

**THE EFFECTIVENESS OF BAMBOO DANCE METHOD IN
IMPROVING STUDENTS SPEAKING SKILL IN 8 GRADE OF
SMP AS-SHAFA JUBUNG ACADEMIC YEAR 2020/2021**

THESIS

Submitted to State Islamic University KH. Achmad Siddiq of Jember
In Partial fulfillment of the requirements to obtain a bachelor's degree
Of *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher
Training English Education Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By :

Hisna Nasith Fikria
SRN : T20166069

**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
2021**

**THE EFFECTIVENESS OF BAMBOO DANCE METHOD IN
IMPROVING STUDENTS SPEAKING SKILL IN 8 GRADE OF SMP AS-
SHAFA JUBUNG ACADEMIC YEAR 2020/2021**

THESIS

Submitted to State Islamic University of KH Achmad Siddiq of Jember
to fulfillment of the Requirement for the degree of *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education

By :

Hisna Nasith Fikria
SRN : T20166069

Approved by advisor



Suparwoto Sapto Wahono M. Pd
NIP. 197406092007011020

**THE EFFECTIVENESS OF BAMBOO DANCE METHOD
IN IMPROVING STUDENTS SPEAKING SKILL IN 8 GRADE OF SMP
AS-SHAFA JUBUNG ACADEMIC YEAR 2020/2021**

THESIS

Has been examined and approved as the requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education

Day: Thursday

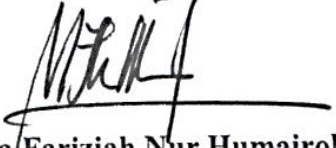
Date: December 16th, 2021

Charmain

Secretary




As'ari, M.Pd.I

NIP. 19760915200501104


Mega Fariziah Nur Humairoh, M.Pd

NIP. 199003202019032010

Members:

1. Suparwoto Sapto Wahono, M.Pd ()
2. Sofkhatin Humaida, M. Pd., M.Ed., Ph. D ()

Approved by

Dean of Faculty of Tarbiyah and Teacher Training



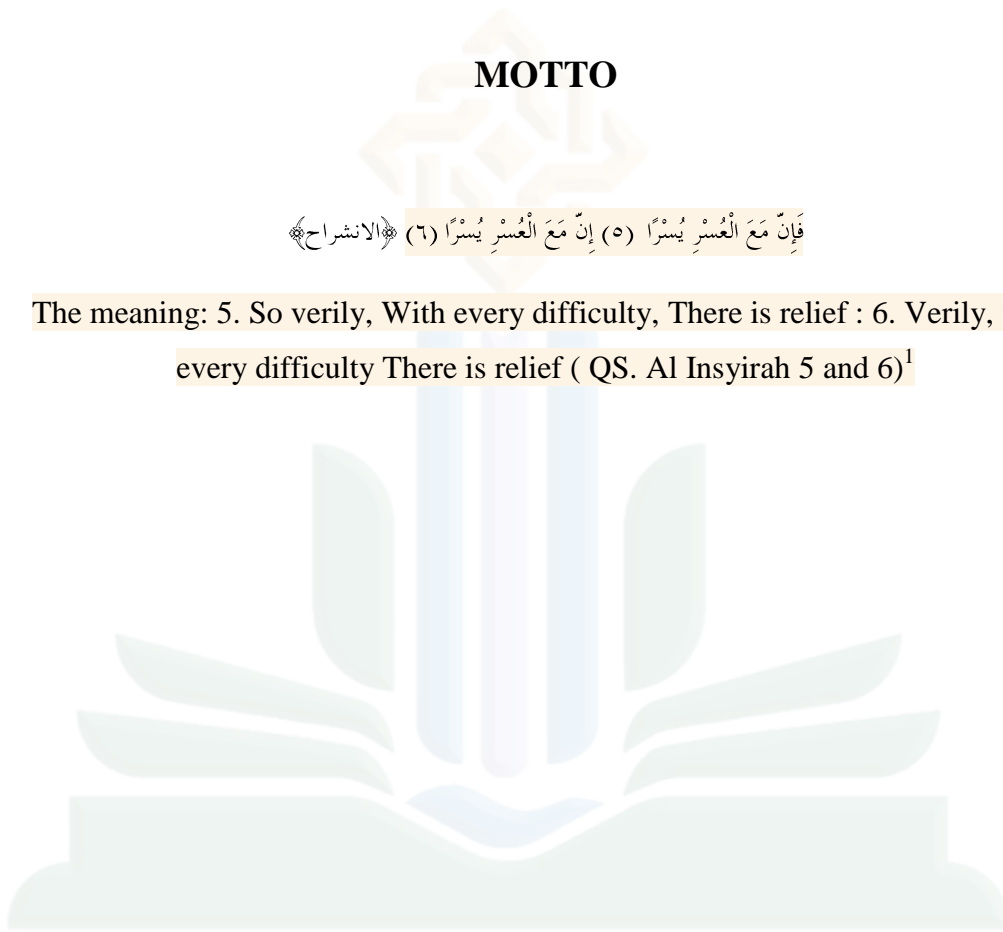

Prof. Dr. Hj. Mukni'ah, M.Pd.I

NIP. 19640511 199903 2 001

MOTTO

﴿الانشراح﴾ (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦) ﴿الانشراح﴾

The meaning: 5. So verily, With every difficulty, There is relief : 6. Verily, with every difficulty There is relief (QS. Al Insyirah 5 and 6)¹



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

¹ A. Yusuf Ali. Qur'an Translation in English and Arabic Text (Durban: Islamic Propagation Centre International) <https://quranyusufali.com/3/>

DEDICATION

The writer dedicates this thesis to :

1. Her beloved parents she loves, Mr. Suroto and Ms. Istoriyah, who have always given support and been always beside her.
2. Her beloved brother and sister, Surya Bara Noviansyah and Fira Tamila Zuwaida. She is so thankful for their supports.
3. Her beloved cats are Chimon, Lawoo, Jae, Sahi for entertaining her with their adorable behavior.
4. All English lecturers who have provided useful knowledge for the researcher and useful in compiling this thesis.

UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

ACKNOWLEDGEMENT

All the thanksgiving of the writer conveyed to Allah because of His mercy and grace. The planning, process and completion of this thesis as one of the requirements for completing the duty can be completed smoothly.

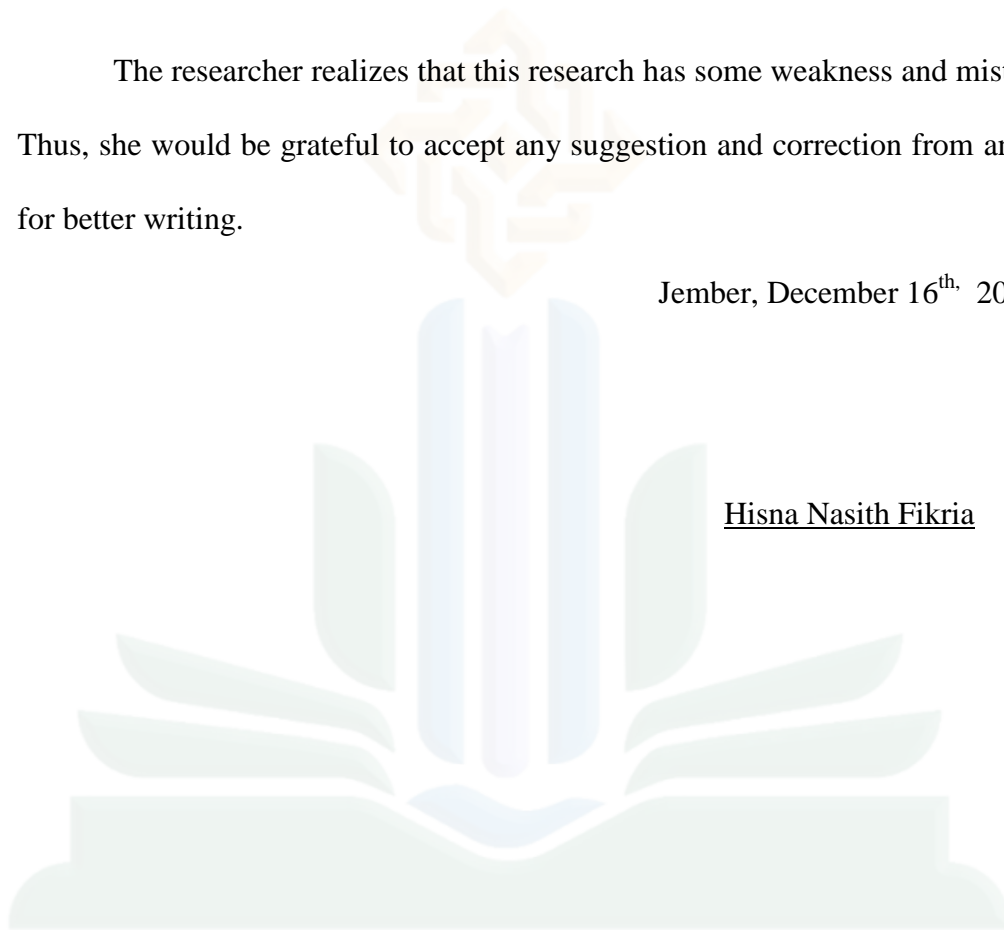
The researcher has finished this undergraduate thesis because of the support of many parties. In this occasion, her present great honor to:

1. Mr. Prof. Dr. Babun Soeharto, SE., MM. as Rector of UIN KH Achmad Siddiq Jember who has given the opportunity to study in this study.
2. Prof. Dr. Hj. Mukni'ah, M. Pd. I as the Dean of Tarbiyah and Teacher Training Faculty who has approved this thesis.
3. Mr. Asy'ari, M. Pd.I as the Chief of English Education Department, who has approved the title of this thesis and chosen an advisor for the researcher.
4. Mr. Suparwoto Supto Wahono M. Pd as the advisor who has helped the researcher a lot to finish this thesis.
5. Mr. Mohammad Imron, S.Si as the Headmaster of SMP Plus As-Shafa Jubung who has allowed the researcher to conduct research at SMP Plus As-Shafa Jubung.
6. Mr. Junaidi, S. Pd, as the English teacher who helped the researcher to conduct this research.
7. The eight grade students of SMP Plus As- Shafa Jubung, especially classes VIII A and B for becoming participants of the research.
8. All people who have participated and helped the researcher during this process.

The researcher realizes that this research has some weakness and mistakes. Thus, she would be grateful to accept any suggestion and correction from anyone for better writing.

