

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, problems of the study, objective of the study, hypothesis of the study, significance of the study, limitation of the study and definition of key terms which explain why the researcher take this study.

A. Background of the Study

English is one of the languages in the world that has an important role for communication. It has used as an international language in the entire world including Indonesia, so that it is important for us to learn it. Everyday people communicate with each others. And in order to communicate properly they use language. By using language, they can express their ideas, feelings, and thoughts. It means that they use language as a means of communication, a tool to convey information, and an instrument to improve knowledge. English language proficiency is also essential to success in business, international trade, and academic life and publishing as it allows speakers to follow the latest developments and articulate one's identity to the whole world.¹

The important thing in communication is language. In this communication process, sender can receive and evaluate feedback from the receiver. Sometimes when people communicate, the receiver gets the sender's

¹Heba Awadh Alharbi, *Improving Students' English Speaking Proficiency in Saudi Public Schools*, Unpublished (International Journal of Instruction : January 2015), Vol.8, No.1

idea. Messages are interpreted differently for different people because the message may be misinterpreted. In conversation, we are free to turn talking between the speakers, ask question and change the topics, spoken interactions of commenting on immediate actions or events, or casually moving from one topic to another. So we can say that conversation will become transformations of ideas and information.²

One of the ways of communication is through speaking. Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.³ In order to learn and master both oral and written communication, Indonesia government through the Department of National Education has issued national curriculum in Standard of Content, for English and other subjects. In this curriculum, teaching English focuses on developing student's ability to communicate in oral communication first and then gradually in written communication, and the objective of senior high school's curriculum is to enable students to use English for survival communication.⁴

English consists of four basic skills that students must master; they are speaking, writing, reading and listening. The first skill is speaking, it controls to learn and to develop of an individual's personality. The second one is writing, it is a partial representation of units of language expression. This is the

²Ani Tsalisatul Mufidah, *the effectiveness of role play method to improve students speaking skill in transactional and interpersonal text (an experimental research of the tenth grade students of maulana agung blora in the academic year 2011/2012)*, Unpublished (Salatiga: Faculty of English Education, STAIN Salatiga, 2012).14.

³Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)* (Surakarta: Muhammadiyah University Press 2008).

⁴*Standar Nasional Pendidikan*. (Bandung: Focus media, 2005).8.

chief means by which thought, ideas and knowledge are preserved. The third is reading, it is to grasp language patterns from their written representation. The fourth is listening: through listening, we build knowledge by taking in new information.⁵

Among four skills of English, speaking skill is considered as the most crucial one. It is because the main goal in learning English to be able to speak English well. English teacher shave responsibility in making their students able to speak English. In fact, there are many obstacles in teaching speaking. Boring or stressful classroom environments do not encourage students to be creative or analytical, and task that only require students to listen and imitate denotative them. Students have no responsibility in the classroom and they are negative learners. Even when they have the opportunity to participate, they will not take it, because they are afraid to make mistake.⁶

English teacher should set aside the traditional method and after the interesting method in teaching speaking to enhance students' motivation like using Bamboo dancing method, Bamboo Dancing method is almost same with inside-outside circle method. According to Agus Suprijono Inside-outside is the learning that begins with the formation of the group, concerning the order of Bamboo dancing method to improve students' speaking skill which is considered relevant to Era Wulan Sari's studies, in her thesis she can improve students' speaking skill with Bamboo dancing method.

⁵Robert Lado, *Language Teaching(Scientific Approach)* (Bombay New Delhi: Tata McGraw Hill Publishing, 1983).143.

⁶Heba Awadh Alharbi, *Improving Students' English Speaking Proficiency in Saudi Public Schools*, Unpublished (International Journal of Instruction : January 2015) , Vol.8, No.1

Based on the reasons above, English language teaching has been focused on teaching learning effectively: the teacher can use some methods in teaching learning process to help the students' understand about the material being explained. In implementing this method, the teacher has to prepare many things like: teaching material, classroom management, and many other aspects because using inappropriate technique can make the students get difficulties in understanding the teacher's explanation and it means that the teacher may encounter fail are in teaching process.

To enhance the students' interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher can use media in teaching English language. In this regard, this method helps the students to build the interaction between the teacher and students. There are many techniques applied in teaching English speaking skill such as role play, games, song, and discussion and so on. The writer tries to implement a good teaching speaking technique using Bamboo dancing method. By implementing this method, the writer wishes to give new experience in learning English and have a fun situation in the classroom.

