have a purpose as stated by Brown and Yule above that is maintaining relationship between student and other students and also students and the teachers. The themes of the interpersonal conversation in the seventh grade students are so simple and based on the daily life, such as introducing, greeting and leave taking, and apologizing.

E. General Concept of Interpersonal Conversation

Brown says that "Interpersonal conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information."[24] Meanwhile, Beiley (2005: 97) states that "Interpersonal Conversation is communication for social purpose, including establishing and maintaining social relationship." Thus, if we talk about interpersonal conversation, we

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[24] Gillian, Brown. and George Yule. (1983) *Discourse Analysis,* New York: Cambridge University Press.

will learn how to socialize by using spoken language to interact with surrounding that involve talk action such ass greeting and leave taking, asking and giving opinion, giving compliments and congratulations.

Interpersonal conversation serves a primarily social function. The focus of this conversation is more on the speakers and how they wish to present to themselves to each other than on the message. So, the interlocutors on interpersonal conversation assume lots of shared knowledge or information and tend to be relatively inexplicit.

Brown and Yule (1983) described that main features of interpersonal conversation as follows: Has a primarily social function, there are: 1. Reflects role relationships 2. Reflects speaker's identity 3. Maybe formal or casual 4. Uses conversational conventions 5. Reflects degrees of politeness 6. Employs many generic words 7. Uses conversational register 8. Is jointly constructed

Based on the 2013 curriculum, the seventh grade students perform the interpersonal conversation in pairs (between 2 students). The theme of the interpersonal conversation in the seventh grade students is maintaining relationship between and also to the teachers,

as like introducing, greeting and leave taking, apologizing, and many else. For example the introducing theme is used to introduce oneself to others, so it can be said that it maintains the relationship between friends. Greeting and leave taking theme can be used between student and other students, and also students and the teachers. Moreover, the apologizing also can be used to say sorry to friends and to the teachers. So, the interpersonal conversation in the seventh grade students really maintains the relationship between friends and also between students and teachers.

Because of the main function of interpersonal conversation itself, I choose in interpersonal conversation as the focus of this study. I wish after the end of the study, the students are expected to join to the conversation in appropriate way by mastering some important skills in interpersonal conversation.

Brown and Yule (1983) mentioned some skills that should be involved in interpersonal conversation as follows: 1. Opening and closing conversations 2. Choosing topics 3. Making small-talk 4. Joking 5. Recounting personal incidents and experiences 6. Turn taking 7. Using adjacency pairs 8. Interrupting. Reacting to others. Using an appropriate style of speaking.

From the aspects above, the students are sometimes getting difficulties in their pronunciation, expressions used, and also turn taking. Turn taking means that the students sometimes are confused when they have to start the conversation, reply to the other speaker expressions, and close the dialog. Moreover, they are difficult in memorizing the expressions should be used in their dialog. From the difficulties faced by the students, it made most of the students‟ speaking score is low or under the average.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

In this research, the writer will use Experimental research. When hearing the term experimental designs, most of us think back to school experiments in science. Experimental research in the social sciences follows the same basic pattern as those (natural) science experiments. Experiment are carried out in order to explore the strength of relationship between variable. A variable as the term is self suggest, is anything, which does not remain constant.

According to Muijs defines that "Experimental research is a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis."[25] Nunan stated that "Experiment is a procedure for testing an hypotesis by setting up a situation in which the strenght of the relationship between variable can be tested."[26] It means that experimental is a research method that test the hypothesis.

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[25] Daniel Muijs, *Doing Quantitative Research in Education,* 13
[26] David Nunan, *Research Method In Language Learning*, (New York: Cambridge University Press, 1992), p. 230.

In this research the writer uses quasi-experimental research, because the aim of the method is to find effectiveness of a method. So there will be two classes which are equal intheir ability. Sample decision is conducted do not have randomly and the result is decided from pre test and post test from both control and experimental class. In order the writer want to know further the influence the use of bamboo dancing technique to improve students' speaking ability in interpersonal conversation. Besides that, to get the data the writer will use pre-test and post-test toward the subject of research.

B. Place and Time of Research

In research activity, place is needed as location of research to get appropriate. The writer take place for research at 7th grade of SMP Negeri 16 Kota Serang. Later the writer must determine how long the research will take the time it depends on research problem. The writer will be starting the experiment at August 2018 until finish.

C. Population and Sample

1. Population

According to Nunan says that "Population as the set of all possible data on the observations recorded by a researcher. In other

word population is all the cases, situation, or individuals who shares one or more characteristic."[27] The population of this research is the 7th of SMP Negeri 16 Kota Serang that consists 395 students divided into nine classes.