Jember, December 16th, 2021

Hisna Nasith Fikria



UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

ABSTRACT

Hisna Nasith Fikria, 2021: *The Effectiveness of Bamboo Dance Method in Improving Students Speaking Skill in 8 Grade of SMP Plus As-Shafa Academic Year 2020/2021.*

Keywords: *Bamboo Dance Method, Speaking Skill*

Speaking is one of the competencies in English that English learners must master. Speaking is not like listening, writing, or reading because when people want to learn English, the goal is to communicate with the other person. When the researcher observed in grade 8 SMP Plus As-Shafa Jubung, students were less confident in their speaking skills, besides the method used by the teacher was monotonous. There are many creative methods, one of the learning methods that can hone students' English speaking skills is the bamboo dance method, based on the theory from previous research by Intan Melati Bamboo Dancing aims to motivate students to dare to express opinions or say something, so this method is appropriate to use for teach speaking.

The research question in this study was "How is the effectiveness of the bamboo dance method in improving the speaking skills of 8th-grade students of SMP Plus As-Shafa Jubung?". This study aims to identify the effectiveness of the bamboo dance method to improve the speaking ability of 8th-grade students of SMP Plus AS-Shafa Jubung for the 2020/2021 academic year.

This research used a quasi experimental research design. The population in this study was class VIII SMP Plus As-Shafa in the academic year 2020/2021. This research used *purposive sampling* because the researcher was only allowed to research in grades 8A and 8B by the principal of SMP Plus As-Shafa Jubung. The total population in this study was 32 people, where class 8B consisted of 16 students as the experimental group and class 8A with 16 students as the control group. The data collected in this study were observation, interviews, pre-test, and post-test on students through speaking tests and documentary studies. The data was checked using SPSS 21. The researcher used the t-test formula to find the results.

The researcher found differences between the experimental group and the control group. The pre-test scores of the experimental class students mainly were 13-18, the post-test scores after the bamboo dance method were mostly 19-23. In the control class, the pre-test scores of 14-19 for the post-test were 17-20, and the control class did not apply the bamboo dance method. The t value obtained from the post-test results between the experimental and control classes is 2.01210909147. This shows the t-test value > 0.05 from the data presented. It can be concluded that the bamboo dance method is effective in improving English speaking skills in 8th-grade students of SMP Plus As-Shafa Jubung for the 2020/2021 academic year.

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
VALIDATION OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
THE LIST OF TABLE	xii
THE LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Question	7
C. Scope of the Research	7
D. Research Objective	7
E. Research Hypotheses	7
F. Significance Of The Research.....	8
G. Research Variable	9
H. Definition of the Key Term	9
I. Research Assumption.....	10
J. Systematic of the Thesis	11

CHAPTER II RELATED LITERATURE REVIEW	13
A. Previous Research.....	13
B. Theoretical Framework	18
1. Bamboo Dance Method.....	18
a. Definition of Bamboo Dance.....	18
b. Brainstorming.....	19
c. Discussion Section	19
d. Confirmation Section.....	20
e. Teaching Procedure of Bamboo Dance Method according to Istarani (2011 : 58).....	20
2. The advantages of the bamboo dance method	21
3. Method.....	22
4. Speaking	24
a. Definition of Speaking.....	24
b. Function of Speaking.....	25
c. Aspect of Speaking	27
CHAPTER III RESEARCH METHOD	31
A. Research Design	31
B. Place and Time of Research.....	33
C. Population and Sample	33
D. Research Instrument and Data Collection Method	34
E. Data Analysis Technique	38
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	43
A. The Description of Data	43

1. Students' Speaking Score of The Pre-Test	46
a. Experimental Class	46
2. Students' Speaking Score of the Post-Test	48
a. Experimental Class	48
b. Control Class	50
B. Data Analysis	51
1. Descriptive Analysis	52
2. Normality Test	53
3. Paired Sample T-test	54
4. Homogeneity Test	55
5. Independent Sample T-test	55
C. Hypotheses Testing	57
D. Discussion	57
CHAPTER V CONCLUSION AND SUGGESTIONS	61
A. Conclusion	61
B. Suggestions	62
1. The English Teachers	62
2. The Students	63
3. The Future Researchers	63
REFERENCES	64

THE LIST OF APPENDICES

Appendix	Title	Page
1	Authenticity Declaration.....	66
2	Matrix.....	67
3	Validity Sheets.....	68
4	Pre-test.....	69
5	Post-test.....	71
6	SPSS OUTPUT.....	73
7	Students Name Experimental Group.....	89
8	Students Name of control Group.....	90
9	Documentation.....	96
10	Letter of Research Permit	99
11	Curriculum Vitae.....	101

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

THE LIST OF TABLE

Table 2.1 The Similarities and Differences of The Related Studies and This Research	16
Table 3.1 Scoring Rubric Adapted from Douglass Brown and J. Heaton’s Book	32
Table 3.2 The Criteria of Students’ Score Conversational English Proficiency Weighting Table.....	36
Table 3.3 The following is an assessment rubric sourced from the book by Douglass Brown ² and J. Heaton’s book ³	36
Table 4.1 Scoring Rubric of The Pre-Test in the Experimental Class	46
Table 4.2 Scoring Rubric of The Pre-Test in the Control Class	47
Table 4.3 Scoring Rubric of The Post-Test in the Experimental Class	49
Table 4.4 Scoring Rubric of The Post-Test in the Control Class	50
Table 4.5 The Data of The 2 Class Studied	51
Table 4.6 The Display Data Output	52
Table 4.7 The Normality Data Output	53
Table 4.8 The Output Data of Paired Sample T-test	54
Table 4.9 The Output Data of Homogeneity Test	55
Table 4.10 The Output Data of Independents Sample T-test	56

² Douglass Brown, *Language Assessment Principles and Classroom Practice* (New York: Pearson Education, 2004), pages 172-173.