There are three previous studies concerning to the order of Bamboo dancing method to improve students' speaking skill which are considered to be relevant to this study, they are: Ambar Wahyuni's studies (2012), Ani Tsalisatul Mufidah's studies (2012), Era Wulan Sari's studies (2013).

The first research has been conducted by Ambar Wahyuni entitled *The Effectiveness Of Using Direct Method To Improve Students' Speaking Ability (A Classroom Action Research of the Tenth Grade Students of SMA N 1 Suruh in the Academic Year of 2012/ 2013)*. The sample of the study is in X-A class, the number of the population is 20 students. The result of the research shows that direct method can improve speaking ability because, after the implementation of direct method, the students' profile increases their vocabulary and they are more confident to speak up, because in every meeting they have to do English presentation in front of the class.

The next research has been conducted by Ani Tsalisatul Mufidah entitled *The Effectiveness of Role Play Method to Improve Students Speaking Skill in Transactional and Interpersonal Text (An Experimental Research of the Tenth Grade Students of MA Sultan Agung Blora in the Academic Year 2011/2012)*. The sample of this research is 56 students. That falls into 2 categories namely X 1 as experiment class consisting of 28 students and X 2 consisting of 28 students as control class. The result of this research shows that the score of the mean pre test is 60,7 and post test is 77,8 of experiment group that is taught by role play method while the score of the mean pre test is 60,3 and post test is 66,4 of control group . From the result, it can be concluded that students who are not taught by role play method is lower than the score of students who are taught by role play method so, the use of role play method can improve the students of tenth grade students of MA Sultan Agung Blora in the Academic Year 2011/2012.

The third research has been conducted by Era Wulan Sari entitled *The Use of Bamboo Dancing Method To Improve Student's Speaking Ability(A Classroom Action Research in the Second Year Students of SMP Islam Sudirman Tengarang in the Academic Year 2012/2013)*. The sample of this research is 27 students of SMP Islam Sudirman Tanggerang that consists of 19 male students and 8 female students. The increasing percentage students of 27 samples who pass in oral test from cycle 1 to cycle 3 are: 14, 81%; 25, 92%; 33, 33% while the decreasing percentage students who not pass in oral test are: 85, 18%; 74, 07%; 33, 33%. At the 1st cycle the mean of post test (66,66) is higher than pre test(53,33). In the 2nd cycle, the mean of post test (71,11) is also higher than pre test (60,37). While in the 3rd cycle the mean of post test (70,37) is higher than pre test (59,62). So from the result of using Bamboo Dancing Method at SMP Islam Sudirman Tanggerang shows the students' improvement speaking English skill although they still produce ungrammatical utterances.

However, there is no enough empirical evidence that the technique is effective. Based on the whole explanation above the writer would like to investigate the effectiveness of Bamboo Dancing Method in speaking class in order to investigate the students' interest and confident to speak English. Furthermore, the writer carries out the research, under the title "**The Effectiveness of using Bamboo Dancing Method in Teaching Speaking Skill to the Second Grade Students of SMP ISLAM Ulul Albab Kelutan Ngrongggot Nganjuk.**

B. Problem of the Study

For some people, perhaps Bamboo Dancing Method is still considered as unfamiliar term. Based on the background of the study above, the researcher is intended to answers this question, on the following problems:

1. How is the students' speaking skill before being treated with Bamboo Dancing Method of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk?
2. How is the students' speaking skill after being treated with Bamboo Dancing Method of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk?
3. Is using Bamboo Dancing Method effective on the improvement of students' speaking skill of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk?

C. Objective of the Study

The objective of the research is to find out the answer of the problems of the study. From the problems of the study above, there are three objectives of study that will be found through this thesis. Those are:

1. To describe the students' speaking skill before being treated Bamboo Dancing Method at second grade of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk.
2. To describe the students' speaking skill after being treated of Bamboo Dancing Method at second grade of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk.
3. To find out the significant differences of the effectiveness of students' speaking skill taken from Bamboo dancing method.

D. The Hypothesis of the Study

For this study, the researcher builds the hypothesis to make the purpose of this study clear. Hypothesis is temporary answer to word research problems which is worked.⁷ The hypothesis is (Ha): "The Bamboo Dancing Method is effective in teaching speaking at the second grade of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk".

E. Significance of the Study

Countless studies with the similar framework have been conducted among with the significance in conducting the studies. Like the previous studies, in the study the researcher hopes that this research will give contribution to some parties such as the language teacher, the students and the next researcher.