2. Sample

The sample consists of two classes from the seventh grade in SMP Negeri 16 Kota Serang. Class VII C consists 24 students as experimental class and Class VII D consists 24 students as a control class.

D. Research Design

The method used by researcher in this research is experiment, experimental research is a research method that tests the hypothesis which has the form of cause and effect relation by manipulating dependent variable during manipulating time, the writer has control of variables, perhaps the transitional that occurred really as an effect of manipulating which is not caused by other variables, experiment are carried out in order to explore the strength of relationship between variables.

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[27]Nunan, *Research Method In Language Learning*, p. 231.

The research investigates whether speaking in seventh grade of SMP Negeri 16 Kota Serang.

Types of experiment are:[28]

1. Pre-experimental is any have pre-test and post-test treatment test, but lacks as a control group.

2. Quasi experiment is has both pre and post test and experimental and control groups, but no random assignment of subject.

3. True experiment is has both pre-test and post-test, experimental and control group and random assignment of subject.

In this research the researcher used Quasi Experimental method with two variables, this research use Quasi Experimental type Nonequivalent Control Group Design to know the improving of using Bamboo-Dancing Technique in students' speaking ability in interpersonal conversation for the seventh grade students.

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[28] Nunan, *Research Method in Language Learning,* p.27

E. The Research Instrument

1. Observation

Before doing the research, the researcher does the observation directly to the school which become the place of this research and population who becomes the object of this research. The researcher uses observation to identify the condition of students in the class and investigate their problem and difficulties I study by asking to the teacher. The purpose of this observation about teaching learning of students in English subject.

2. Scoring Sheet

Scoring sheet used to make the researcher know about the ability of students in speaking. After giving tests to the students the researcher has measured and score the result of them by the purpose to analyze the test that was given by researcher. Based on FSI Proficiency Ratings (as cited in Higgs & Clifford, 1982)[29] the scoring sheet as follow:

The rating of speaking test

Name   : . . . .

Class   : . . . .

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[29] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching – An Anthology of Current Practice* (Cambridge; Cambridge University Press, 2002), 316.

Table 3.1

The Criteria of Students' Score Conversational English

Proficiency

Weighting Table

Proficiency Description	->	1	2	3	4	5	6	Total
Grammar		6	12	18	24	30	36	
Vocabulary		4	8	12	16	20	24	
Fluency		2	4	6	8	10	12	
Comprehension		4	8	12	15	19	23	
Total								

Letter	Score	Description
A	83-99	Very Good
B	63-82	Good
C	43-62	Enough
D	26-42	Less
E	16-25	Low

3. Tape Recorder

Recording was used to record the students' voice when they speak during the test. The researcher used a tape recorder like hand phone. The purpose this recording is to analyzing the scoring rubric of speaking.

F. The Technique Data Collecting

The collecting of data is systematic procedure and standard obtain the necessary data. For collecting the data in this research, the researcher uses tests (pre-test and post-test) and documentation.

1. Pre-test

Before applying Bamboo-Dancing Technique in experimental class, the researcher gives the pre-test to experiment and control class in the first meeting to know the initial students' speaking ability.

2. Post-test

Both experimental and control class have the post-test after giving the treatment for experimental class. It is used to measure the improving of bamboo-dancing technique of students' speaking ability in interpersonal conversation.

3. **Documentation**

Documentation was collecting data to see a report that is available. This method is taken some pictures, record video and audio.

Both the test are assessed by two raters; by the researcher herself and the English teacher. It is doing to keep the validity and reliability.

G. **The Technique Data Analyzing**

To analyze the data collected from the instrument of research that is pre test and post-test, the researcher takes steps as follow:

1. Quantification of the data

2. Choose the sample of the data source

3. Determining mean of pre-test score

4. Making table of frequency distribution of post-test result

5. Determining mean of post-test score

6. Measuring last calculation with t-test, with the following

steps:

To know the influence of using diagramming technique in learning teaching to improve students in writing descriptive text

material, it can be seen from the result of the t-test. Anas's formula:

1. Determine mean variable X1 with formula

$$M_1 = \frac{\sum X1}{N1}$$

2. Determine of variable X2 with formula

$$M_2 = \frac{\sum X2}{N2}$$

3. Determine deviation score variable X_1 with formula

$$X_1 = X_{1-}M_1$$

4. Determine deviation score variable X_2 with formula

$$X_2 = X_{2-}M_2$$

5. Analyzing the result by using calculation of t-test as follow:

$$t = \frac{M1 - M2}{\sqrt{\frac{\left(\sum X_1{}^2 + X_2{}^2\right)\left(N_{1+N_2}\right)}{(N1 + N2 - 2)(N_{1 \cdot N_2}}}}$$

Note :

t_0 $_=$ t observation

M_1 = The average score of experiment class

M_2 = The average of control class

$\sum X_1{}^2$ = Sum of the squared deviation score of control class

$\sum X_2{}^2$ = Sum of the squared deviation score of experiment class

N_1 = The number of experiment class

N_2 = The number of control class

df   = degree of freedom ($N_1 - N_2$)

2   = Consonant number.