³ J. Heaton, *Writing English Language Test* (New York: Cambridge University Press, 2004), page 100.

CHAPTER I

INTRODUCTION

In this chapter, some aspects related to the concept of this chapter are explained. There are Research Background, Research Problems, Research Scope, Research Objectives, Research Benefits, Hypotheses, and Research Variables.

A. Research Background

In Indonesia, from elementary school to university, English has become the main subject at every level of education. Through Permendiknas No. 22 concerning Content Standards (SI) 2006, whose attachments contain Competency Standards (SK) and Basic Competencies (KD) at least English starting from elementary school⁴. From the statement that learning English exists at every level of education.

In learning English, there are four skills that students must be learned, namely listening, speaking, writing, and reading. Listening is the process of listening to verbal symbols with understanding, appreciation, and attention, aiming to obtain information, capture messages, and understand the meaning of communication from the other person through spoken language. Speaking is one of the abilities that create sound between speakers by uttering articulation sounds or words to express goals between speakers. Writing is one of the skills that makes a "language product" after we can write, we can convey the intent and purpose of writing such as poetry, novels, letters, and

⁴ Ambardi Sutardi, Pengembangan Kurikulum Bahasa Inggris Berbasis Teknologi Informasi dan Komunikasi (TIK) SD Tulangampiang, Denpasar, Bali dan Implementasinya, (Peneliti pada Pusat Kurikulum, Balitbang-Kemendiknas,2016) 70.

other language products. Reading is the ability to obtain information from written texts. Therefore, from all these explanations, students must be mastered one of the four competencies.

Speaking is one of the skills that must be learned in learning English. In addition, speaking a new language especially English is more difficult than listening, writing, reading because for three reasons. The first reason unlike “reading,” speaking happens in real-time; usually, the person you are talking to is waiting for you to speak right then. The second reason when you talk, you cannot edit and revise what you wish to say⁵. The third reason speaking is the most crucial part of English because when other people know our English abilities, it is our speaking ability. Therefore speaking is a skill that must be mastered because, in our daily life, humans also involve speaking for example, during the learning process the teacher must talk to students, students presentation in front of other students by speaking, in some businesses this skill is needed for bargaining, negotiate, to establish relationships between people in business and so on.

In the process of learning English, students still have difficulty speaking English. According to Darsiana (2018), the factors that students have problems in practicing speaking English are that some students are still reluctant and even be silent when they are invited to speak English because of their low ability to speak English and are not used to it⁶. This problem most often occurs because students feel less confident, about other factors the

⁵ Kathleen M. Bailey, Nunan Chapter 3 tefl (USA, Related Papers) 48.

⁶ I Gusti Ayu Agung Dian Susanthi, Kendala Dalam Bahasa Inggris dan Cara Mengatasinya, (Denpasar : Universitas Warma Dewa, 2021) 67.

method used by the teacher does not support students to practice speaking English.

When the researcher conducted observations in the 8th grade of SMP Plus As-Shafa Jubung, the researcher conducted an English speaking test to introduce themselves and tell their daily lives. The total number of 8th-grade students is 32 students out of 32 students, only 13 students are willing to come forward to the class to introduce themselves and tell the students' daily lives, and in the time the test is carried out, the researcher takes a long time because students who come forward take a long time to start talking. In addition to making observations in class, the researcher also conducted interview with English teacher that grade 8 students in pronouncing English sentences still use their mother tongue. It makes students less confident so that they are reluctant to speak English and makes their vocabulary minimal. The researcher also made observations, when the teacher teaching in class the method used by the teacher was monotonous to make students passive, so when students became passive in class and only received material, the teacher tended to only focus on the extent to which the material had to be obtained by students, not with how the learning situation in class and the methods used resulted in a lack of practice. Speaking English makes 8th-grade students of SMP Plus As-Shafa have difficulty in English subjects. Therefore, judging by the data on students' English test results that the researcher got from the English teacher themselves, the average students' score at the time of the exam was 50 out of about 40%, of students for scores below 50 there were

30% of students, and only 30% of students who got grades 73 of all students of class VIII. The Minimum Completeness Criteria (KKM) for English itself is 70, so the achievement for students to reach the KKM is still not achieved. That from this explanation, students need innovative learning methods in the learning process.

Appropriate learning methods are needed in the learning process because they can heighten students' interest, attention and achieve the desired learning objectives. Appropriate learning methods can develop more creative teaching and learning activities make students not easily bored, and the teaching learning process will be more fun. Therefore, teachers are expected to create an effective learning process; there is good teaching and learning interaction between teachers and students. Moreover, that learning success and achievement can be achieved properly.

