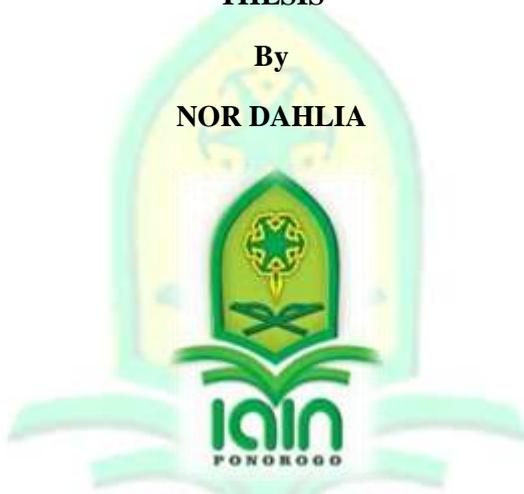


**THE EFFECTIVENESS OF BAMBOO
DANCING TECHNIQUE ON TEACHING
SPEAKING SKILL OF THE EIGHTH
GRADE STUDENTS OF SMP NEGERI 1
JENANGAN PONOROGO
THESIS**

By

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STUDIES OF PONOROGO
2019**

DAHLIA, NOOR. 2019 *The Effectiveness of Bamboo Dancing Technique on Teaching Speaking Skill of the Eighth Grade Students of SMPN 1 Jenangan Ponorogo.* **Thesis,** Tarbiyah and Teachers Training Faculty, English Education Department, The State Institute of Islamic Studies of Ponorogo, Advisor Nurul Khasanah, M.Pd.

Key Words: Bamboo Dancing Technique, Speaking Skill.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependence on the context of the students, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Bamboo dancing is a learning method that makes students invited to share information in lesson effectively. So, bamboo dancing as a technique of teaching is used in teaching

English, so that the student can have new knowledge.

The purpose of this research was to examine whether there was a significant difference between the students' speaking skill who are taught by bamboo dancing and those who are not taught by bamboo dancing at SMPN 1 Jenangan Ponorogo in academic year 2018/2019.

This research applied quantitative approach and used quasi experimental design. This research used two classes as experimental group and control group. The population was taken from the eighth grade students of SMPN 1 Jenangan Ponorogo in academic year 2018/2019. The numbers of sample in this research were 30 students of experimental group and 30 students from control group. The procedure of data sampling test collection is test. To T-test formula was applied to know whether there was significant difference on students' speaking skill who are taught by bamboo dancing and students who are not taught by bamboo dancing.

The result of this research showed the average of post-test from experimental class who had been taught by bamboo dancing

technique was 76,16 whereas post-test from control class who were not taught by bamboo dancing technique was 66,73. The result after treatment showed that Hypothesis test (t_o) at is 8,751 from the computation above would be compared to the “t” index (t_t) at is 30 with the condition below: if the $t_o \geq t_t$, H_α was accepted, it mean that the mean different of both variable was significant difference. The researcher could know than 5% significant level $t_o = 8,751$ and $t_t = 2.04$.

So, from the computation above it can be concluded that there is a significant difference between students' speaking skill who are taught by bamboo dancing technique and those who are not taught by bamboo dancing technique at SMPN 1 Jenangan Ponorogo. In other word, effective using of bamboo dancing technique on teaching speaking skill of the eighth grade students of SMPN 1 Jenangan Ponorogo in academic years 2018/2019.

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Has been approved by the advisor and is recommended for approval and acceptance

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Day : Friday
Date : July 12 2019

And has been accepted as the requirement for the degree the *socius* in English

Education on :
Day : Wednesday
Date : July 17 2019

Ponorogo, July 17 2019



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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the most important language skill in communication. Its success is measured in terms of the ability to carry out conversation in interactive of construct the meaning. Tarigan argues that speaking is the ability to speak an articulation utter sounds or words to express or convey thoughts, ideas, sounds and feelings.¹ Besides, Mulgrave as cited in Tarigan states that speaking is a tool of communicating

¹ Henri Guntur Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa* (Bandung: CV Angkasa, 2015) 16.

ideas that are prepared and developed according to the needs of the listeners.

In this modern era, speaking takes an important role in life. People can face globalization and are useful to them when they want to express their feelings in English. English is an international language, and English as a foreign language is taught as a compulsory subject at the elementary to university level.

In teaching speaking skills, the teacher provides the widest opportunity for students to practice speaking. Oxford Advanced Learner's Dictionary defines

speaking is not only talking but more than speaking, therefore, learn language must be able to use their thinking and sensitivity.² But speaking



² A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 2003) 414 & 443.

must also pay attention to the five components. Harris said that there are five recognized components analyzing the speech process. They are pronunciation, grammar, vocabulary, fluency, and comprehension.³ Fauzi said the classroom activity that is suitable in teaching speaking. It makes students talk to each other in pairs or groups. They must be more active in discussions. Such activities may include role-playing,

³ Fernandes Arung, *Improving the students' speaking skill through Debate Technique : Journal of English Education JEE*, 11 Mei 2016.

games, problem-solving, songs, and discussion.⁴

But in fact, class conditions do not support the learning, for example crowded classrooms and students are not ready to learn. In addition, the part of the teaching and learning technique is still monotonous (the teacher only explains the subject matter and then gives students some assignments). That causes students not to be motivated to speak English. Besides that, there are many problems in teaching speaking. First, students lack the motivation to speak. In addition,

⁴ Endang Fauziati, *Teaching English as a Foreign Language (TEFL)* (Surakarta: Era Pustaka Utama, 2010) 127.

most students cannot express themselves adequately and even find it difficult to answer simple open questions. Students continue to make the same mistakes even after being corrected many times.

Second, students are asked only to answer several display questions after the reading text or are guided by several structures that have no impact to improve their oral communication skills. Even in dialogue exercises, students only memorize the entire dialogue and some are asked to do it in front of the class when they learn it with their hearts. The last and serious problem is

that students rarely practice using English to communicate.⁵

By seeing these problems, teachers should find other techniques in teaching speaking. If students are given motivation to carry out continuous speaking activities, it will encourage them to always practice daily conversations in English. So, to make them practice the conversation easily, it will be better to put the students in group work or pair work as elaborated by cooperative learning technique in which students learn the

⁵ Intan Melati, *The Effect Of Using Bamboo Dancing Method On Students' Speaking Ability At The Tenth Grade Of Man 4*, Retrieved November 26, 2018 from <http://repository.uinsu>.

material in a group work. Related to the difficulties faced by the students in speaking, teachers need a cooperative technique which will make students really active and participate in the learning process. Slavin states cooperative learning is an instructional method in which students are put in small groups through which students work together to maximize their own and others learning.

One type of cooperative learning is Bamboo dancing technique. Learning process in bamboo dancing technique is started by giving question to the students. Teacher does little discussion with students. In bamboo

dancing technique, students make two lines and stand up face to face like two bamboos, so they can be couple in conversation. When they finished conversation, they will move their position follow the strikes. So they find others couple. Finally, they get result from their discussion and they present in front of the class to support their presentation.

Bamboo dancing technique also provides opportunity for every student to talk, so there is no gap between students who are active to speak and those who are not. Furthermore, this technique will allow the students to practice their speaking and also

give an equal opportunity for the students to speak during the learning process. Bamboo dancing aims to motivate students to be brave in expressing opinion or say something, so this technique appropriated for teaching speaking. Bamboo dancing technique also has several advantages and disadvantages. The advantage is that students can; exchange experiences and knowledge with each other in the learning process; students can improve social intelligence in terms of cooperation between students; students can increase tolerance between fellow students. However, bamboo dancing technique has a few

disadvantages. They are: the study group is too fat, making it difficult for the learning process; students play more than learning; requires a fairly long period.⁶

On november 19th 2018 the researcher interviewed Mrs. Ernawati, S.Pd. a teacher English class eighth at SMPN 1 JENANGAN. She explained about the students difficulty in expressing their ideas freely in speaking activities. They were unmotivated to speak because of several reasons: they had limited English words (vocabulary); they did not know how to

⁶ Aris Shoimin, *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013* (Yogyakarta:Ar-Ruzz Media, 2017)30-31.

construct meaningful phrases and sentences in good grammar; and they were afraid of making mistakes.⁷

Based on the problems above, a teacher should find an interesting method to overcome that problem. Bamboo dancing is one of the techniques that are suitable for dealing with the problem of most junior high school students in experiencing difficulties in their speaking skills, especially in English interpersonal conversations.⁸ According to

⁷Interview at SMP N 1 JENANGAN on, 19th November 2018.

⁸ Linna Endah Nur Wahyuni, The Use Of Bamboo-Dancing Technique To Improve Students' Speaking Skill In Interpersonal

Suprijono bamboo dancing is technique begin with the introduction of the topic. The teacher facilitates to appears the intersubjective, interactive dialog, question and answer and so on. This activity refers to the students' knowledge got from a discussion in the big groups and can be evaluated and become a knowledge for all the students in the class. By using this technique, students become asier to improve their speaking skill. Bamboo dance technique has the goal to enable students to share information at the same time with different partners in a short time on a regular

Conversation,Retrieved February 25,2019 from <https://lib.unnes.ac.id/21404/1/2201411072-s.pdf>

basis. Komendangi said that this method fits the subject matter of objects that require the exchange of experiences and information between students.⁹ Besides, the bamboo dancing is interesting and motivating students at upper primary level.

Moreover, according to Suwarno cited in Sanusi, by using bamboo dancing expected distribution of information or topics that are known by students. A bamboo dancing method is very useful for learning in the

⁹ M.T. Komendangi, *Meningkatkan Hasil belajar siswa melalui penggunaan model pembelajaran tari bamboo*, Retrieved November 27, 2018 from <http://kim.ung.ac.id/index.php/KIMBEF/artcle/viewFile/2332/2331>.

classroom become more varied and not boring. This method is used to build students' togetherness and can be used for sharing information. The students will share information and the discussion occurs to students in pairs when presenting the topics during the lessons This method is very useful to make students become more active in the class.¹⁰

Based on the statement above, the researcher thought that bamboo dancing technique can help the students to increase

¹⁰ Fitri Novia, *Using Bamboo Dancing Method To Improve Reading Skill*, (Language and Education Journal, Volume 2 No. 1, April 2017) 41-42.

their speaking skill. This technique can assist teacher in planning the instruction by helping them identify the pattern of organization of ideas and the concepts, and make students easy to speak English.

Based on the problem above the researcher is going to conduct a research entitled **“The Effectiveness of Bamboo Dancing Technique on Teaching Students Speaking Skill at The Eighth Grade of SMPN 1 JENANGAN PONOROGO.”**

B. Limitation of the Problem

Based on the background of the study that has explained aboved, the reseacher gives

limitation of the problem the far ranging of discussion. The limitation of study are :

1. Theme is recount text
2. Class VIII F & G

C. Statement of the Problem

Concerning the background of the study, the researcher formulated the problem of the study as follow: Is there any significant differences in speaking skill of students who are taught by using bamboo dancing technique and who aren't taught by using Bamboo Dancing Technique at the eighth grade of SMPN 1 Jenangan Ponorogo ?

D. Objective of the Study

Based on the problem above, the objective of this research was to find out the effectiveness of students' speaking ability are taught and who aren't taught by using bamboo dancing technique at the eighth grade of SMPN I Jenangan Ponorogo.

E. Significances of the Study

The researcher is expected can give the significance both theoretically and practically in the teaching and learning process in English:

1.Theoretically,

The findings of this study are expected can enrich the theory about the using of bamboo dancing technique in teaching speaking skill.

2. Practically,

The result of this research is expected to be beneficial for:

a. Teacher

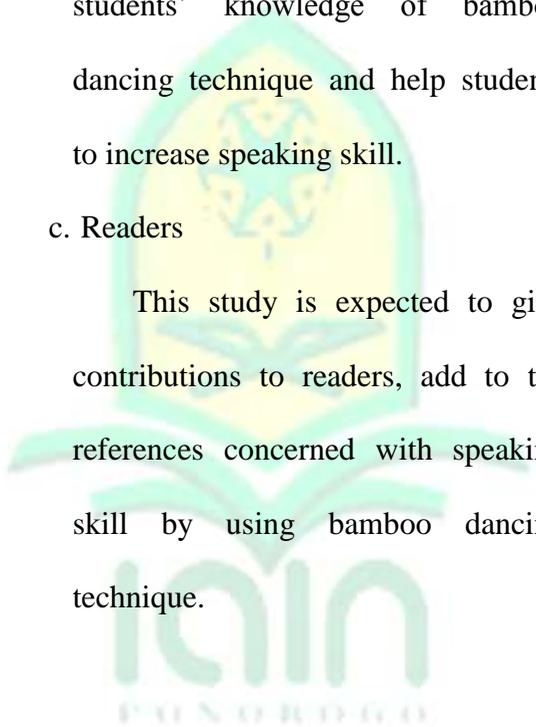
This study is expected to give teachers variations for teaching and to help students easy to study.

b. Students

This study is expected to give students' knowledge of bamboo dancing technique and help students to increase speaking skill.

c. Readers

This study is expected to give contributions to readers, add to the references concerned with speaking skill by using bamboo dancing technique.