H. Research Procedure

In general, the procedure of this research can be described as follows:

1. Observation the English teaching activity

2. Provide pre-test of the experimental class and control class

3. Provide treatment to the experimental class using bamboo-dancing technique and control class without bamboo-dancing technique as follow:

   a. Experimental Class

   1) Preparation

      a) Preparing the lesson plan

      b) Preparing the material

c) Preparing the bamboo-dancing technique for students' speaking ability in interpersonal conversation

2) Implementation

a) Teacher explain the material

b) Teacher gives the example

c) Teacher guide students to make group, 12 people from every large group who stand facing each other and discuss the material

d) Teacher guide students to speak the result of discussion by using bamboo-dancing technique

b. Controlled Class

1) Preparation

a) Preparing the lesson plan

b) Preparing the material

2) Implementation

a. Teacher explain the material

b. Teacher gives the example

c. Teacher ask the students to speak in front of class

4. Provide post-test of the experimental class and control class

5. Analyzing the data from pre-test and post-test

6. Drawing the interpretation based on the result of test and making   conclusion.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

In this chapter the writer would like to present the description of data obtained. As the researcher explained in the previous chapter that the populations in this research were students of seventh grade in SMP Negeri 16 Kota Serang. And the sample were 24 students of VII C as experimental class and 24 students of VII D as control class.

In this research, the researcher identified some result to find out the effect of using bamboo dancing technique. They are th score before treatment, the score of students after treatment, the differences of students' condition between who are taught by bamboo dancing technique and who are not in the learning process. The researcher also gave test to students in experimental class and control class. The test divided two types are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment. On the test, students should speak in front of the class according the theme prepared

by the researcher. The researcher describe the data in experimental and control class as below:

1. Experimental Class

The researcher describes the result of pre-test in the experimental class by the table as follow:

Table 4.1

The Students' Score of Pre-Test at the Experimental Class

No	Respondent	Criteria				Score
		G	V	F	C	
1	AM	18	16	8	15	57
2	MU	18	12	8	15	53
3	AH	12	12	8	12	44
4	IST	12	12	8	12	44
5	JU	12	12	8	15	47
6	HA	24	20	10	19	73
7	MUT	18	12	8	15	53
8	IH	12	12	6	12	42
9	IT	12	12	8	12	44
10	IIF	18	16	8	12	54

11	RA	12	8	8	12	40
12	MIR	12	8	8	12	40
13	SAF	12	12	8	15	47
14	FS	18	12	8	12	50
15	MT	12	12	6	12	42
16	MAF	18	16	10	15	59
17	JAM	12	8	8	12	40
18	ITI	12	12	6	12	42
19	MUK	12	12	8	12	44
20	SR	18	12	6	12	48
21	HA	12	12	6	12	42
22	RO	12	8	8	12	40
23	MU	18	12	8	15	53
24	KHA	12	12	6	12	42
N = 24	TOTAL					1140
	AVERAGE					47,5

54

Note:

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Mean of Pre-test :

$$X = \frac{\sum \chi}{N} = \frac{1140}{24} = 47,5$$ (the mean of pre-test experimental class

is 47,5)

From the table 4.1 above showed that the result of students' pre-test score at the experimental class. The data showed that the maximum score was 73 and the minimum was 40. There was one student who got maximum score and there were four students who got minimum score. The average score of pre-test in experimental class was 47,5. While the result of post-test in experimental class got better score. The result of post-test in experimental class described by able below :

Table 4.2

The Students' Score of Post-Test at the Experimental Class

No	Respondent	Criteria				Score
		G	V	F	C	
1	AM	30	20	10	19	79
2	MU	30	20	10	19	79
3	AH	24	16	8	15	63
4	IST	24	20	8	15	67
5	JU	24	20	10	19	73
6	HA	30	20	12	19	81
7	MUT	24	20	10	19	73
8	IH	24	20	10	15	69
9	IT	30	20	10	19	79
10	IIF	24	20	8	15	67
11	RA	24	20	10	19	73
12	MIR	24	16	8	15	63
13	SAF	24	20	10	19	73
14	FS	24	20	8	15	67
15	MT	24	20	10	19	73