Based on the explanations above, regarding the method, an exciting and creative learning method is needed. When the teacher gives a mediocre way, students become bored and passive by only receiving material and students cannot absorb the material presented by the teacher, and the learning process becomes monotonous. Therefore, creative learning methods are needed so that students in the class are not easily bored and can interact and make students more active. There is creative learning and makes students more active, one of which is the Bamboo Dance Method. The bamboo dance method is a technique for developing the inside-outside circle method wherein practice students stand face to face with their partner while discussing a topic to share

information simultaneously, and then students shift clockwise to exchange pairs to discuss and share information with new partners⁷.

It is called “Bamboo Dance” because students line up and face to face with a model similar to the two pieces of bamboo used in the Bamboo Dance in the Philippines, which is also popular in some areas in Indonesia. The advantage of this method is that there is a transparent learning process that allows students to share information in a concise but regular manner. The researcher chose the Bamboo Dance Method because it gives students more opportunities to process information, makes students more active, and improves their communication skills, especially in speaking English.

Some theories from the thesis say that the Bamboo Dance method is beneficial for students learning to speak English. For several ideas from previous research, namely Puput Aryanti, Sofyan A. Gani, Diana Achmad, the thesis entitled "The Effectiveness of Bamboo Dancing Technique to Improve Students Speaking Skill" said that the bamboo dance method encourages students to be more active in interacting with other students, they are more can absorb the material given with fun because they have the opportunity to discuss with their respective groups. When the speaking post-test was conducted, the students' scores increased compared to before the bamboo dance method was applied. In another thesis that uses the Bamboo Dance Method, Lita Amelia, with a thesis entitled "The Use of Bamboo Dancing Technique to Improve Students' Speaking Ability in Interpersonal

⁷ Miftahul Huda, *Teaching and Learning Models*, (Yogyakarta: Pustaka Pelajar, 2013), 249

Conversation (An Experimental Research at the Seventh grade of SMP Negeri 16 Serang City)", said that after the learning strategy of the bamboo dance method, the student's score has increased, while before the bamboo dance method the lowest score was 40 and the highest was 72 the average score of students was 47.5 while after the implementation of the bamboo dance method the post-test score the average number of students is 73. Based on this explanation, it can be concluded that the Bamboo Dance method effectively improves students' speaking skills. In Noviana Putri Rahayu's thesis a thesis entitled "The Effectiveness of Using Bamboo Dancing Method on Students Speaking Achievement at Seventh Grade Mts Assyafi'iyah Gondang Tulung Agung" states that the bamboo dance method can be applied in the learning process, especially for the ability to speak English because it can motivate students to be more active in communicating and discussing among students.

The researcher chose the bamboo dance method based on the explanation above, which is expected to improve students' English speaking skills. This method allows students to speak actively and move because they are given time when between groups face to face, share information, and change partners at a time determined by the researcher. However, this research aims to give the opportunity to speak English in front of their friends, thus training them to be more confident to speak in front of many people. Therefore, the researcher are interested in doing an experimental research with the title "The Effectiveness of Bamboo Dance Method in Improving Students Speaking Skill in 8 Grade of SMP As-Shafa Academic Year 2020/2021".

B. Research Question

Based on the background that has been discussed, the writer of this thesis formulated the research question as follows :

How is the effectiveness of the bamboo dance method in improving students speaking skill in 8 grade of SMP Plus As-Shafa Jubung academic year 2020/2021?

C. Scope of the Research

The researcher uses the bamboo dance method because the researcher focuses on improving the bamboo dance method on students' speaking skills. The researcher believes that using the bamboo dance method can make students interact and at the same time practice speaking more confidently at SMP Plus As-Shafa Jubung in the 2020/2021 academic year.

D. Research Objective

To identify the effectiveness of the bamboo dance method in improving students speaking skills in 8 grade of SMP Plus As-Shafa Jubung.

E. Research Hypotheses

In this research, according to the problem and the objective of the study, the researcher formulate the hypothesis as follows :

1. H0 (Null Hypotheses)

The bamboo dance method is not effective in improving students speaking skill at 8 grade of SMP Plus As-Shafa Jubung academic year 2020/2021.

2. Ha (Alternative Hypotheses)

the bamboo dance method is effective in improving students speaking skill at 8 grade of SMP Plus As-Shafa Jubung academic year 2020/2021.

F. Significance Of The Research

There are several benefits after carrying out this research:

1. Theoretically

It is expected that this research can add to existing knowledge to improve students' speaking skills.

2. Practically

a. For students

8th-grade students of SMP Plus As-Shafa Jubung as research subjects are expected can gain direct experience of active learning, creative and fun through a study conducted by researchers. And this 8th grade student of SMP Plus As-Shafa can improve his speaking skills in English.

b. For Teacher

Can increase knowledge and contributes ideas in the learning process, especially teacher and student interactions.

c. For Researcher

This research has benefits for researcher, which is the results of the research can be used as benchmarks during lectures to determine the creativity of researchers in teaching practice and can be used as guidelines for researchers to apply the material that has been obtained

during lectures. This research is expected to contribute to the Researcher's ideas in making students feel comfortable and enjoy when learning to speak English in class with confidence through the bamboo dance method of learning.

G. Research Variable

In every research, a researcher will definitely involve variables. Therefore, if there is a question about what will be studied, then the answer relates to the research variable. Variables can be defined according to Mohammad Nazir that variables are concepts that have various values⁸. Meanwhile, in this study, there are two variables:

1. The independent variable is the variable that manipulates or is the cause of the change or the emergence of the dependent variable (bound). Furthermore, the independent variable in this study is the bamboo dance method.
2. The dependent is the resultant variable, or the *output* is the variable that is measured to determine the effect of the independent variable (the independent variable). In this study, the dependent variable was the students' speaking ability.