F. Organization of the Thesis

To make easier in writing the thesis, the thesis will be divide into five chapter as follow:

The first is tellsthe explanation about introduction of the research. It contains of background of study, limitation of the problem, statement of problem, objective of the study, and significances of study.

The second chapter gives the explanation about review of related literature. It consists of theoretical background, previous study, theoretical framework and hypothesis. The theoretical

background explains about the general concept speaking, function of speaking, basic type of speaking, difficult in speaking, types of spoken tests, assessment of speaking, definition cooperative learning, definition bamboo dancing method, teaching procedure of bamboo dancing technique.

The third chapter gives the explanation about research method. It consists of research design, population and sample, validity and reliability, instrument of data collection, technique of data collection and technique of data analysis

The fourth chapter gives the explanation about research findings and research result. It contains of research location, data description, data analysis and discussion about the effectiveness of bamboo dancing technique on teaching speaking skill of th eight grade students of SMPN 1 Jenangan.

The last chapter consists of the conclusion. It tells about conclusion and the answer for problem statement and also the recommendation about result of research.

CHAPTER II

**PREVIOUS RESEARCH FINDINGS,
THEORITICAL BACKGROUND
THEORETICAL FRAMEWORK AND
ACTION HYPOTHESIS**

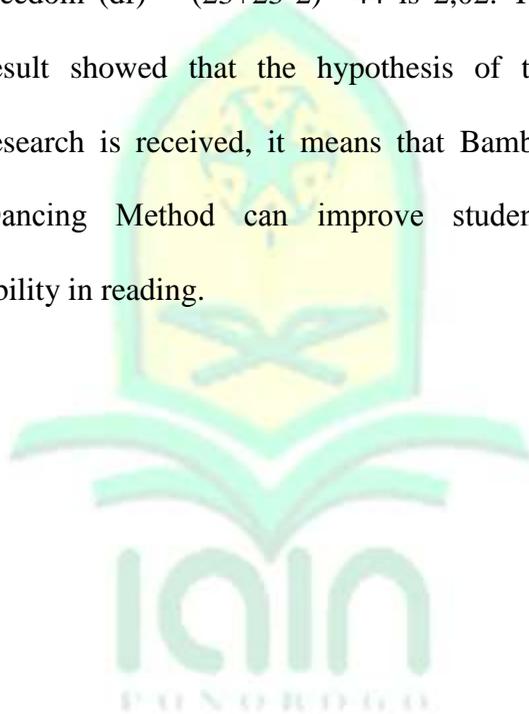
A. Previous Research Findings

Before the researcher conducted the study, the researcher found other studies to find whether there are some similar studies or not. The researcher took reviews from the following research findings:

The first, research was from Nurinta Sanusi thesis “*Bamboo Dancing Method for Teaching Reading Skill*”. The subject of this

research was the second grade of VIII 3 class of SMP Negeri 10 Gorontalo which consists of twenty three (23) students. The method of this research was the quantitative method and she applies pre-experiment design. It used one group pre-test and post-test design. Data was gained from the reading test namely multiple choices which consist of 20 items. In analyzing the data, she used normality analysis and hypothesis verification. Based on the result of t-testing of the normality, the data of research is in the normal distribution. The hypothesis is tested by using t-test formula. It was found that the *tcount* is 19, 96

while that was also found that *t*-list in the level of significance $\alpha=0,05$. The degree of freedom (df) = $(23+23-2)= 44$ is 2,02. This result showed that the hypothesis of this research is received, it means that Bamboo Dancing Method can improve students' ability in reading.



The similarity between the previous research and this study is in using quasi-experimental quantitative methods and the same learning style, namely bamboo dance. Whereas the difference between the previous research and this research is that the activities of previous research used reading skills while this research activity would use speaking skill.

The second research was from Morganda Siahaan's thesis "*The Effect of Bamboo Dancing Learning Model on Students' Speaking Ability*". The method of the research was experimental. The

population of this research was all of the eleventh grade students of SMK Negeri 1 Sarudik. It consisted of 112 students. Random sampling technique was used to get a sample. The sample consisted of 32 students. The techniques for collecting data were observation and test. The result of the application of Bamboo Dancing Learning Model was 76.87, categorized “Good”, while the result before using Bamboo Dancing Learning Model was 53.12 categorized “Low”. T-test is 9.24 and t-table is 2.04. It means that there was a significant effect of using Bamboo Dancing Learning Model on

students' speaking ability at the eleventh grade students of SMK Negeri 1 Sarudik 2018/2019 Academic Year.¹¹

The similarity between the previous research and this study are using quasi-experimental quantitative methods and the learning style, namely bamboo dance and speaking ability. Whereas the difference between the previous researcher and this researcher is that the previous researcher used the X class of high school subjects, while the

¹¹Morganda Siahaan, *The Effect of Bamboo Dancing Learning Model on Student' Speaking Ability* (Journal of Institut Pendidikan Tapanuli Selatan Vol.1.No.3 October 2018).

research subject used class VIII junior high school.

B. Theoretical Background

1. Speaking

a. Definition speaking

In language teaching, we often talk about four language skills (speaking, listening, reading, and writing) in terms of their direction and modality. Modality refers to the medium of the language (whether it is aural/ oral or written). Thus, speaking is the productive, oral skill. Speaking consists of producing

systematic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹²

b. Components of Speaking.

There are four component are generally recognized in analyses of the speech process.

1) Pronunciation

Includes the segmental features-vowels and consonant –

¹² Kathelen M. Bailey, *Practical English Language Speaking* (Mc Graw Hill, 2005)2.

and the stress and intonation patterns.¹³

2) Grammar

Grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

3) Vocabulary

Is one of the extreme aspects that support speaking

¹³ David p Harris, *Testing English As A Second Language* , (New York, McGraw-Hill,)81

activity, it deals with the right and appropriate words.¹⁴

4) Fluency

Capacity of speak fluidly, confidently, and at a rate consistent with the norm of the relevant native speech community.¹⁵

C. Basic types of speaking

According to H. Douglas Brown, there are five basic types of speaking: imitative, intensive,

¹⁴ Rivi Antoni, Umami Rasyida & Siti Surinah Harahap, *An Analysis On Students' Speaking Skill At Second Grade Smp 8 Rambah Hilir*, 2015.

¹⁵ Kathelen M. Bailey, *Practical English Language Speaking* (Mc Graw Hill, 2005)5.

responsive, interactive, and extensive.

All of the basic types are described as follows:¹⁶

1) Imitative

At one end of a continuum of types of speaking performance is the ability to imitate a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. Imitative are

¹⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (United States of America: Longman, 2004) 141-142.

interested only in what is traditionally labeled “pronunciation”: no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2) Intensive

A second type of speaking frequently employed in assessment

context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue

completion; limited picture-cued tasks, including simple sequences; and translation up to the simple sentence level.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order

to preserve authenticity), with perhaps only one or two follow-up question or retorts:

i. Mary: Excuse me, do you have the time?

Doug : Yeah. Nine-fifteen

ii. T : What is the most urgent environmental problem today?

S : I would say massive deforestation

iii. Jeff : Hey, Staf, how it's going?

Staf : Not bad, and
yourself?

Jeff : I'm good

Stef : Cool, okay, gotta go

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take the two forms of transaction language, which has the purpose of exchanging specific information, or

interpersonal exchanges, which have the purpose of maintaining social relationship. (In the three dialogues cited above A and B were transaction, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5) Extensive (*monologue*)

Extensive oral production tasks include speeches, oral presentations and story-telling during which opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or ruled out all the together. Language style frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the

mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

D. Difficulty in speaking

According to H. Douglas Brown, there are eight factors in speaking that could make learners difficult to produce good English or oral communication as follows: ¹⁷

- 1) Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively

¹⁷H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed, (2001)270-271.

and physically (in breath groups) through such clustering.

2) Redundancy. The speaker has an opportunity to make meaning clearer through redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms. Contractions, elisions, reduced vowels, etc., create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop of stilted,

bookish quality of speaking that in turn stigmatize them.

4) Performance variable. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as *uh, um, well, you know, I mean, like*, etc.

5) Colloquial language, This factor could make the students difficult to speak.

It is often found that the students are

not well acquainted with the words, idioms, and phrases of colloquial language so they often make mistakes in producing these forms.

6) Rate of deliver. In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation. They are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could

convey different meaning. Those characteristic also the factor that make speaking difficult for the students.

- 8) Interaction. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

E. Assessment of speaking

To know the students' speaking ability, there are some criteria that is

considered. According to Brown there are four scoring components scale name: grammar, vocabulary, pronunciation, and fluency.

Table 2.1

Oral proficiency scoring categories¹⁸

No	Categories	Aspects	Score
1.	Grammar	Errors in grammar are frequent, but speaker can be understood by a	1

¹⁸ H.Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Longman., 2001) 172-173.

native speaker

used to dealing

with foreigners

attempting to

speak his

language.

Can usually

handle

elementary

constructions

2

quite accurately

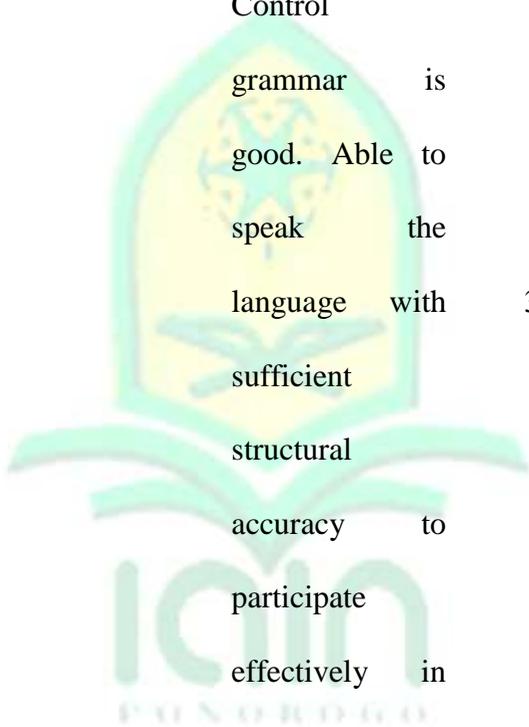
but does not

have through or

confident

control of the
grammar.

Control
grammar is
good. Able to
speak the
language with 3
sufficient
structural
accuracy to
participate
effectively in
most formal and
informal



conversation on
practical, social,
and professional
topics.

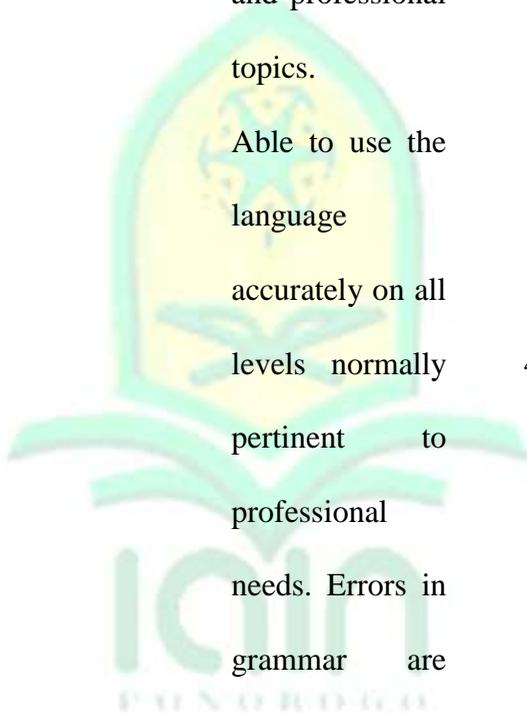
Able to use the
language

accurately on all
levels normally

4

pertinent to
professional

needs. Errors in
grammar are
quite rare.



Equivalent to
that of an 5
educated native
speaker.

2. Vocabulary Speaking
vocabulary 1

inadequate to
express

anything but the
most elementary
needs.