16	MAF	30	20	10	19	79
17	JAM	24	16	8	15	63
18	ITI	24	20	8	15	67
19	MUK	24	20	10	19	73
20	SR	30	20	10	19	79
21	HA	24	16	8	15	63
22	RO	30	20	10	19	79
23	MU	24	20	10	19	73
24	KHA	30	20	10	19	79
N = 24	TOTAL					1734
	AVERAGE					72,25

Note :

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Mean of Post-test :

$$X = \frac{\Sigma \chi}{N} = \frac{1734}{24} = 72{,}25$$ (the mean of post-test experimental class

is 72,25)

Table 4.3

The Difference Score Between Pre-Test and Post-test at

Experimental Class

NO	Respondent	Pre-test	Post-test
1	AM	57	79
2	MU	53	79
3	AH	44	63
4	IST	44	67
5	JU	47	73
6	HA	73	81
7	MUT	53	73
8	IH	42	69
9	IT	44	79
10	IIF	54	67
11	RA	40	73

12	MIR	40	63
13	SAF	47	73
14	FS	50	67
15	MT	42	73
16	MAF	59	79
17	JAM	40	63
18	ITI	42	67
19	MUK	44	73
20	SR	48	79
21	HA	42	63
22	RO	40	79
23	MU	53	73
24	KHA	42	79
N = 24	TOTAL	$\sum \chi = 1140$	$\sum \chi = 1734$
	AVERAGE	M = 47,5	M = 72,25

From the table 4.2 above showed that the result of the students' post-test score at the experimental class. The data showed the maximum score was 81 and the minimum score was 63. There was one students who got maximum score and there were four students who got minimum score. The average score of post-test in experimental class was 72,25.

From the table 4.3 above showed the difference result of pre-test and post-test at the experimental class. It got the rising score after giving treatment using bamboo dancing technique, it was seen from the average of the post-test better than pre-test $47,5 < 72,25$.

2. **Control Class**

the researcher describes the result of pre-test in the control class by the table as follow :

Table 4.4

The Students' Score of Pre-Test at the Control Class

No	Respondent	Criteria				Score
		G	V	F	C	
1	FA	18	12	6	12	48
2	NA	18	20	8	12	58
3	HR	18	16	8	12	54

4	IR	18	16	8	12	54
5	IK	12	12	6	12	42
6	FM	18	12	8	8	46
7	IS	6	12	6	12	36
8	NH	12	8	6	12	38
9	MA	18	16	6	15	55
10	FA	18	16	6	12	52
11	NA	18	20	8	12	58
12	NO	18	16	10	15	59
13	RA	18	16	6	12	52
14	IRF	24	16	8	15	63
15	YU	18	12	6	12	48
16	SM	18	16	8	12	54
17	DA	30	12	10	9	61
18	NA	18	20	8	12	58
19	QA	12	16	8	8	44
20	SNA	18	12	8	8	46
21	RS	12	8	6	12	38
22	SO	18	16	8	12	54

23	RID	18	12	6	12	48
24	SUB	18	16	10	12	56
N = 24	TOTAL					1222
	AVERAGE					M = 50,91

Noted :

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Mean of Pre-test :

$$X = \frac{\sum X}{N} = \frac{1222}{24} = 50,91 \text{ (the mean of pre-test control class is 50,91)}$$

From the table 4.4 above showed that the result of students' pre-test score at the control class. The data showed the maximum score was 63 and the minimum score was 36. There was one student who got maximum score and one student who got minimum score. The average score of pre-test in control class was 50,91. While the result of post-test in control class got better score. The result of post-test in control class described by table bellow :

Table 4.5

The Students' Score of Post-Test at the Control Class

No	Respondent	Criteria				Score
		G	V	F	C	
1	FA	18	16	8	15	57
2	NA	18	20	8	15	61
3	HR	18	16	8	15	57
4	IR	18	16	8	15	57
5	IK	24	16	8	15	63
6	FM	18	16	8	15	57
7	IS	18	16	8	15	57
8	NH	18	16	8	15	57
9	MA	24	16	8	15	63
10	FA	24	16	8	19	67
11	NA	24	16	10	15	65
12	NO	18	20	8	15	61
13	RA	18	20	8	15	61
14	IRF	24	20	10	15	69
15	YU	18	16	8	15	57

16	SM	24	20	10	19	73
17	DA	24	20	8	15	67
18	NA	24	20	10	15	69
19	QA	24	20	8	15	67
20	SNA	24	16	8	15	63
21	RS	18	16	8	15	57
22	SO	24	20	8	15	67
23	RID	18	16	8	15	57
24	SUB	18	16	10	15	59
N = 24	TOTAL					$\sum \chi$ 1488
	AVERAGE					M = 62

Note :

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

Mean of Post-test :

$X = \frac{\sum \chi}{N} = \frac{1488}{24} = 62$ (the mean of post-test control class is 62)