H. Definition Of Key Term

Some of the definitions of key terms of this research are learning with the Bamboo Dancing model. Learning begins with an introduction to the topic by the teacher. The teacher can write down the topic on the board or, the

⁸ Mohammad Nazir, *Metode Penelitian*, (Jakarta:Ghalia Indonesia,2003), 123

teacher can also have questions and answers with students about what they know about the material. This brainstorming activity is intended to activate the cognitive structures that students already have so that they are better prepared to face new lessons.

Speaking is the verbal use of language to communicate with others. David Nunan states speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

The Bamboo Dancing method is one of the learning strategies in cooperative learning. This method aims to enable students to share information at the same time with different partners in a short period of time on a regular basis. Although named bamboo dancing, do not use bamboo. The explained that students lined are described as bamboo. The purpose of the bamboo dancing method is in order that students share information at different times in a short time on a regular basis. This strategy is suitable for materials that require the exchange of experience of thoughts and information between students.

I. Research Assumption

Research assumptions are usually called basic assumptions and can also be called postulates. Some research assumptions in the study are as follows:

1. Each of the students has the same ability to speak English, both from the control class and the experimental class.
2. The bamboo dance method is effective to improve students' speaking ability in 8th grade of SMP Plus As-Shafa Jubung

J. Systematic of The Thesis

In general, the division of the thesis can be divided into three parts, in the beginning, the content, and the end. A thesis is systematic because it makes it easier for the reader to easily understand the content of the research and the purpose of the researcher doing the research. Quite simply, there are several systematics of the thesis in this research.

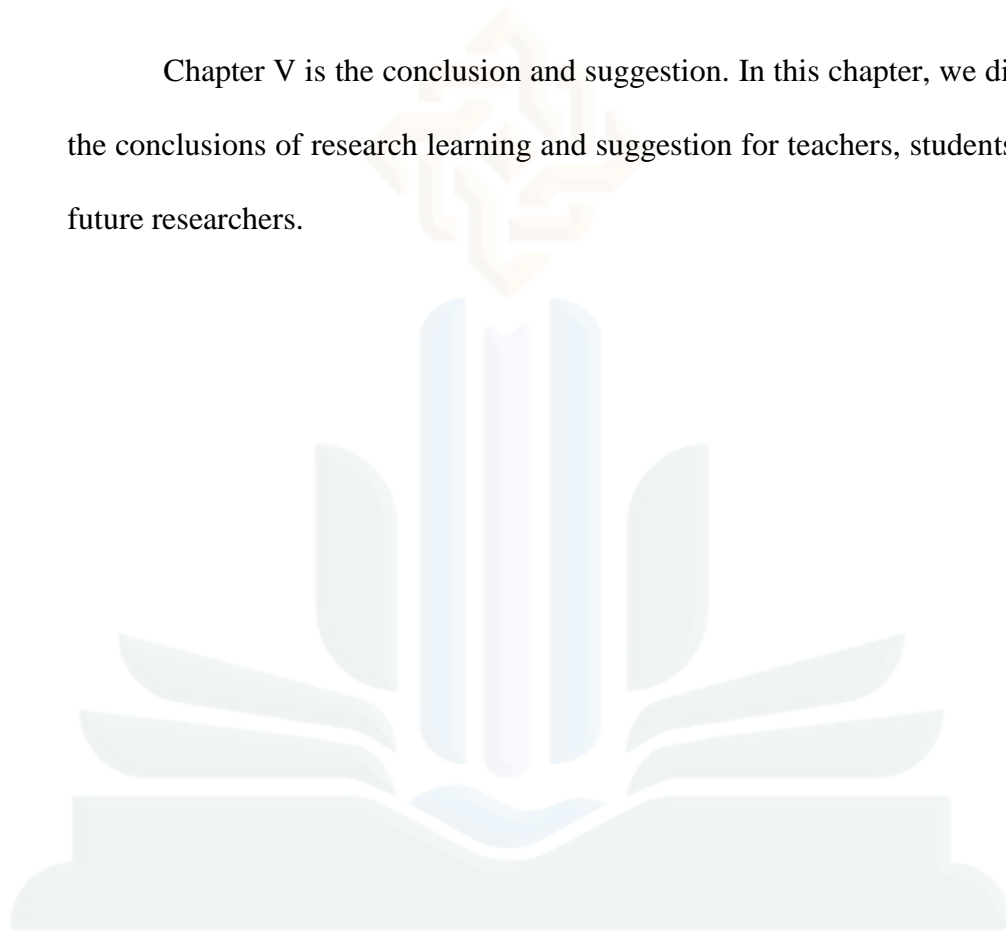
The beginning of the thesis consists of an introduction, an explanation of the background of the research, research problem, scope of the research, research objective, significance of the research, research variable, definition of the key term, research assumption, hypotheses, and systematic of the thesis.

Chapter II is related to the review and literature. The review and literature include theoretical framework and conceptual framework. That is the chapter that describes the sources obtained by a researcher that can be obtained through books or journals and theses of previous researchers.