Has speaking
vocabulary 2

sufficient to

express himself

simply with

some

circumlocutions.

Able to speak

the language

with sufficient

vocabulary to

participate 3

effectively.

Vocabulary is

broad enough

that he rarely

has to grope for

a word.

Can understand

and participate

in any

conversation

4

within the range

of his

experience with

a high degree of

precision of

vocabulary.

Speech on all

levels is fully

accepted by

educated native 5

speakers in all

its features

including

breadth of

vocabulary and

idioms,

colloquialisms,

and pertinent

cultural

reference.

3. Pronunciation Errors in

pronunciation 1

are frequent.

Accent is intelligible 2

though often quite faulty.

Errors never interfere with understanding 3

and rarely disturb the native speaker.

Errors in pronunciation 4
are quite rare.

Equivalent to

and fully 5
accepted by
educated.

4. Fluency (No specific
description.

Refer to other 1
four languages
areas for
implied level of
fluency).

Can handle with
confidence but
not with facility
most social

situations,

including

introductions 2

and casual

conversations

about current

events, as well

as work, family,

and

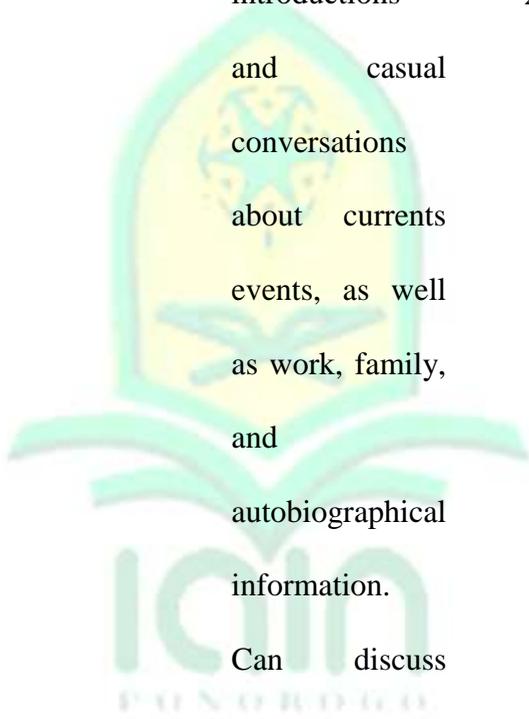
autobiographical

information.

Can discuss

particular

interest of 3



competence

with reasonable

ease. Rarely has

to grope for

words.

Able to use the

language

fluently on all

levels normally

pertinent to 4

professional

needs. Can

participate in

any

conversation

within the range

of his

experience with

a high degree of

fluency.

Has complete

fluency in the

language such 5

that his speech

is fully accepted

by educated

native speakers.

Total Score 20

Student point: $\frac{\text{result score}}{\text{Maximum score}} \times 100$

Maximum score

2. Cooperative Learning

a. Definition Cooperative Learning

Cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of

information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.¹⁹

b. Advantages and Disadvantages of Cooperative Learning

Jarolimek and Parker said the advantages gained in this learning are:

- 1) Positive dependence

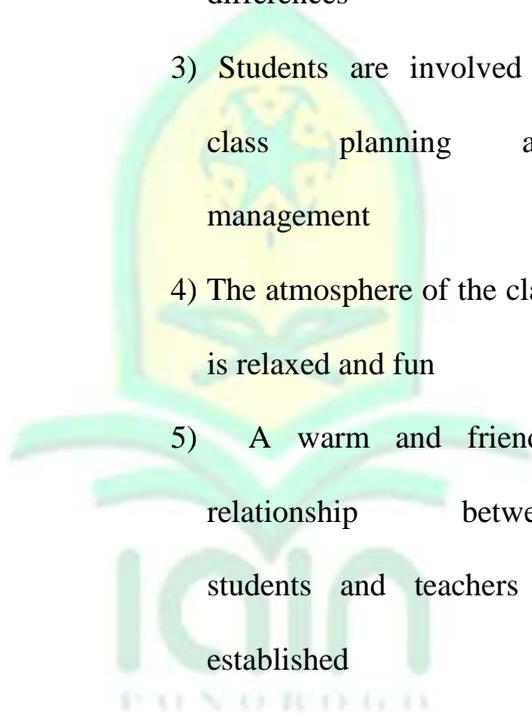
¹⁹ Miftahul Huda, *Cooperative Learning Metode, Teknik Struktur dan Model Penerapan* (Yogyakarta:Pusataka Pelajar, 2013) 29.

2) There is recognition in response to individual differences

3) Students are involved in class planning and management

4) The atmosphere of the class is relaxed and fun

5) A warm and friendly relationship between students and teachers is established



6) Have many opportunities to express pleasant emotional experiences.²⁰

The disadvantages of cooperative learning are as follows:

1) Require a long time for students, making it difficult to achieve curriculum targets;

2) It takes a long time for the teacher so most teachers don't want to use

²⁰ Isjoni, Cooperative Learning (Bandung: Alfabeta, 2009) 24.

cooperative learning strategies;

3) Requires special teacher skills so that not all teachers can do or use cooperative learning strategies;

4) Demanding certain characteristics from students, for example, the nature of cooperating.²¹

3. Bamboo Dancing Method

a. Definition of Bamboo Dancing

²¹<http://abdulgopuroke.blogspot.com/2017/01/kelebihan-kekurangan-model-pembelajaran-kooperatif.html>

Bamboo dancing is one type of learning model that can be used in cooperative learning to direct the attention of learners to the material that is learned and invites students to learn actively. According to Istarani bamboo dancing is a learning model suitable for materials that require the exchange of thoughts and information between students.²² Furthermore, Miftahul Huda said that bamboo

²² Aris Shoimin, 68 *Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2017) 31-33.

dancing is a learning method that makes invited to share information and lesson effectively, from explanation above it can be concluded that, bamboo dancing is learning model makes invite to share information that can be students have new knowledge.²³

b. Steps of Bamboo Dancing

The steps of bamboo dancing learning model as

²³ Miftahul Huda, *Model-model pengajaran dan pembelajaran* (Yogyakarta: Pustaka Pelajar, 2014) 249.

proposed by Aris Shoimin as follows:²⁴

- i. Half the number of students in the class or quarter of the number of students to many standing in a row. If there is enough space, students can lined up in front of class. Another possibility is that students are lined up on the sidelines of a row of school. This second way will

²⁴ Aris Shoimin, 68 *Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2017) 31-33.

facilitate group information because it takes a relatively short time.

ii. Half of the other classes lined up and faced the first row.

iii. Two students are paired from the other two ends of ranks. Their lines is then shifted in this way each students gets a new partner to share shifts can be done as needed.

c. Advantages and Disadvantages of Bamboo Dancing

i. Advantages of bamboo dancing

According Shoimin the advantages in bamboo dancing students can; exchange experiences and knowledge with in the learning process; increase social intelligence in cooperation among

students; increase tolerance
among fellow students

- ii. Disadvantages of bamboo
dancing

According Shoimin
the disadvantages in
bamboo dancing; learning
group is too fat so difficult
for teaching and learning
process; students play more
than learn; it takes a long
period of time.²⁵

F. Theoretical Framework

²⁵ *Ibid*, 31-33.

Theoretical framework is a concept in the proposal about how theorist can be related with the factors which are identified as the important problem.

This research is consisting of three variables:

X : Bamboo Dancing
Technique

Y : Speaking Skill

Based on theoretical framework, researcher looking for the significant effectiveness of bamboo dancing technique on speaking skill.

G. Hypothesis

Hypothesis in the research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

- H_a : there is students taught using bamboo dancing perform better in speaking that the students language using non-bamboo dancing students the eighth grade of SMPN 1 Jenangan Ponorogo.
- H_o : there is no students taught using bamboo dancing perform better in speaking that the students language using non-bamboo dancing students the eighth grade of SMPN 1 Jenangan Ponorogo.

The hypothesis criterion states that; if $t_0 > t_t = H_a$ is accepted and H_o is rejected, and if $t_0 < t_t = H_a$ is

rejected and H_0 is accepted t_0 is t observation, and t_t is t test.



CHAPTER III

RESEARCH METHOD

In the research, method has a goal of guiding the research in order to work systematically. The research method covers a set research activities conducted by research. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

This study was conducted by using experimental research. In this research, the sample was divided into

two groups, namely experimental group and control group. The experimental group is the group that received treatment by bamboo dancing method, while the control group is the group that did not receive treatment. The control group just receives conventional method. So the research divided into two variable, there are: bamboo dancing as method (X-variable) and the students' speaking skill (Y-variable). The experiment design in this study is:

Table 3.1

Design of study

	Step 1	Step 2	Step 3
Experiment	Pre-	Treatment by using	Post-
III F	test	bamboo dancing	test

technique

Steps:

1. Writing topics on the board or holding questions and answer with students.

2. The researcher gave an example of a holiday theme recount text, but in 4 groups there were 2 similar holiday theme, and then students discussed fellow group members to share orientation, events, reorientation.

3. Half the number of the students

standing. Students
can line up in front
of class or students
can lined up on the
sidelines of a row of
chair.

4. Two groups of
students lined up
and pair up
according to the
group that has been
instructed. From
front and back line
will move to the

right with time
given.

5. The shifted in this
way each until
students meet with
the initial partner.

And then students
discussed what
information students
have got. After that
students present
front of the class.

Treatment by using
conventional
method

Steps:

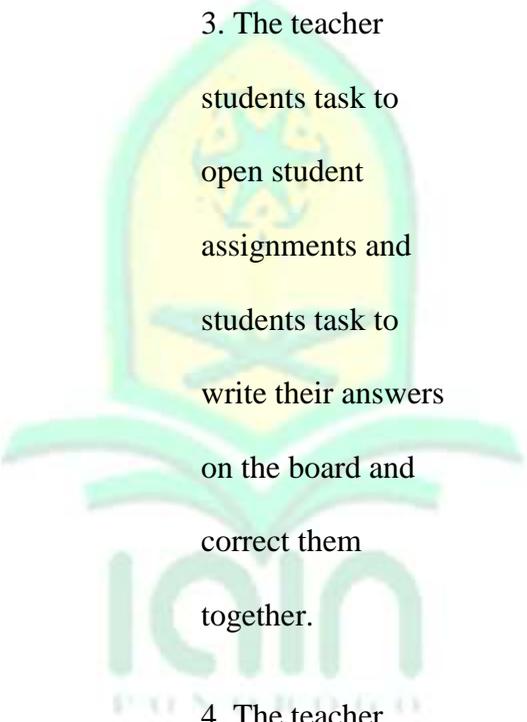
1. The teacher
student task to
dialogue in pairs to
practice dialogue.

2. After that they
have a dialogue, the
teacher asks what

1 VIII G	Pre- test	theme is contained in the dialogue with	Post- test
----------	--------------	--	---------------

regard to 5 W + 1

H.



3. The teacher
students task to
open student
assignments and
students task to
write their answers
on the board and
correct them
together.

4. The teacher
students task to
practice it in front

of the class with
their peer.

5. After that they
finish working on
the assignments of
students the answers
to the students are
collected to the
teacher.

B. Population and Sample

1. Population

The large group about which generalization is made is called a population. A population is defined as all members of any well-defined class of people, event, or objects.²⁶ In this research, the population of study was the eighth grade students of SMPN 1 Jenangan in the academic year of 2018/2019 that consists of 201 students. It can be shown at the following table:

Table 3.2

²⁶Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition* (USA: Wadsworth Cengage Learning, 2010), 148.

The population of study

No	Class	Students
1.	VIII A	25
2.	VIII B	26
3.	VIII C	30
4.	VIII D	30
5.	VIII E	30
6.	VIII F	30
7.	VIII G	30
	TOTAL	201

2. Sample

The smaller group or subject of the population is the sample.²⁷

In selecting samples researcher used cluster random sampling. It means that the experimental and control class were chosen randomly by using a small pieces of paper and the name of each class was written in a small pieces of paper and then the papers rolled and shaken. In conducting the research, researchers obtained two parallel classes as samples, namely

²⁷ *Ibid*, 100.