Table 4.6

The Difference Score Between Pre-Test and Post-Test at the Control

Class

NO	Respondent	Pre-test	Post-test
1	FA	48	57
2	NA	58	61
3	HR	54	57
4	IR	54	57
5	IK	42	63
6	FM	46	57
7	IS	36	57
8	NH	38	57
9	MA	55	63
10	FA	52	67
11	NA	58	65
12	NO	59	61
13	RA	52	61
14	IRF	63	69
15	YU	48	57

16	SM	54	73
17	DA	61	67
18	NA	58	69
19	QA	44	67
20	SNA	46	63
21	RS	38	57
22	SO	54	67
23	RID	48	57
24	SUB	56	59
N = 24	TOTAL	1222	1488
	AVERAGE	M=50,91	M = 62

From the table 4.5 above showed that the result of students' post-test score at the control class. The data showed the maximum score was 73 and the minimum score was 57. There was one student who got maximum score and there were nine students who got minimum score. The average score of pre-test in control class was 50,91.

From the table 4.6 above showed the difference result of pre-test and post-test at the control class got the significant enough

improvement after giving treatment without using bamboo dancing technique, it was seen from the average of the post-test better than the pre-test 50,91 < 62

B. Data Analysis

1. Experimental Research

The researcher analysis the data by comparing students' score in pre-test and post-test in the experimental class. The students' improvement score caused the researcher used bamboo dancing technique in teaching speaking. Seen from the students' improvement score, it means that used bamboo dancing technique was success in improving students' improvement speaking ability especially to interpersonal conversation. The researcher describes the students' improvement score of pre-test and post-test at the experimental class by the table below :

Table 4.7

The Difference Score Between Pre-Test and Post-Test Result of
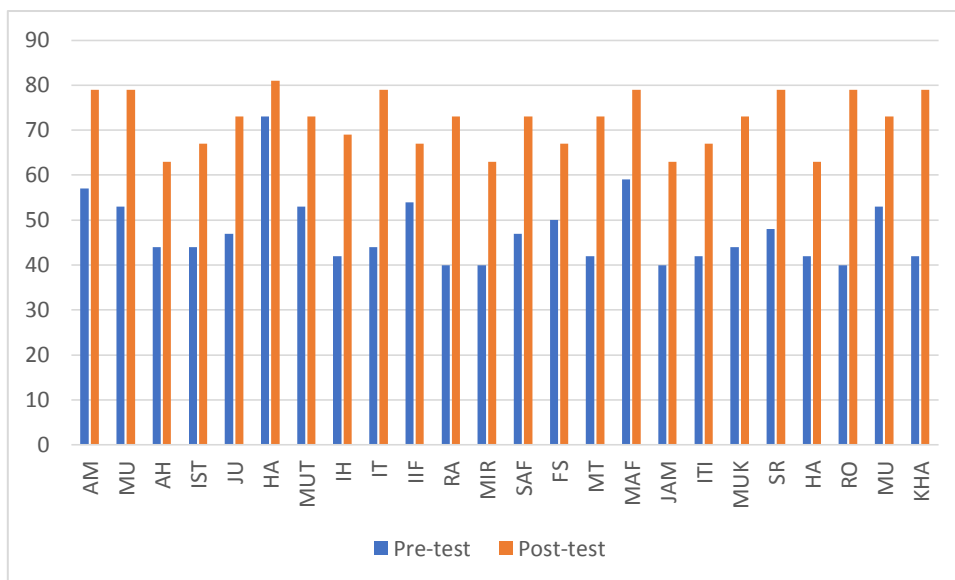
Experimental Class

No	Respondent	Pre-test (χ_1)	Post-test (χ_2)	Difference ($\chi_2 - \chi_1$)
1	AM	57	79	22
2	MU	53	79	26
3	AH	44	63	19
4	IST	44	67	23
5	JU	47	73	26
6	HA	73	81	8
7	MUT	53	73	20
8	IH	42	69	27
9	IT	44	79	35
10	IIF	54	67	13
11	RA	40	73	33
12	MIR	40	63	23
13	SAF	47	73	26
14	FS	50	67	17

15	MT	42	73	31
16	MAF	59	79	20
17	JAM	40	63	23
18	ITI	42	67	25
19	MUK	44	73	29
20	SR	48	79	31
21	HA	42	63	21
22	RO	40	79	39
23	MU	53	73	20
24	KHA	42	79	37
N =	TOTAL	$\sum \chi = 1140$	$\sum \chi = 1734$	$\sum 594$
24	AVERAGE	M = 47,5	M = 72,25	

Table 4.7 above showed that the difference score between pre-test and post-test at the experimental class. The difference score was the result from the post-test scores reduced pre-test score. There significant difference score between pre-test and post-test at the experimental class by the higher score was 39 and the lowest was 8. The graphic describes the table as follow :

Graphic 4.1

The Difference Between Pre-Test and Post-Test of Experimental Class

From the graphic 4.1 above showed the results of the students' pre-test and post-test scores on the criteria in speaking at the experimental class. Data showed that the maximum score in pre-test was 73 and the minimum score was 40. While in post-test the maximum score was 81 and the minimum score was 63.