Chapter III is the research method. It includes research design, population and sample, research instrument and data collection method, research participants, and data analysis technique.

Chapter IV is research findings and discussion. Consists of the research object, data presentation, hypothesis testing, and discussion.

Chapter V is the conclusion and suggestion. In this chapter, we discuss the conclusions of research learning and suggestion for teachers, students, and future researchers.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER II

RELATED LITERATURE REVIEW

In chapter II, the researcher explains thoroughly the literature review related to the research topic. There are review and literature, and conceptual framework.

A. Previous Research

To support this research, the researcher provides several previous studies related to this research, such as:

- 1. Intan Melati, "The Effects of Using Bamboo Dancing Method On Students Speaking Skill Ability At The Tenth Grade of MAN 4 Medan in 2017/2018".**

For the first research that is the difference between Intan Melati and the researcher is due to the difference in schools, the researcher examined the junior high school level, while for Intan Melati it studied the high school level. From this study the level of student learning material was different but using the same method, in this previous study there were many similarities with the research of the researcher as both using the quantitative experimental method. In the research of Intan Melati, using the pre test and post test, both used the oral test.

2. **Ricky Ramadhani, Gatot Sutapa, Eni Rosnija, " The Use Bamboo Dance Method in Teaching Reading Comprehension On Descriptive Text" (2014/2015).**

The second research, this journal entitled " The Use Bamboo Dance Method in Teaching Reading Comprehension On Descriptive Text" (2014/2015) was conducted by Ricky Ramadhani, Gatot Sutapa, Eni Rosnija. The difference from this study is that it lies in the competence under study, between the previous researcher and the researcher, that is, they focus on the students' reading competence while the researcher focuses on the students' speaking competence. That this another difference, namely, previous researcher researched in Senior High Schools while this researcher examined in Junior High Schools. As for the similarity, this study uses both the experimental quantitative method.

3. **Diana Marga Reta, "The Effectiveness of Using Bamboo Dancing Technique in Teaching Speaking of The Tenth Grade at SMAN 1 Ngunut"(2018).**

The result of this thesis shows the Bamboo Dancing Technique is effective to be applied in teaching speaking. It can develop grammar, vocabulary, comprehension, fluency, and pronunciation. It can be concluded that the students' speaking score in experimental group that were given by the treatment through Bamboo Dancing Technique were

enhanced more effectively than the control group.⁹ Therefore have same things with the purpose will be research, but in different things Diana conducted at Tenth Grade at SMAN 1 Ngunut whereas the researcher conducted the research at SMP Plus As-Shafa Jubung.

4. Adi Nur Alim, Mochtar Marhum, Abdul Kamaruddin, Using Bamboo Dancing Technique to Improve the Speaking Skill of the Eight Grade Students in SMPN 3 Palu (2019).

For the fourth researchers, Adi Nur Alim, Mochtar Marhum, Abdul Kamaruddin “Using Bamboo Dancing Technique To Improve The Speaking Skill Of The Eighth Grade Students” (2017). Previous studies and researcher have the same goals with the method of dance bamboo makes students more confident in speech and particularly in speaking English and methods of dance bamboo can make a significant difference, especially for the pre-test before the researcher applies the bamboo dance method and post -test after the implementation of the bamboo dance.

5. Linna Endah Nur Wahyuni, The Use of Bamboo Dancing Technique to Improve Students speaking Skill in Interpersonal Conversation (A Classroom Action Research At Grade VII Students of SMP It Insan Cendekia Semarang In the Academic Year of 2014/2015).

The same way that this using bamboo dance method previous researcher and researcher alike focus on improving students' speaking

⁹ Diana Margareta, The Effectiveness of Using Bamboo Dancing Technique in Teaching Speaking of The Tenth grade at SMAN 1 Ngunut (Thesis of English Education Department Faculty of Tarbiyah State Islamic Institute of Tulung Agung) 73

ability in junior high School. However, for the research method, previous researcher and researcher used different research methods for previous researcher using CAR (Class Action Room) while researcher used quantitative experiments with different scoring rubric comparisons.

Table 2.1

NO	Name, Title, Research year	Similarities	Differences
	1	2	3
1.	Intan Melati, <i>"The Effects of Using Bamboo Dancing Method On Students Speaking Skill Ability At The Tenth Grade of MAN 4 Medan in 2017/2018"</i>	<ul style="list-style-type: none"> - Using Bamboo Dancing method of the research - Measure the speaking ability. 	<ul style="list-style-type: none"> - in using data validity using SKKD (Competency Standards or Basic Competencies). And this research uses the K13 data validity. - Conducting in Senior high School as research subject, and this research conduct in Junior High School.
2.	Ricky Ramadhani, Gatot Sutapa, Eni Rosnija, "The Use Bamboo Dance Method in Teaching Reading Comprehension On Descriptive Text" (2014/2015)	<ul style="list-style-type: none"> - Using Bamboo dance method. - this study uses both the experimental quantitative method. 	<ul style="list-style-type: none"> - The difference from this study is that it lies in the competence under study, between the previous researcher and the researcher, that is, they focus on the students' reading competence while the researcher focuses on the students' speaking competence. - Conducting in Senior high School as research subject, and this research conduct in Junior High School.