VIII F as an experimental class consist of 30 students, 12 female while 18 male. Class VIII G as control class consists of 30 students, 12 female while male 18. So, the total of the sample are 60 students. It can be displayed in the following table:

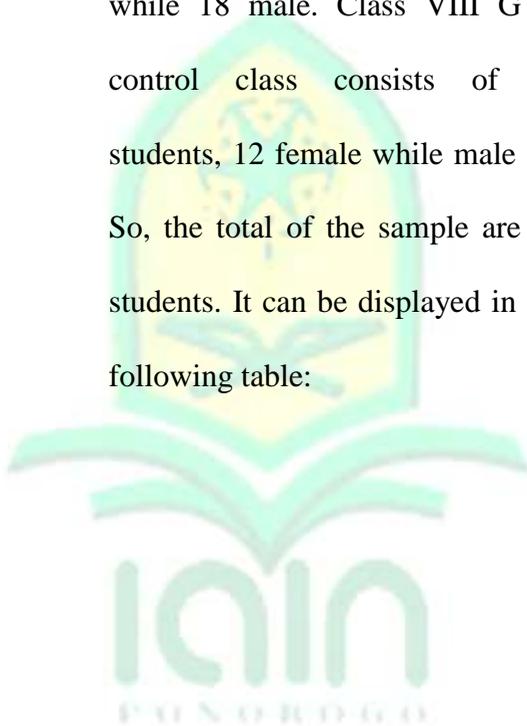


Table 3.3

The Sample of Study

Classes	Student in each class
VIII F (12 female and 18 male)	30
VIII G (12 female and 18 male)	30
Total of students	60

C. Instrument for Collecting Data

Instrument is tool that used by research in collecting the data in order that he or she works easier, the result is better, accurate, complete, and

systematic, so that the data are easy to be processed.

Tabel 3.4

The Research Instrument

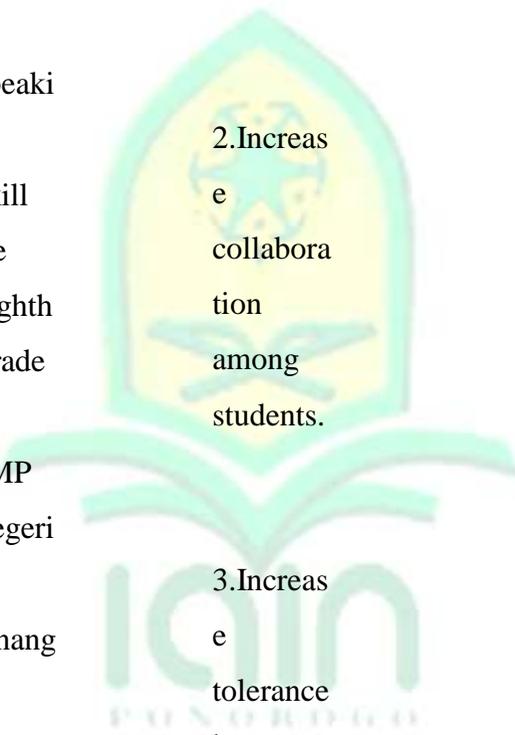
Title of Research	Variab le	Indicator	Subj ect	Techniq ue
The Effectiveness of Bambo Dancin g	Indepe ndent Variab le X: Bambo Danci	1. Students can exchang e experien ces with others in	Eig hth grad e stud ents	Subjecti veTest

Technique on Teaching Speaking Skill the learning process.

Eighth Grade of SMP Negeri 1 Jenang Ponorogo

2. Increase collaboration among students.

3. Increase tolerance between fellow students.



• Gram
mar

• Vocab
ulary

• Pronu
nciati

on

Depen
dent

• Fluen
cy

Eig
hth

Subjecti
ve

Variab
le Y:

grad
e

Speaki
ng

stud
ents

Test

Skill

In this research, the instrument of data collection used subjective test. The data in this research is the result of test and taken from oral test. The assessment of the oral test is adapted from rubric for speaking. An analytic rubric provides information broken down into different categories. They are grammar, vocabulary, pronunciation, and fluency.²⁸

Before the instrument used in this research, the research test the instrument with two tests, the first of

²⁸ Caroline T.Linse, *Practical Language Teaching: Young Learners*, (New York: McGraw-Hill ESL/ELT, 2015)148-149.

validity and the second is tests of reliability.

1. Validity

The process of gathering evidence to support a particular interpretation of test score is referred to as validation. Need evidence to establish that the inference, which is made on the basis of the test result, is appropriate. Numerous studies may be required to build body of the evidence about the validity of these

score based interpretation.²⁹ In this study, to determine the validity of instrument the researcher used formula Karl Person product moment.

The validity was measured with SPSS, SPSS is probably the most common statistical data analysis software package used in education research.³⁰ With t_{table} or t_{obs} is (n) 28 in 5% significance the

²⁹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition* (USA: Wadsworth Cengage Learning, 2010), 226.

³⁰ Daniel Mujs *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004) 85.

price of r table is 0,361. When the price of r_{xy} or r count is under r table it could be concluded that the grains were not valid instrument. Thus, the item said to be valid instruments if the coefficient of correlation (r count) of magnitude more than 0,361.

To validity and reliability instruments research, the researcher put the total sample 28 respond in students class VIII E in this validity test research, the researcher gave 5 question for this

class and with the speaking scoring rubric grammar, vocabulary, pronunciation, fluency. So, the researcher calculated the validity test from four scoring rubrics of speaking. From of result the test validity instrument all questions or scoring rubric are valid. To know score validity test the researcher uses program of SPSS 23 for windows. Finally the result calculation item validity instrument above could be concluded in able as follow:

Tabel 3.5

The result of Validity calculation

Item	“r” calculated	“r” hitung	Notes
Grammar	0,944	0,361	Valid
Vocabulary	0,944	0,361	Valid
Pronunciation	0,944	0,361	Valid
Fluency	0,868	0,361	Valid

2. Reliability

Reliable test is consistent and dependable. Reliability of a test may best be addressed by considering a number of factors

that may contribute to unreliability of a test. Consider the following possibilities.³¹ The reliability data will be measured with SPSS because it most commonly used statistical data analysis software.³²

The instruments reliable if alpha is more than r_{table} , if alpha is under the r_{table} the instrument is unreliable. The sample is (n) eighth grade students, $n = 28$ and the significance the price of r_{table} is

³¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (United States of America: Longman, 2004) 20-21.

³² Daniel Mujis, 85.

0,361. Finally the result of calculation reliability instruments ia as follow:

Table 3.6 The results of Reliability using SPSS 23

Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded ^a	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.



Reliability Statistics

Cronbach's Alpha	N of Items
.831	4

Tabel 3.7 Test item reliability

“r” alpha	“r” table	Reliabel
0,941	0,361	Valid

D. Technique of Data Collection

1. Test

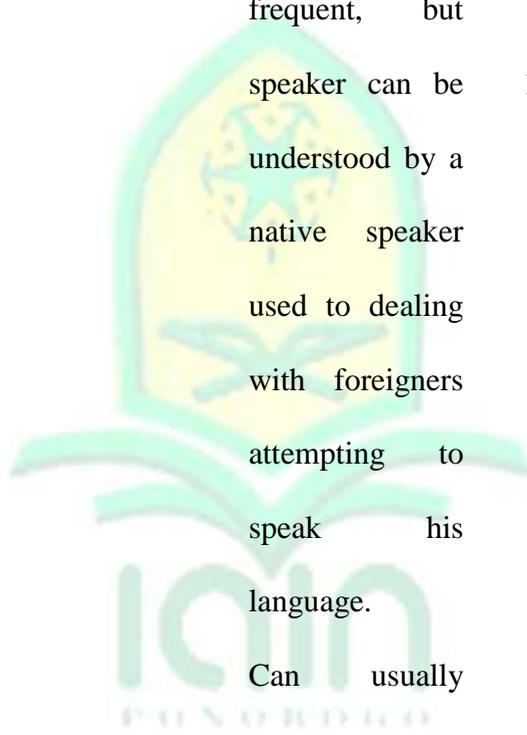
Test is methods of measuring of person's ability, knowledge, or performance in a given domain.³³ The test in this research are divided into two parts, those are pre-test and post-

³³ H. Douglas Brown, 3.

test. Pre-test used to know the students' previous level of the speaking skill, while the post-test used to know the students' level of their speaking ability after the research give a treatment of bamboo dancing in teaching speaking. In this research, resracher choose subjective test to asses student's speaking ability and measure it used speaking assessment matrix according H. Douglas brown.

No	Categories	Aspects	Score
----	------------	---------	-------

1. Grammar Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Can usually handle elementary



constructions 2

quite accurately

but does not

have through or

confident

control of the

grammar.

Control

grammar is

good. Able to

speak the

language with 3

sufficient

structural

accuracy to
participate
effectively in
most formal and
informal
conversation on
practical, social,
and professional
topics.

Able to use the
language
accurately on all
levels normally 4
pertinent to

professional

needs. Errors in

grammar are

quite rare.

Equivalent to

that of an 5

educated native

speaker.

2. Vocabulary Speaking
vocabulary 1

inadequate to

express

anything but the

most elementary

needs.

Has speaking
vocabulary 2

sufficient to
express himself
simply with
some
circumlocutions.

Able to speak
the language
with sufficient
vocabulary to
participate 3

effectively.

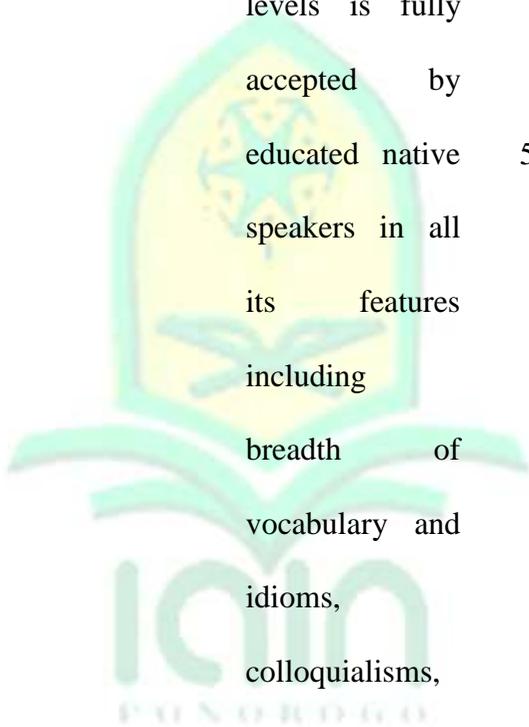
Vocabulary is
broad enough
that he rarely
has to grope for
a word.

Can understand
and participate
in any
conversation 4

within the range
of his
experience with
a high degree of
precision of

vocabulary.

Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural



reference.

3. Pronunciation Errors in pronunciation are frequent. Accent is intelligible though often quite faulty. Errors never interfere with understanding and rarely disturb the native speaker.
- 1
- 2
- 3

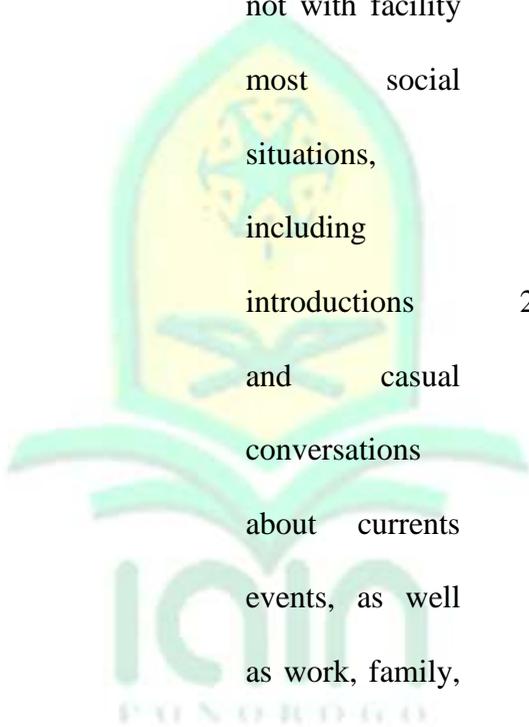
Errors in pronunciation are quite rare. 4

Equivalent to and fully accepted by educated. 5

4. Fluency (No specific description. Refer to other four languages areas for implied level of fluency). 1

Can handle with
confidence but
not with facility
most social
situations,
including
introductions
and casual
conversations
about current
events, as well
as work, family,
and
autobiographical

2



information.

Can discuss

particular

interest of 3

competence

with reasonable

ease. Rarely has

to grope for

words.

Able to use the

language

fluently on all

levels normally

pertinent to 4

professional
needs. Can
participate in
any
conversation
within the range
of his
experience with
a high degree of
fluency.

Has complete
fluency in the
language such 5
that his speech

is fully accepted
by educated
native speakers.