The first is for the teachers who are expected to be able to give better method when teaching the class. They are expected to be able to improve the quality of teaching learning process and to improve her or his understanding about source of errors so that she or he can be aware of giving explanation and evaluating teaching process. It is indeed, so many ways in teaching speaking skill, but by the existence of this study, it can help the teacher to determine the speaking teaching technique. Hopefully the teacher can present the material easier when implementing a new method to make the classroom environment interesting.

⁷S. Nasution, *Metode riset* (Jakarta, PT. Bumi Aksara. 2000).

The second is for the students. It by implementing this method will increase the students' interest in speaking English and improve students' ability in speaking English skill. Because students sometimes are lazy when they are asked to practice to speak English because of limited vocabularies and being afraid of making mistakes. Students will realize that learning speaking using Bamboo dancing method is interesting and enjoyable. It will encourage and motivate the students in teaching learning process, so they can be happy and more interested in teaching learning process. Hopefully the students will be easy to understand about how to say something and the students will be able to speak better.

The third is for the next researcher. This research expected to gives a new framework to conduct a new research in the field of speaking improving. The writer also hopes that this research gives the useful information for the other researchers. Hopefully, there will be better study in investigating the method in speaking English skill.

F. Limitation of the Study

To limit the problem of the study, the researcher wants to make a kind of confine because it will make the researcher easier to organize and to analyze. The following are the limitations of the study are:

1. The population of this research is students of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk.

2. The researcher is focused on the teaching speaking using Bamboo dancing method at the second grade of SMP Islam Ulul Albab Kelutan Ngronggot Nganjuk.

G. Definition of the Key Terms

Key terms are defined to clarify some terms in order to avoid misunderstanding. They are defined as follows.

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information and speaking is an interactive action in producing, receiving and processing utterances which have meaning to convey information.⁸ In this research the researcher uses speaking about story telling. Story telling is a tale to one or more listener through voice and gesture in oral telling, we usually repeat things more excess, especially if the students are having difficulty following⁹.

Story telling helps the students think about the deeper meanings of their content, almost all stories carry out some type of normal or ethical message and understanding. As the students adapt personal and world stories to their presentation, they will start thinking deeper about the meaning of their communication. Of course, they may or may not act on

⁸Kathleen M Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-Hill, 2009), 2.

⁹Anik Indramawan, M.Pd, *Improving the students' English Speaking Competence through Story telling* (International jurnal of Language and Literature, Vol 1 No. 2, December: 2013).

those meaning, but they will generally find their presentations more satisfying as they understand their impact on their listener.

From the explanation above, the researcher conclude that speaking is the processes of communicating through verbal and non verbal symbols and also sharing and expressing opinions, feeling, and ideas. Speaking is one of the skills that have to be mastered by students in learning English.

2. Teaching speaking

Teaching speaking is a process of giving help to the students to use the sound system, expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using teaching and learning methodologies.¹⁰ In my opinion teaching speaking is the process of acquiring and learning one of the four English in order express their ideas, emotions, communicative needs, and interact to other person in any situation.

3. Speaking skill

Speaking skill is productive or oral skill, it consists producing systematic verbal utterance to convey meaning.¹¹ The researcher concludes that speaking is more complicated than it seems at first and involves words pronunciation.

¹⁰Dina Elya Rizka, *Teaching Speaking Using Role-Play for the Second-Grade Students of SMA Negeri Tamanan Bondowoso* ,Unpublished (Kediri, English Department Faculty of Education state college for Islamic Studies, 2010),5

¹¹David Nunan, *Practical English Language Teaching*,(New York: International Edition 2003),48.

4. Bamboo Dancing Method

Bamboo Dancing Method is a method of learning where teacher divides the students into two large groups. Introducing learning model is usually preceded by dividing the class into several groups. If the in class composed of 40 students, the teacher splits into two groups, each group contains of 20 students. Each group has two different tasks: each group is further divided into two parts each of 10 students. The teacher asks the students to discuss different topics that will be studied. After discussion, 20 people from each major group that stood in a row following the line, they are shifted clockwise movement of each shift and a variety of information is like the movement of Bamboo trees dancing. The result of discussions in each of the groups then presented to the entire class.¹²

¹²Era Wulan Sari, *The use of bamboo dancing method to improve student's speaking ability*, Unpublished (Salatiga: Faculty of English Education, STAIN Salatiga, 2013),18.