2. **Control Class**

The researcher analysis the data by comparing students' score in pre-test and post-test at the control class. This result describes by the table below :

Table 4.8

The difference score between Pre-test and Post-test result of
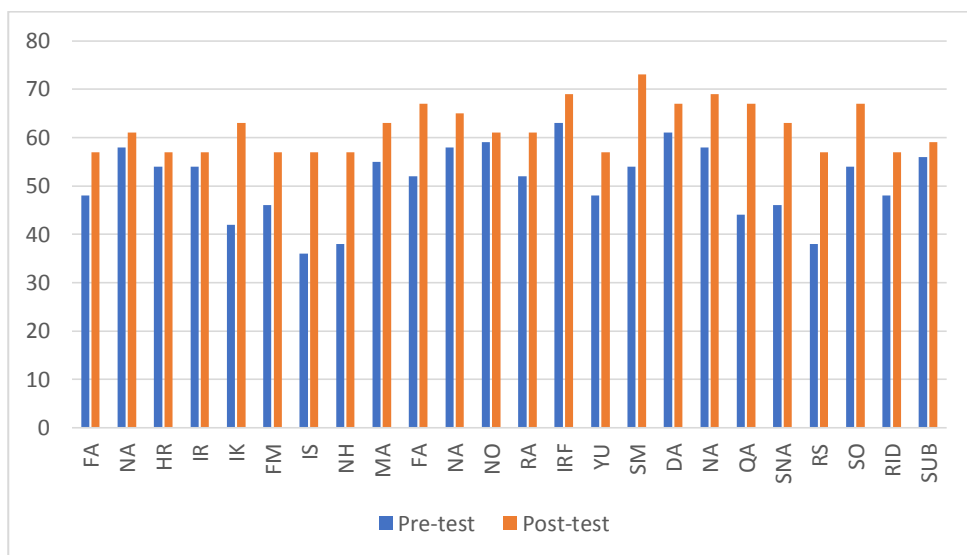
Control Class

No	Respondent	Pre-test (χ_1)	Post-test (χ_2)	Difference ($\chi_2 - \chi_1$)
1	FA	48	57	9
2	NA	58	61	3
3	HR	54	57	3
4	IR	54	57	3
5	IK	42	63	21
6	FM	46	57	11
7	IS	36	57	21
8	NH	38	57	19
9	MA	55	63	8
10	FA	52	67	15
11	NA	58	65	7
12	NO	59	61	2
13	RA	52	61	9
14	IRF	63	69	6

15	YU	48	57	9
16	SM	54	73	19
17	DA	61	67	6
18	NA	58	69	11
19	QA	44	67	23
20	SNA	46	63	17
21	RS	38	57	19
22	SO	54	67	13
23	RID	48	57	9
24	SUB	56	59	3
N = 24	TOTAL	$\sum \chi = 1222$	$\sum \chi = 1488$	$\sum = 266$
	AVERAGE	M = 50,91	M = 62	

Table 4.8 above showed that the difference score between pre-test and post-test at the control class. The difference score was the result from the post-test scores reduced pre-test score. There was significant difference score between pre-test and post-test at the control class by the highest score was 23 and the lowest score was 2. The graphic describes the table as follow :

Graphic 4.2

The Difference Score Between Pre-Test and Post-Test of

Control Class

From the graphic 4.2 above showed the results of the students' pre-test and post-test scores on the criteria in speaking at the control class. Data showed that the maximum score in pre-test was 63 and the minimum score was 36. While in the post test the maximum score was 73 and minimum score was 57. After getting the data from score of two classes, then the researcher analyzed it by using t-test. The formula as follow :

$$t_0 = \frac{M1 - M2}{\sqrt{\frac{\left(\sum X_1{}^2 + X_2{}^2\right)\left(N_{1+N_2}\right)}{(N1+N2-2)(N_1 \cdot N_2)}}}$$

Note :

t_0 = t observation

M_1 = The average score of experiment class

M_2 = The average of control class

$\sum X_1{}^2$ = Sum of the squared deviation score of control class

$\sum X_2{}^2$ = Sum of the squared deviation score of experiment

class

N_1 = The number of experiment class

N_2 = The number of control class

d f = degree of freedom ($N_1 - N_2$)