Total Score 20

In this research the research
used a set of test as instrument
research to collect the data. The
research chose that test under the

consideration of the level of students in Junior High School SMPN 1 Jenangan. In order to measure the capability of the students, the research used the score of pre-test and post-test as research instrument for both the experimental and control classes. Questions for pre-test and post-test have 5 questions.

The scores of pre-test and post-test are the most consideration whether the treatment of the experimental classes gives positive

effect not to the first year students in students' speaking skill.

E. Technique of Data Analysis

1. Assumtive Test

Assumption in statistical testing, among others:

- a. Normality test are supplementary to the graphical assessment of normality. The normality test can be cpnducted in SPSS Explorer procedure (analyze – descriptive statistic-

explorer – plots – normality
plots with test).³⁴

- b. Homogeneity test used Harley test. Homogeneity test was the variance ratio test between two group or more.³⁵ This could be tested by Harley test.

Make a frequency distribution
table

³⁴ Asghar Ghasemi, *Nomality Test for Statistic Analysis: A guide for non Statistican*. Vol 2.No 10. 2012,487.

³⁵ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2011), 214.

Calculated SD formula:

$$SDx = \sqrt{\frac{\sum fx^2}{nx} - \left(\frac{\sum fx}{nx}\right)^2}$$

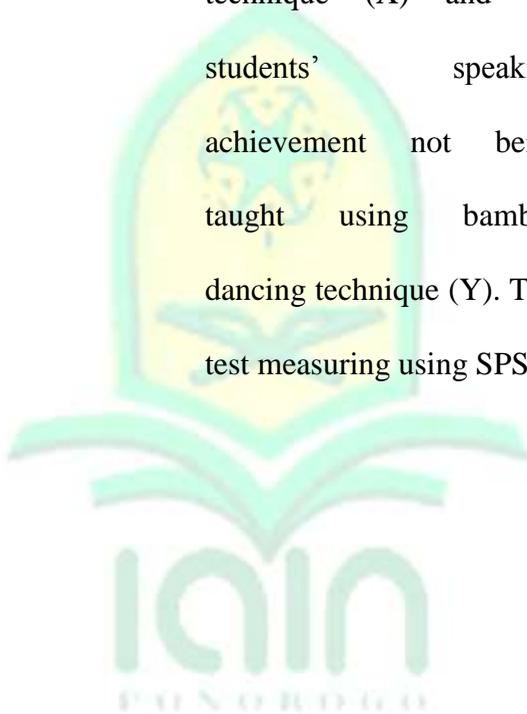
$$SDy = \sqrt{\frac{\sum fy^2}{ny} - \left(\frac{\sum fy}{ny}\right)^2}$$

2. Hypothesis Test

Statistical analysis based on a “null” hypothesis (labeled H_0) that there is no effect. An experiment is designed to determine whether evidence refutes the “null” hypothesis.

- T-test, the research compares the mean score of students’ speaking

achievement taught by using bamboo dancing technique (X) and the students' speaking achievement not being taught using bamboo dancing technique (Y). This test measuring using SPSS.



CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Historical Background of SMPN 1 Jenangan

SMPN 1 Jenangan is one of the first public secondary levels of educational institutions in Jenangan. The establishment of this school was in the era of President Soeharto. The President Soeharto had program to hold an

education and economic equalization program in Indonesian.

SMPN 1 Jenangan established in 1983. The location of the first building was in the Dongeng hamlet of Jimbe Village, precisely that was still joining SD 3 Jimbe because it had not been able to build buildings independently. In the early years of the establishment, SMPN 1 Jenangan had 9 classrooms, where class 1 consisted of 3 classes,

class 2 consisted of 3 classes and class 3 consisted of 3 classes total students 32 of SMPN 1 Jenangan. SMPN 1 Jenangan joined SD 3 Jimbe for 2 years until finally getting a recommendation to build a building independently. The proposal was accepted by SMPN 1 Jenangan, who then proposed the program to the MUSPIKA line of Jenangan village to subsequently request a permit to establish a new building for SMPN 1 Jenangan sub-district to

Mr. Marjuki as the Jenangan head on the basis of a proposal to Jenangan village.

After obtaining permission from sub-district head of Jenangan, the MUSPIKA ranks recommended several areas that could be used as locations, namely, in the villages of Plalangan, Jimbe village, and Wates village. From the proposal, it did not get a good response from the SMPN 1 Jenangan, because there were several factors

which were obstacles for the construction of new buildings in Plalangan Wates villages. The establishment of a new building from the initial location, which is feared will reduce the amount of interest of students who want to go to SMPN 1 Jenangan, because the majority of students who continue their education in SMPN 1 Jenangan are students graduating from SD Pamong the majority of students who have graduated from elementary school

at Dongeng hamlet of Jimbe village at that time have not resumed their education because they prefer to work outside the area or just take care of their animals at home.

After experiencing lengthy discussions about finding the right location for the construction of the SMPN 1 Jenangan building, finally, the head of the village of Jenangan proposed to set up a new building for the SMPN 1 Jenangan sub-district in Hamlet of Sawur,

Jenangan village. This location is right to set up a new building with wide as 1.5 hectares.

The process of establishing this new building takes two years, from which the construction has managed to stand up to 6 rooms, namely 1 teacher office room, 1 science laboratory room, 1 library room, and 3 classrooms. After going through the development process for the next 2 years, the new building in SMP 1 Jenangan was finally ready and could be

used for all classes at that time, so it was no longer joining SD 3 Jimbe.

2. Geographical Location

SMPN 1 Jenangan is located in the countryside, approximately 10 km to the east of the capital city of Ponorogo Regency, precisely on Jalan Raya Jenangan - Kesugihan, Jenang Village, Jenang District, Ponorogo Regency, East Java, Phone 0352-531171. SMPN 1 Jenangan sub-

district is one of the junior high schools in the Jenangan sub-district with an area of 15,000 m² or approximately 2.5 ha.

In Jenangan sub-district, there are several elementary schools including SDN 1 Jenangan, SDN 2 Jenang, SDN Nglayang, SDN Jimbe, SDN Plalangan, SDN Semanding, and SDN Tanjungsari. Nearly 75% of public elementary school graduates from the Jenangan sub-district went to SMPN 1

Jenangan, while around 25% went on to junior high schools outside Jenangan sub-district. 85% of graduates from SMPN 1 Jenangan continue to higher education levels both to high school, vocational school, public and private MA in the Ponorogo Regency area. Based on the data above the education quality of SMPN 1 Jenangan is strongly influenced by the quality of

education in primary schools from students.³⁶

3. Vision and Mission of SMPN 1

Jenangan

a. Vision

Excellent in achievements, cultured based on the faith and piety

b. Mission

- 1) To realize school as an centers of education in developing logic, ethics, aesthetics, and practice to

³⁶Profile SMPN 1 Jenangan in academic year 2018/2019.

form the whole of Indonesian people.

2) To realize the conducive school environment to motivate the students study hard, create produce and innovate as the knowledge for their future.

3) To educate, train, guide, and develop the students to be fun of read, study, work, and try to produce, so the students be able to develop their capabilities

and environment. Include in the competition in globalization era with the value of religion.

4) To guide and train the students to study of organization to be an integrity and quality of Indonesian cadre.

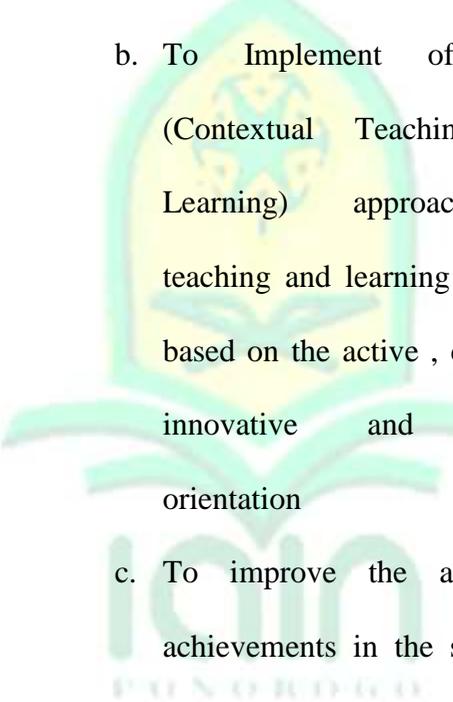
5) To increase teaching and learning process and infrastructure with the priority scale to increase

the achievement in the final of academic year.

- 6) To develop local and national culture through the traditional and modern art.

4. The Goals of SMPN 1 Jenangan

The goals of SMPN 1 Jenangan Ponorogo are based on vision and mission above. It purposes that the goals will be communicative and easy to measure. The goals are:

- 
- a. To be capable to based technology and communication mastery.
 - b. To Implement of CTL (Contextual Teaching and Learning) approach in teaching and learning process based on the active , creative, innovative and joyful orientation
 - c. To improve the academic achievements in the score of National Exam based on the

Standard of Achievement
Competence (SKL).

- d. To develop of K13 with syllabus in each subject, lesson plan, worksheet of students' activities and assessment system.
- e. To improve the stake holder participant to the school.
- f. To compose the students personality and morality with applying the value of faith in their daily activity through praying together, read and

write the Al-Qur'an and the others religious activities.

5. The state of teachers and students in SMPN 1 Jenangan
 - a. Head Master

		Name	Gender		a g e	Educ ation	Per iod
			M ale	Fe mal e			
1	Head master	SRI ISWANTI NI, S.Pd		F	5 2	S1	24
2	Vice of the school curricu lum	HARTININ GTYAS SC, S.Pd		F	4 8	S1	20
3	Vice of the school student	PUJIONO, S.Pd	M	-	4 2	S1	10

	s						
4	Vice of the school infrastructure	SRI WAHYUNI, S.Pd	-	F	56	S1	33
5	Vice of the school public relations	HERU SUKAMTO, S.Pd	M	-	55	S1	35

The table above shows the structure of teacher at SMPN 1 Jenangan. They are; head master is Sri Iswantini; vice of the school curriculum is Hartiningtyas; vice of the school students is Pujiono;

vice of the school infrastructure is Sri Wahyuni; vice of the school public school is Heru Sukamto.

b. Teachers

1) Qualification education, status, gender, and total

No.	The education levels	Total and Status Teacher				Total
		GT/PNS		GTT/		
		Male	Female	Male	Female	
1.	S3/S2	1	-	-	-	1
2.	S1	14	23	2	4	43
3.	D-4	-	-	-	-	-
4.	D3/Sarmud	-	-	-	-	-

5.	D2	-	-	-	-	-
6.	D1	-	-	-	-	-
7.	≤ SMA/ sederajat	-	-	-	-	-
Total		15	23	2	4	44

The table above showed the teachers qualification education, status in SMPN 1 Jenangan. First the education levels S3/S2 is 1 male, second S1 are 14 male and 23 female all them is PNS, 2 male and 4 female honorer teacher. There were are no one teacher that have D4, D3, D2 and D1 degree.

B. Data Description

In this research, the research took the eighth grade students of SMPN 1 Jenangan as population. Then the research took two classes as sample, one class as an control class that was VIII G and one class as an experimental class that was VIII F. The total number students of two classes are 60 students; experimental class consists of 30 and control class consists of 30 students. In

experimental class, the students were taught by using bamboo dancing technique, while in the control class students were not taught by using bamboo dancing technique. In the end of this research, the researcher wants to compare between students who are taught by using bamboo dancing technique and who are not.

1. Schedule of the research

There are four meetings of this research. They are pre-test, first treatment and second treatment with sustained bamboo dancing technique, and post-test. For control class, the learning

consisted of four meetings. They are pretest, first meetings, second meetings and the last is post-test. The research schedule can be seen in the table below.

Table 4.1

Research schedule of Experimental Class

Date	Activities
April, 15 th 2019	Pre-test
April, 18 th 2019	First treatment
April, 22 th 2019	Second treatment
April, 29 th 2019	Post-test

Table 4.2

Research schedule of Control Class

Date	Activities
April, 13 th 2019	Pre-test
April, 17 th 2019	First treatment
April, 20 th 2019	Second treatment
April, 24 th 2019	Post-test

2. The Result of Students' Pre-test and Post-test of Experimental class and Control class

a. The Result of Students' Pre Test of Experimental Class

(VIII F)

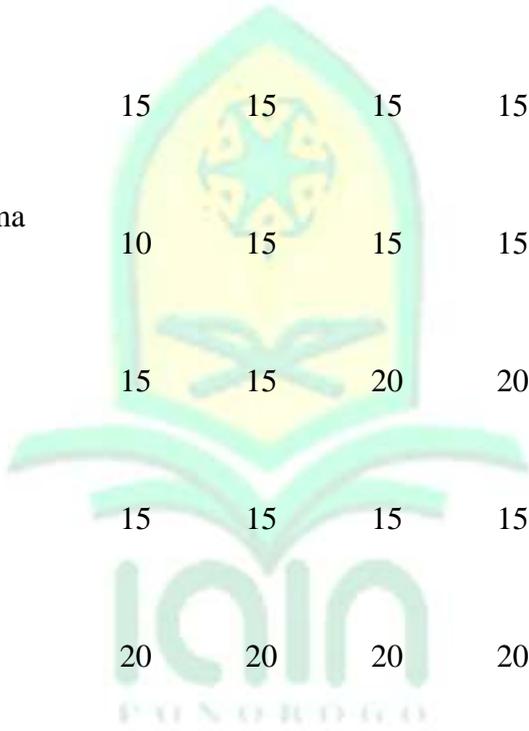
The Pre-test used a subjective test with 5 questions about their past experience.

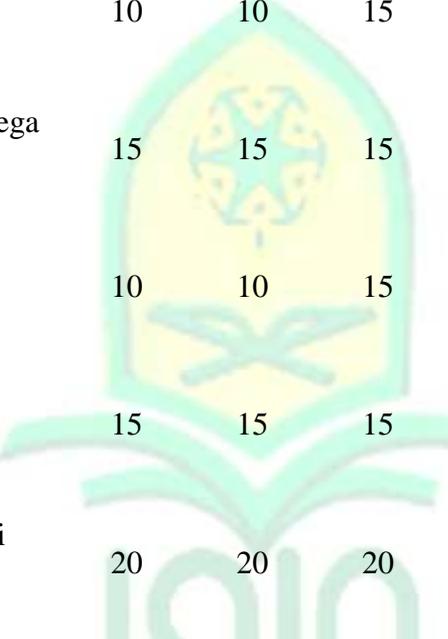
Table 4.3

The Score of Pre-test for students VIII F

No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Pronunciation	Fluency	
1	Alvi Masrivatin	15	15	15	15	60
2	Aan Fendik Dwi Ristanto	10	10	15	15	50
3	Abeliya Putri Maharani	15	15	15	15	60

4	Amelia Sasanty	15	15	20	20	70
5	Andre Aditya Nugroho	15	20	20	20	70
6	Anggi Anggraeni	15	15	15	15	60
7	Arwinda Ilma Hestika	10	15	15	15	60
8	Bayu Eka Prasetya	15	15	20	20	65
9	Dhea Putri Damayanti	15	15	15	15	60
10	Dimas Andriansah	20	20	20	20	80
11	Evrilia Silvina	10	10	15	15	50





12	Faizal Maulana Prayoga	20	20	20	20	80
13	Fakhrul Danish Ramadhan	10	10	15	15	50
14	Hardianto Rega Kurniawan	15	15	15	15	60
15	Helen Erik Enjelika	10	10	15	15	50
16	Imam Saiful Zulfitriani	15	15	15	15	60
17	Irawati Dewi Anggraini	20	20	20	20	80
18	Lintang Baru Baramukti	15	15	20	20	70
19	Moh. Amirul	15	15	15	15	60

Alpurnandi

Masjid

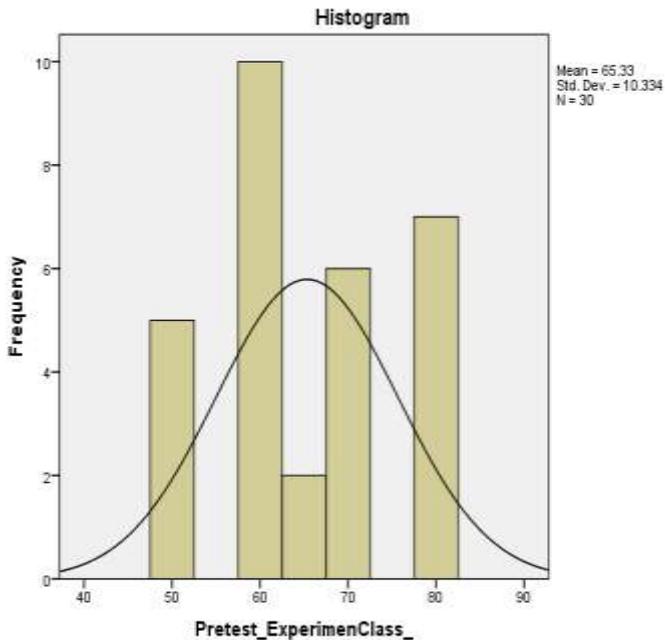
20	Muhammad Khoirun Nizam	20	20	20	20	80
21	Nadia Giska Keilla Nisa	20	20	20	20	80
22	Nayaka Among Cendikia	15	15	20	20	70
23	Pungkas Tri Cahyono	15	20	15	20	70
24	Renno Subastian	20	20	20	20	80
25	Risky Hermanysah	15	10	20	15	60
26	Septiano Fisal	15	15	20	20	70

Niagara

27	Ucik Melatriana	15	15	15	15	60
28	Yoga Dwi Prasetyo	15	15	15	20	65
29	Yoghi Aji Susilo	20	20	20	20	80
30	Yuliana Natalia	10	10	15	15	50
	Total					1960
	Mean					64.06

From the table above, it could be seen that the pre-test of the students before using bamboo dancing technique was varieties.

There were 7 students got 80, 6 students got 70, 2 students got 65, 10



students got 60, 5 students got 50.

The total score pre-test of experiment class is 1960 with the mean is 64,06.

Figure 4.3

Histogram of The Pre-test for students VIII F

From the histogram above, it is stated $M = 64,06$ and $SD = 10,3$. To determine the category of the students speaking was good, medium or low, the researcher grouped scores using standard as follows:

1. More than $M + 1.SD$
($64,06 + 10,3 = 74,36$) is categorized into good

2. Between $M - 1.SD$ to $1.SDx$ is categorized into medium

3. Less than $M - 1.SD$ ($64,06 - 10,3 = 53,76$) is categorized into low

Thus it can be seen that the scores which are higher than 74,36 is considered into good, the score between 74-53 is categorized into medium, while the scores which are lower than 74,36 is categorized into low.

b. The Result of Students' Post
Test of Experimental Class

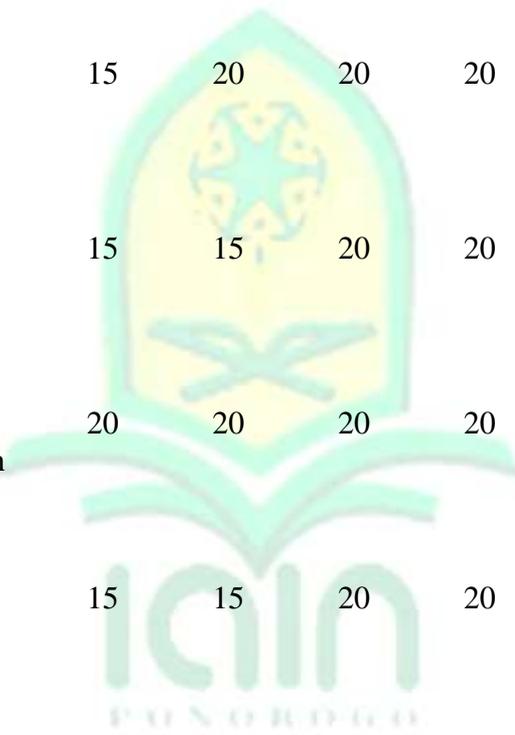
(VIII F)

Table 4.4

**The score of The Post-test for students by
using bamboo dancing VIII F**

No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Pronunciation	Fluency	
1	Alvi	20	20	20	20	80
	Masrivatin					
2	Aan Fendik	15	20	20	20	75

	Dwi				
	Ristanto				
	Abeliya				
	Putri	20	20	20	20
3	Maharani				80
	Amelia				
	Sasanty	20	20	20	20
4					80
	Andre				
	Aditya	20	20	20	20
5	Nugroho				80
	Anggi				
	Anggraeni	15	15	20	20
6					70



	Arwinda					
		20	20	20	20	80
7	Ilma Hestika					
	Bayu Eka					
		15	20	20	20	75
8	Prasetya					
	Dhea Putri					
		15	15	20	20	70
9	Damayanti					
	Dimas					
		20	20	20	20	80
10	Andriansah					
	Evrilia					
		15	15	20	20	70
11	Silvina					
	Faizal					
		20	20	20	20	80
12	Maulana					

Prayoga

Fakhrul

Danish 15 20 20 20 75

13 Ramadhan

Hardianto

Rega 15 20 20 20 75

14 Kurniawan

Helen Erik

15 Enjelika 20 20 20 20 80

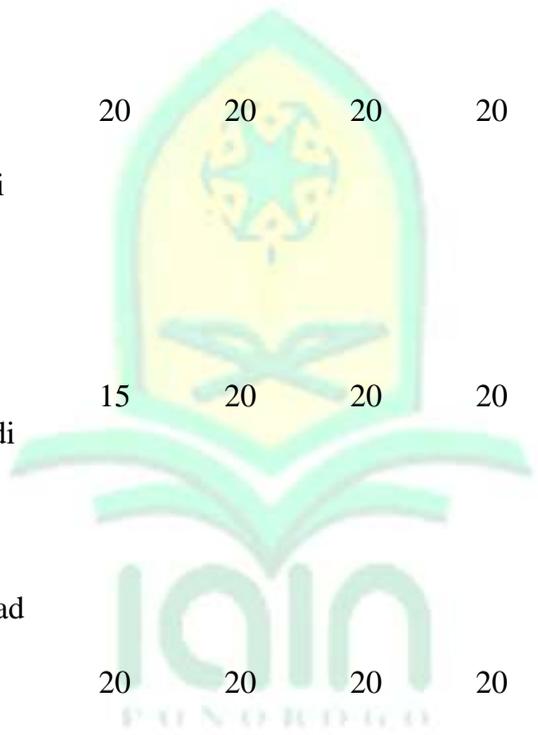
Imam Saiful

16 Zulfitrion 15 15 20 20 75

17 Irawati 20 20 20 20 80

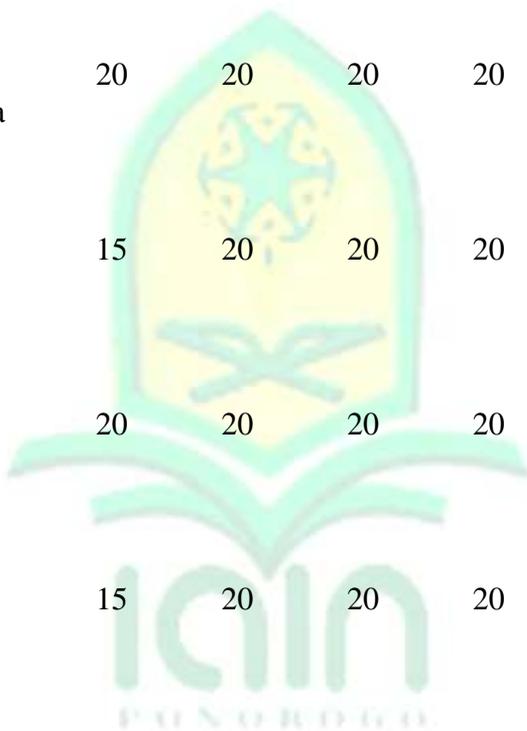


	Dewi					
	Anggraini					
	Lintang					
	Baru	20	20	20	20	80
18	Baramukti					
	Moh.					
	Amirul					
	Alpurnandi	15	20	20	20	75
19	Masjid					
	Muhammad					
	Khoirun	20	20	20	20	80
20	Nizam					



	Nadia Giska					
21	Keilla Nisa	20	20	20	20	80
	Nayaka					
	Among	15	20	20	20	75
22	Cendikia					
	Pungkas Tri					
23	Cahyono	15	20	15	20	70
	Renno					
24	Subastian	20	20	20	20	80
	Risky					
25	Hermanysah	15	15	20	20	70
26	Septiano	15	15	20	20	80

	Fisal					
	Niagara					
	Ucik					
27	Melatriana	20	20	20	20	75
	Yoga Dwi					
28	Prasetyo	15	20	20	20	75
	Yoghi Aji					
29	Susilo	20	20	20	20	80
	Yuliana					
30	Natalia	15	20	20	20	75
	Total					2300
	Mean					76.16



From the table above, it could be seen that the post-test of the students using bamboo dancing was varieties. There were 15 students got 80, 10 students got 75, 5 students got 70. So that, could be concluded the post-test of the students using bamboo dancing technique was moderate. The total score post-test of experiment class is 1960 with the mean is 76,16.