2 = Consonant number

Table 4.9

The Result Calculation of Post-Test at The Experimental Class ($X_1{}^2$)

and Control Class ($X_2{}^2$)

No	Score		x_1	x_2	$X_1{}^2$	$X_2{}^2$
	X_1	X_2				
1	79	57	6,75	-5	45,5625	25
2	79	61	6,75	-1	45,5625	1
3	63	57	-9,25	-5	85,5625	25
4	67	57	-5,25	-5	27,5625	25
5	73	63	0,75	1	0,5625	1
6	81	57	8,75	-5	76,5625	25
7	73	57	0,75	-5	0,5625	25
8	69	57	-3,25	-5	10,5625	25
9	79	63	6,75	1	45,5625	1
10	67	67	-5,25	5	27,5625	25
11	73	65	0,75	3	0,5625	9
12	63	61	-9,25	-1	85,5625	1
13	73	61	0,75	-1	0,5625	1
14	67	69	-5,25	7	27,5625	49

15	73	57	0,75	-5	0,5625	25
16	79	73	6,75	11	45,5625	121
17	63	67	-9,25	5	85,5625	25
18	67	69	-5,25	7	27,5625	49
19	73	67	0,75	5	0,5625	25
20	79	63	6,75	1	45,5625	1
21	63	57	-9,25	-5	85,5625	25
22	79	67	6,75	5	45,5625	25
23	73	57	0,75	-5	0,5625	25
24	79	59	6,75	-3	45,5625	9
$\sum$	1734	1488			862,5	568

Note :

X_1 = Score Post-test (Experimental Class)

X_2 = Score Post-test (Control Class)

x_1 = $X_1 - M_1$ (Mean X_1)

x_2 = $X_2 - M_2$ (Mean X_2)

$X_1{}^2$ = The Squared Value of x_1

$X_2{}^2$ = The Squared Value of x_2

From the table above, the researcher got the data $\sum X_1 =$ 1734, $\sum X_2 = 1488$, $\sum X_1{}^2 = 862{,}5$, $\sum X_2{}^2 = 568$ where as $N_1 = 24$ and $N_2 = 24$. After that the researcher calculated them based on the the-test formula, the steps as follow :

1. Determine mean of variable X_1 and X_2

   Variable X_1 $M_1 = \dfrac{\sum X1}{N1} = \dfrac{1734}{24} = 72{,}25$

   Variable X_2 $M_2 = \dfrac{\sum X2}{N2} = \dfrac{1488}{24} = 62$

2. Determine t-test

   $\sum X_1{}^2 = 862{,}5$

   $\sum X_2{}^2 = 568$

   df $= N_1 + N_2 - 2 = 24 + 24 - 2 = 46$

$$t_0 = \cfrac{M1 - M2}{\sqrt{\dfrac{\left(\sum X_1{}^2 + X_2{}^2\right)\left(N_{1+N_2}\right)}{(N1 + N2 - 2)(N_1 \cdot N_2)}}}$$

$$= \frac{72,25-62}{\sqrt{\dfrac{(862,5 + 568)(24 +24)}{(24+24-2)(24 .24)}}}$$

$$= \frac{10,25}{\sqrt{\dfrac{(1430,5)(48)}{(46)(576)}}}$$

$$= \frac{10,25}{\sqrt{31,097 \times 0,083}}$$

$$= \frac{10,25}{\sqrt{2,581}}$$

$$= \frac{10,25}{1,606}$$

$$= 6,3$$

So after the researcher calculates this data based on the formula t-test, the obtained t_o or $t_{observation}$ was 6,3.

C. Hypothesis Testing

The data obtained from experiment class and control class were calculated with the assumption as follow :

If $t_o > t_t$: the alternative hypothesis was accepted. It means there was significant effect of teaching speaking in interpersonal conversation using bamboo dancing technique than without using

bamboo dancing technique.   If $t_o < t_t$: null hypothesis was rejected. It means there was no significant   effect of teaching speaking in interpersonal conversation using bamboo   dancing technique than without it.

From the result of calculation above, it is obtained that the value of t_o ($t_{observation}$) was 6.3, the degree of freedom (df) = 46. In the degree significance 5% = 1,678 in degree of significance 1% = 2,410. After that, the researcher compared the data with t_t (t table) both in degree significance 5% and 1%. Therefore $t_o : t_t = 6,3 > 1,678$ in degree of significance 5% and $t_{o : t_t =} 6,3 > 2,410$ in degree significance 1%.

The statistic hypothesis states that if t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that there was an effect of teaching speaking in interpersonal conversation using bamboo dancing technique.

D. Interpretation Data

The objective of this research is to find out the use of Bamboo Dancing Technique in improving students' speaking ability in interpersonal conversation at the seventh grade of SMP Negeri 16 Kota Serang Banten.