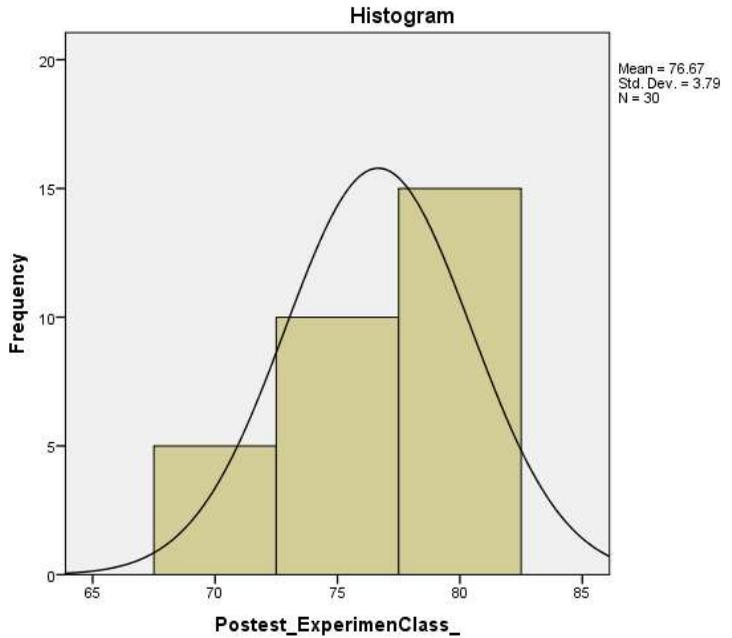


Figure 4.4

**Histogram of The Post-test for
students by using bamboo
dancing VIII F**

From the histogram above, it is stated $M = 76,16$ and $SD = 3,79$.

To determine the category of the students speaking was good, medium or low, the researcher grouped scores using standard as follows:

1. More than $M + 1.SD$

$(76,16 + 3,79 = 79,95)$ is

categorized into good

2. Between $M - 1.SD$ to

$1.SDx$ is categorized into

medium

3 .Less than $M - 1.SD$ (76,16-
3,79= 72,37) is
categorized into low

Thus it can be seen that the
scores which are higher than
79,95 is considered into good,
the score between 72-79 is
categorized into medium, while
the scores which are lower than
72,37 is categorized into low.

c. The Result of Students' Pre
Test of Control Class (VIII G)

The table below showed the
score of the pre-test of the

students not using bamboo dancing.

Table 4.5
The score of The Pre-test for VIII G

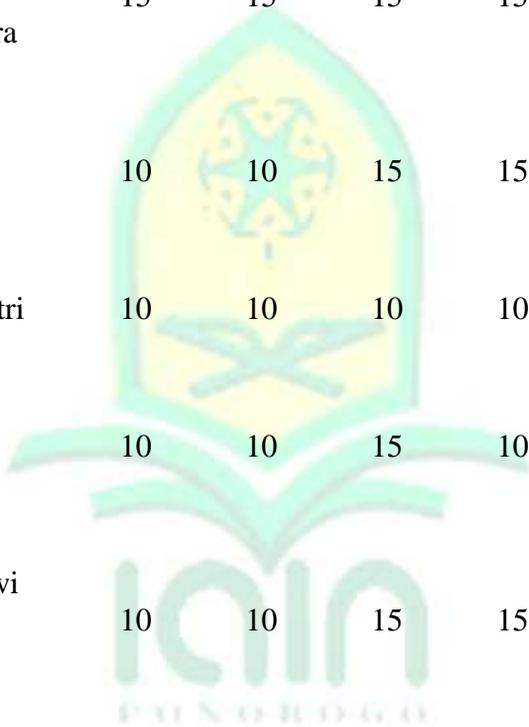
No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Pronunciation	Fluency	
1	Anggario Septa	10	15	15	15	55
	Aji Pratama					
2	Adelia Eka	10	10	15	15	50
	Putri					
3	Aditiya Wahyu	10	15	15	15	55

Pratama

4	Ahmad Rifa'i	10	15	10	15	50
	Nur Ihsan					
5	Alvin Aldiano	10	10	10	10	40
6	Alvin Jonathan	15	15	10	15	55
	Ardhian Dwi					
7	Saputra	10	10	10	10	40
	Asrul Nizam					
8	Nasha	10	10	15	15	50
	Cut Mila					
9	Firnanda	10	10	15	15	50

Diasty

10	Dea Marsya	15	15	15	15	60
	Sahara Putra					
11	Elly Shidqi	10	10	15	15	50
	Masruroh					
12	Emeilia Putri	10	10	10	10	40
13	Enjelika	10	10	15	10	45
	Agustina					
14	Fauziah Dwi	10	10	15	15	50
	Febrianti					
15	Fransisca Tri	15	15	15	15	60



Noviana

Frenki Ma'ruf

16		10	15	10	15	50
----	--	----	----	----	----	----

Ardianto

17	Idar Prasetyo	10	10	10	15	45
----	---------------	----	----	----	----	----

18	Iwan Junaidi	10	15	10	10	45
----	--------------	----	----	----	----	----

19	Jony Joshua	10	10	15	15	50
----	-------------	----	----	----	----	----

M. Jody

20		10	10	10	10	40
----	--	----	----	----	----	----

Setiawan

M. Richo

21		10	10	10	15	45
----	--	----	----	----	----	----

Saputro

22		15	15	10	10	50
----	--	----	----	----	----	----

M.Febri Aziz

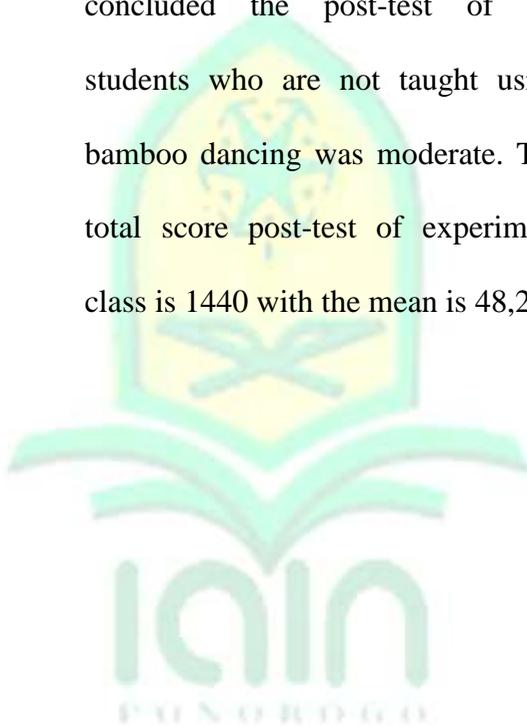
Saputro

23	Marga Maulana Sidik	10	15	15	15	55
24	Mazidatul Hafizza	10	10	15	15	50
25	Melinda Septianingsih	10	10	10	10	40
26	Miftah Alfin Azizi	10	15	15	10	50
27	Reza Dwiki Afrizal	10	10	10	10	40

28	Rikky	10	10	10	10	40
	Nurchahyo					
29	Sri Rahayu	10	15	10	15	50
	Widodo					
30	Wahyu Lestari	10	10	10	10	40
	Total					1440
	Mean					48.20

From the table above, could be seen that the pre-test of the students who are not taught using bamboo dancing was varieties. There were 2 students got 60, 4 students got 55, 12

students got 50, 4 students got 45, 7 students got 40. So that, it could be concluded the post-test of the students who are not taught using bamboo dancing was moderate. The total score post-test of experiment class is 1440 with the mean is 48,20



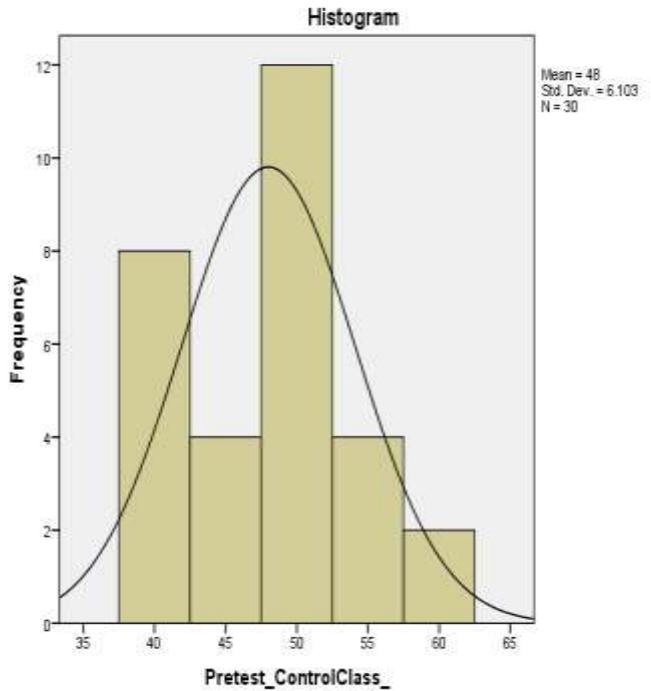


Figure 45

Histogram of The Pre-test for

VIII G

From the histogram above, it is stated $M = 48,20$ and $SD = 6,103$. To determine the category of the students speaking was good, medium or low, the researcher grouped scores using standard as follows:

1. More than $M + 1.SD$
 $(48,20 + 6,10 = 54,30)$ is categorized into good
2. Between $M - 1.SD$ to $1.SDx$ is categorized into medium

3. Less than $M - 1.SD$ ($48,20 - 6,10 = 72,37$) is categorized into low

Thus it can be seen that the scores which are higher than 79,95 is considered into good, the score between 72-79 is categorized into medium, while the scores which are lower than 72,37 is categorized into low.

d. The Result of Students' Post Test of Control class (VIII G)

The table below showed the score of the post-test of the

students not using bamboo dancing.

Table 4.6
The score of The Post-test for students
not using bamboo dancing VIII G

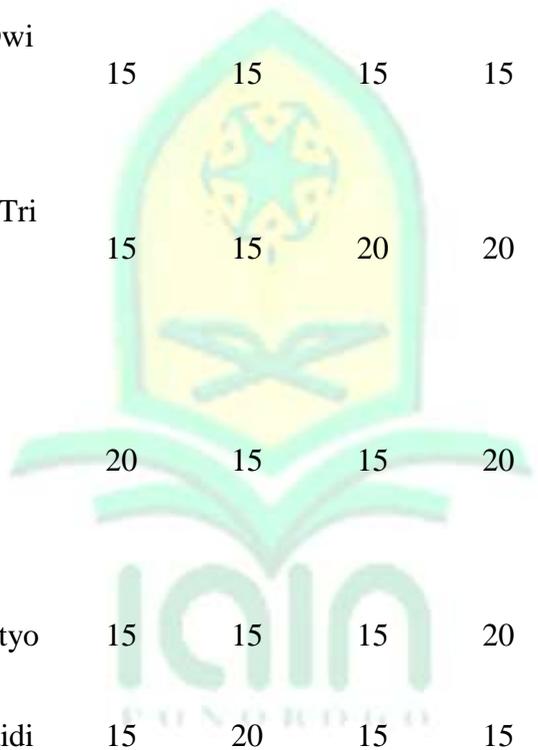
No	Nama	Aspek				Jumlah
		Grammar	Vocabulary	Pronunciation	Fluency	
1	Anggario Septa Aji Pratama	15	15	15	20	65

2	Adelia Eka Putri	15	15	15	15	60
3	Aditiya Wahyu Pratama	15	20	15	15	65
4	Ahmad Rifa'i Nur Ihsan	15	20	15	20	70
5	Alvin Aldiano	15	15	15	15	60
6	Alvin Jonathan	20	20	15	20	75
7	Ardhian Dwi	15	15	15	15	60

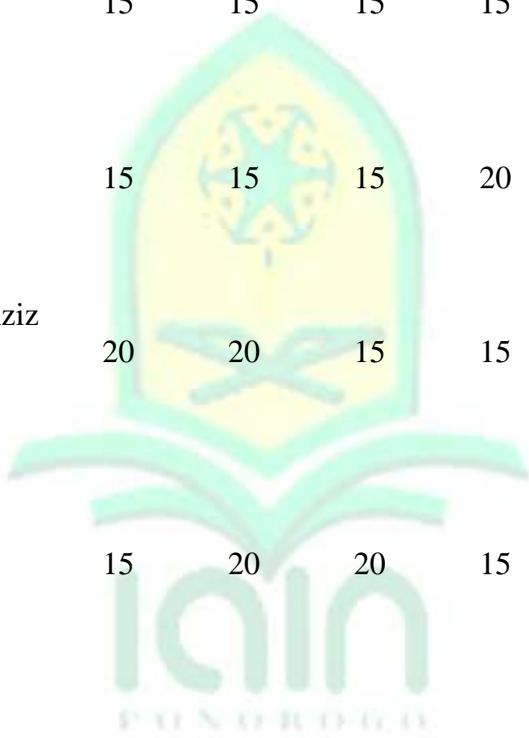
Saputra

8	Asrul Nizam	15	15	15	15	60
	Nasha					
	Cut Mila					
9	Firnanda	15	15	20	20	70
	Diasty					
10	Dea Marsya	20	20	20	15	75
	Sahara Putra					
11	Elly Shidqi	15	15	15	15	60
	Masruroh					
12	Emeilia Putri	15	15	20	20	70

13	Enjelika Agustina	15	15	20	15	65
14	Fauziah Dwi Febrianti	15	15	15	15	60
15	Fransisca Tri Noviana	15	15	20	20	70
16	Frenki Ma'ruf Ardianto	20	15	15	20	70
17	Idar Prasetyo	15	15	15	20	65
18	Iwan Junaidi	15	20	15	15	65



19	Jony Joshua	10	20	15	20	65
20	M. Jody Setiawan	15	15	15	15	60
21	M. Richo Saputro	15	15	15	20	70
22	M.Febri Aziz Saputro	20	20	15	15	70
23	Marga Maulana Sidik	15	20	20	15	70
24	Mazidatul Hafizza	15	15	20	20	65



25	Melinda Septianingsih	20	15	20	15	70
26	Miftah Alfin Azizi	15	20	20	15	70
27	Reza Dwiki Afrizal	15	15	20	20	70
28	Rikky Nurchahyo	15	15	20	20	70
29	Sri Rahayu Widodo	15	20	15	20	70
30	Wahyu Lestari	15	15	15	15	60

Total	1995
Mean	66.73

From the table above, it could be seen that the post-test of the students who are not taught using bamboo dancing was varieties. There were 2 students got 75, 13 students got 70, 7 students got 65, 8 students got 60. So that, could be concluded the post-test of the students who are not taught using bamboo dancing was moderate. The total score post-

test of experiment class is 1440 with
the mean is 66,73.



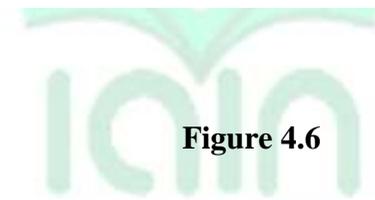
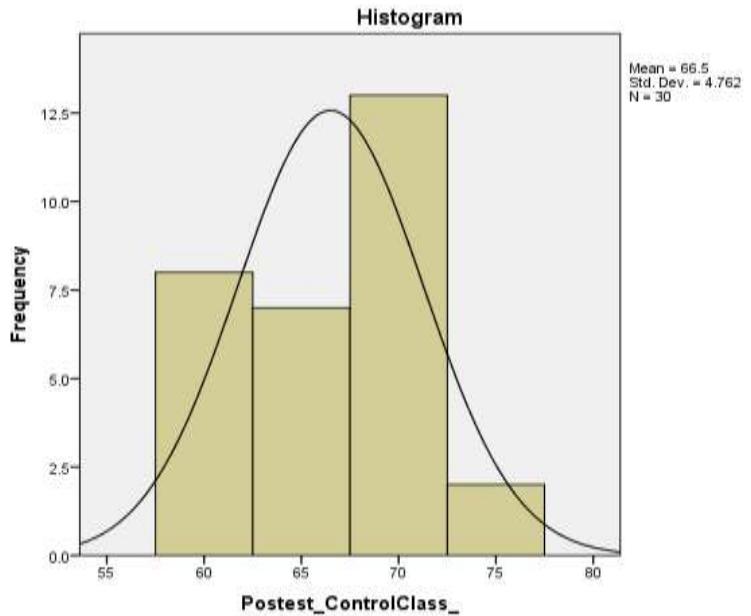


Figure 4.6

**Histogram of The Post-test for
students not using bamboo dancing**

VIII G

From the histogram above, it is stated $M = 66,73$ and $SD = 4,76$.

To determine the category of the students speaking was good, medium or low, the researcher grouped scores using standard as follows:

1. More than $M + 1.SD$

$(66,73 + 4,76 = 71,49)$ is categorized into good

2. Between $M - 1.SD$ to

$1.SDx$ is categorized into medium

3. Less than $M - 1.SD$
($66,73 - 4,76 = 61,97$) is
categorized into low

Thus it can be seen that the scores which are higher than 66,73 is considered into good, the score between 71-61 is categorized into medium, while the scores which are lower than 61,97 is categorized into low.

C. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally

distributed and homogenous. Therefore, normality and homogeneity test be provided.

1. Normality Test

Normality test is used to find out whether the data are normally distributed or not. There are many ways to conduct normality test; they are Kolmogorov Smirnov, Lilifors, and Chi Square.³⁷ In this study, the researcher used SPSS 23 with KolmogorovSmirnov to analyze normality test

³⁷ Retno Widyaningrum, *Statistika*, (Ponorogo: STAIN Ponorogo Press 2011), 204.

a) Normality Test of
Experimental Class

Table 4.7
Normality test of
Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.25248703
Most Extreme Differences	Absolute Positive	.170
	Negative	-.170
Test Statistic		.170
Asymp. Sig. (2-tailed)		.028 ^c

1) Test distribution is Normal.

Based on the

calculation of SPSS 23 above,

it can be seen that the test used one-sample Kolmogorov Smirnov test. The data of experiment group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than α ($0,028 > 0,05$).

b) Normality Test of Control
Class

Table 4.8
Normality test of Control Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.47070784
Most Extreme Differences	Absolute	.180
	Positive	.108
	Negative	-.180
Test Statistic		.180
Asymp. Sig. (2-tailed)		.015 ^c

1) Test distribution is Normal.



Based on the calculation of SPSS 23 above, it can be seen that the test used

one-sample Kolmogorov Smirnov test. The data of experiment group is normally distributed. It can be seen from the value of Sig. (2-tailed) that is higher than α ($0,015 > 0,05$).

2. Homogeneity Test

Homogeneity test is used to know whether the data come from the homogeneous variance or not.

To calculate the data, the researcher used SPSS 23. The result of calculation as below:

Table 4.9

The Result of Homogeneity Calculation

Test of Homogeneity of Variances

Result of students learning

Levene Statistic	df1	df2	Sig.
2.746	1	58	.103

Based on the table 4.9 above, the researcher concluded that the data is homogeneous distributed, because the value of statistic is higher ($0.103 > 0,005$).

3. T-test

The researcher calculated t-test by using SPSS 23 to found out

if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of experimental class and control class were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS 23. The result of the calculation as follow:

Table 4.10
The Result of Mean Score of
Experimental Class and Control
Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result of students earning	Pos-test Experiment	30	76.67	3.790	.692
	Pos-test Control	30	66.50	4.762	.869

Based on the table above, the result of data analysis showed that the means score students of experiment class (students by using bamboo dancing) is 76,67 while the means score of control class (students who are not taught using bamboo dancing) is 66,50.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 experimental_class - control_class	10.167	6.363	1.162	7.791	12.543	8.751	29	.000

Table 4.11 The Result

of T-test Calculatio

From the table above, it could be seen that the value of t-test is 8,751 and the degree of freedom was 29. The value of significance 5% of t-table of db=29 is 2,04. To interpret the data above, the researcher

formulated the test of hypothesis as follow:

H_1 : There is significant difference of speaking skill of students after taught by using bamboo dancing technique.

H_0 : There is significant difference of speaking skill of students before taught by using bamboo dancing technique.

The research result, $t = 8,751$, with $df = 29$, on level

significance 5%. Pursuant to the table value “t” = 2,04. Then “t” account more than t-table ($8,751 > 2,04$). It can be concluded that the students taught by using bamboo dancing technique get a better score in speaking then the students who are not taught by using bamboo dancing technique.

D. Discussion and Interpretation

From the calculation above, it was show that the difference

coefficient of students before taught using bamboo dancing technique and after taught using bamboo dancing technique is 8,751. That result was used to find out whether a significant coefficient or not and furthermore it could be used a basic generate the population.

Hypothesis test (t_o) at is 8,751 from the computation above would be compared to the “t” index (t_t) at is 29 with the condition below: if the $t_o \geq t_t$, H_α was accepted, it mean

that the mean different of both variables was significant different.

According to Istarani bamboo dancing is a learning model suitable for materials that require the exchange of thoughts and information between students. And Huda said that bamboo dancing is a learning method that makes invited to share information and lesson effectively.³⁸

The researcher could know that 5% significant level $t_o = 8,751$ and $t_t =$

³⁸ Morganda Siahaan, *The Effect of Bamboo Dancing Learning Model on Student' Speaking Ability* (Journal of Institut Pendidikan Tapanuli Selatan Vol.1.No.3 October 2018).

2.04. From the calculation, it can be seen that the students who are taught by using bamboo dancing technique got better score than those who are not. So, it can be concluded that there is significant difference to the students speaking skill between students who are taught by using bamboo dancing technique and those who are not. In other word, English teaching of cooperative learning by using bamboo dancing technique was effective in teaching speaking skill at the eighth grade students of SMPN 1

Jenangan Ponorogo in academic years
2018/2019.



CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher took the conclusion that there is significant difference on students' achievement who are taught by using bamboo dancing technique and without bamboo dancing technique in teaching speaking skill on the eighth grade students of SMPN 1 Jenangan Ponorogo in academic year 2018/2019. The students who are taught using bamboo dancing technique have a better score than

those who are not taught by using bamboo dancing technique. It can be analysed using SPSS 23.

The result of this research in this study is mean that score of the post-test from the experimental class is higher (76,16) than post-test from control class (66,73). It has been found that the comparison value (t_o) between students' speaking skill achievement who are taught using bamboo dancing technique and who are not is 8,751. This is higher than (t_t) value in the table, which is

$(t_t) = 2,04$ at the level of significant 5% with $db=29$. So, H_a is accepted.

In the other word, bamboo dancing technique has significant difference on students' achievement in teaching speaking skill to improve students' achievement at the eighth grade students of SMPN 1 Jenangan Ponorogo.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the school

The school is suggested to improve the system and facilities for a better condition in teaching and learning especially for students. So, they will maximize their skill for a good achievement.

2. For students

The researcher hopes that the students could have a great motivation to learn, especially English lesson. So they have a

consideration that they have to improve their language skill.

3. For readers

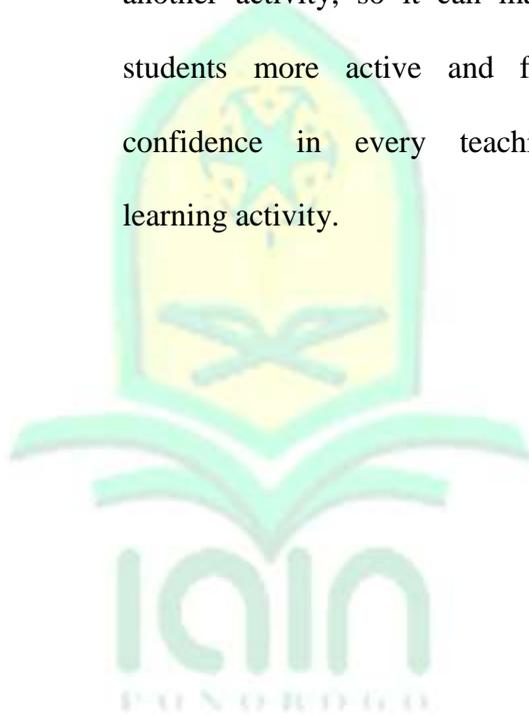
For the other readers, the researcher hopes that the result of this study can be useful as a reference for a future research concerning with English speaking.

4. For the English teacher

Teachers should be creative to choose the best technique to apply in learning process in order to make students interested in attending the lesson, the teachers

should present the language in an enjoyable, mixed with Indonesian language, relax and understandable. The teacher is not only as the information giver but also as a facilitator. They have to give students guidance and direction how to competence a text, the teachers should teach using appropriate technique and took unique strategy and method for teaching learning, because students is very easy to bored with a bad strategy. The other word the

teacher could give some reward to students who get the best point or another activity, so it can make students more active and feel confidence in every teaching learning activity.



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