Based on the finding, it was proven that bamboo dancing technique improved students' speaking ability especially in interpersonal conversation. Students' can be better when they speak in english, they also comprehend the speaking easily. Bamboo Dancing Technique be an alternative technique for students' when doing speaking ability it more effective and more appealing improving students' speaking ability.

The result of the research that the mean of pre-test score obtained by students' of SMP Negeri 16 Kota Serang in the class VII C (experimental class) 47,5 was smaller than class VII D (control class) 50,91. The highest score of pre-test in VII C (experimental class) was 73 and in VII D (control class) was 63. The lowest score of pre-test in VII C (experimental class) was 40 and in VII D (control class) was 36. It means that the distribution of score in experimental score was smaller than control class.

The mean of post-test score in experimental class was 72,25 was greater than in control class was 62. The highest score in experimental class was 81 and in control class was 73. The lowest score I experimental class was 63 and in control class was 57. It means that the distribution of score post-test in experimental class was greater than

control class. It can be seen in teaching process in the experimental class the teacher taught speaking using bamboo dancing technique, it made student more active in speaking because they forced to speak in learning process. The students also can be asking or answering to each other about the material and speak more confidently in the classroom. It made the silent students or students who did not feel confident can be active in speak because they feel enjoy while learning process. In the control class the teacher only explains the material without using bamboo dancing technique, the students less interested. They got bored, unconfident, and fell confused when the teacher asked them to speak with their friends in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research about "The Use of Bamboo Dancing Technique to Improve Students' Speaking Ability in Interpersonal Conversation" at the seventh grade of SMP Negeri 16 Kota Serang the researcher can conclude that :

1. The students speaking ability at the seventh grade of SMP Negeri 16 Kota Serang before given treatment are low. It can be seen from the result of Pre-Test at the experimental class, the lowest score was 40 and the highest score was 73 and students' average score was 47,5. The result of the pre-test at the control class, the lowest score was 36 and the highest score was 63 and students' average score was 50,91.

2. Using bamboo dancing technique in teaching speaking was effective in improving students' speaking ability. It can be seen from the result of students' post-test which bigger than pre-test. The average of experimental class in pre-test was 47,5 while the post-test was 72,25. While the average score of control class was 50,91 in pre-test and 62 in post-test. From the result of the

calculation above, it was obtained that the value of t–observation was 6,3. The degree of freedom was 46, with level significance 5% = 1,678 and with level significance 1% = 2,410. So $t_o > t_t =$ 6,3 > 1,678 or $t_o < t_t =$ 6,3 < 2,410. It means the researcher rejected $H_0 : t_o < t_t$ that there was no significant influence between students' taught by using bamboo dancing technique without using bamboo dancing technique and accept $H_a : t_o > t_t$ there was the influence between students taught by using bamboo dancing technique without it. Based on explanation above shows that the difference treatment makes difference result in experimental class which using bamboo dancing technique and control class without it, it means bamboo dancing technique was more effective than not use it.

B. Implication

Bamboo Dancing Technique can be used by teacher to increase students' speaking ability. Students are able to organize themselves, support each other and make enjoyable atmosphere by using this learning technique.

Through Bamboo Dancing Technique in the classroom, teacher and students obtained many kinds of benefits. But, as a matter of fact, Bamboo Dancing Technique also has many weaknesses, causing among other, the noisy class. Bamboo Dancing Technique takes so much time and effort on the part of the teacher. In this case, the teachers should be able to explain the points of Bamboo-Dancing Technique clearly.

With the creation of enjoyable and attractive learning atmosphere the students can also learn enjoyable and in the long run their achievement in speaking ability will improved.

C. Suggestion

After doing the research and collected the data, the researcher want to give some suggestions, as follow :

1. For the teacher

   a. The teacher should be able to design learning activity well

   b. The teacher should give interesting method or technique to improve students' speaking ability.

   c. The teacher should pay more attentions to students' and find their mistakes, so the teacher can minimize the students' mistakes.

2. For the Students

   a. The students must study hard especially in speaking ability. One of the technique can be used is bamboo dancing technique. This way in not only to educate students but also entertain them.

   b. In general, the students must pay more attentions to the lesson items of English given by the teacher. In order they can learn English more easily.

3. For the researcher

   For the next researchers, the researcher hopes they would conduct to investigate of other teaching technique in speaking ability and could use this study as reference, develop the implementation of concept this technique, or combine with other strategy to get better result.

   The conclusion and suggestion above are given based on the research that was done by the researcher. The researcher hopes the suggestion can give positive contribution for improving the teaching and learning process in SMP Negeri 16 Kota Serang.