	1	2	3
3.	Diana Marga Reta, “ <i>The Effectiveness of Using Bamboo Dancing Technique in Teaching Speaking of The Tenth Grade at SMAN 1 Ngunut</i> ” (2018)	<ul style="list-style-type: none"> - Using Bamboo dance method - Measure the speaking ability 	<ul style="list-style-type: none"> - but in different things Diana conduct at Tenth Grade at SMAN 1 Ngunut whereas the researcher conduct the research at SMP Plus As-Shafa Jubung.
4	Adi Nur Alim, Mochtar Marhum, Abdul Kamaruddin, “ <i>Using Bamboo Dancing Technique To Improve The Speaking Skill Of The Eighth Grade Students</i> ”	<ul style="list-style-type: none"> - Focus on students speaking skill - research in grade 8 junior high school - the researcher use quantitative experimental - both use purposive sampling technique. 	<ul style="list-style-type: none"> - The difference in the focus of the material to be tested by previous researchers used procedure text material, while researcher used recount text. Previous research on aspects of assessment only assess the smoothness and accuracy while researcher in researching aspects of assessment are comprehensibility / content, fluency, pronunciation, grammar, vocabulary.
5.	Linna Endah Nur Wahyuni, “ <i>The Use Of Bamboo Dancing Technique To Improve Students’ Speaking Skill In Interpersonal Conversation (A Classroom Action Research At Grade Vii Students Of Smp It Insan Cendekia Semarang In The Academic Year Of 2014/2015)</i> ”	<ul style="list-style-type: none"> - Previous research and the researcher focus to improve students speaking skill - Using bamboo dance method Both research in Junior High School 	<ul style="list-style-type: none"> - the previous researcher focused on the 7th grade of junior high school while the researcher focused on the 8th grade of junior high school - in the sampling technique used for previous researchers using random sampling and for researchers using purposive sampling in the research

	1	2	3
			method for previous researcher using the Class Action Room research method and for researcher using quantitative experiments

B. Theoretical Framework

The following is the identification of theories that are used as the basis for thinking to carry out a research or in other words the theory used to examine the problem.

1. Bamboo Dance Method

a. Definition of Bamboo dance method.

According to Miftahul Huda (2019: 147), it is called Bamboo Dance because students line up and face each other with a model that is similar to the two pieces of bamboo used in the Philippine Bamboo Dance, which is also popular in several parts of Indonesia¹⁰. Bamboo dancing is one of the physical learning methods that can improve kinesthetic intelligence and interpersonal intelligence and intelligence because bamboo dancing is a cooperative learning method. In teaching and learning activities using this technique, students share information at the same time. This approach can be used in a number of subjects, such as social science, religion, mathematics, and languages. The learning materials that are most suitable for use with this technique are

¹⁰ Miftahul Huda, Cooperative Learning, (Pustaka Pelajar 2019.) 147

those that require the exchange of experiences, ideas, and information between students.

b. Brainstorming

Brainstorming is the activity of collecting and recording ideas without discussing them further to produce something.¹¹ From that brief understanding, and it shows that actually brainstorming is not really effective because it collects ideas or ideas spontaneously from group members. However, the purpose of brainstorming itself is, to get new ideas or ideas from discussion members in a relatively short time without being overly critical. Brainstorming invites, each group member comes with ideas and thoughts that seem spontaneous so that students are required to be able to develop their thinking skills and then be able to seek further problem solutions using conventional approaches.

c. Discussion Section

In simple terms, the primary of the Discussion is to show the relationships among members' fact after the ideas that arise. Therefore there is a need for discussion among group members to fulfill the desired information.¹² Here where students learn the meaning, importance and relevance of the results of this section discussion where all the students' thoughts that have been expressed determine the results of this section discussion. Students should focus on explaining

¹¹ David Cotton, Smart Solution Book, Ft Publishing,2016, page xii

¹² Irmina Angela Nai, Teori Belajar dan pembelajaran Implementasi pembelajaran dalam pembelajaran Bahasa Indonesia di SMP, SMA, SMK, Deepublish,2017, 120

and evaluating what students find alternately with their respective conclusions.

d. Confirmation Section

Here the writer wants to convey that the confirmation section, is to confirm from the discussion that the students have done, what the results of the discussion the students got presenting in front of the students in a row like the bamboo dance procedure. All have finished giving an explanation of the topic given by the teacher, then the teacher provides feedback and conclusions for the group presenting in front of other groups.

e. Teaching Procedure of Bamboo Dance Method according to Istarani (2011 : 58) ¹³

- 1) The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do the question and answer to the students about the topic given. This step needs to be done so that the students are more prepared to face the new material.
- 2) The teacher divided the class into 2 large groups. Suppose if there are 24 children in the class, then each large group consists of 12 people.
- 3) On a large group that contains 12 people divided again into two groups. Each group contains of 6 people arranged face to face with

¹³ Ardiati, Mastar Asran, Nurhadi (*Pengaruh Penggunaan Tipe Bamboo Dancing Dengan Hasil Pembelajaran IPS di Kelas v*, 2011,) 4

6 other people in standing position. This pair is called the first couple.

- 4) Then, the teacher hands out different topics to each spouse to discuss. In this step, the teacher gave enough time to students, so they could discuss the material well.
- 5) After discussion, 12 people from every large group who stand facing each other following lined slid a clockwise direction. This way every learner gets a new partner and share information differently so on. A move clockwise new stop when learners back into it place of origin. The mutual movement shifted, and a variety of information that resembles bamboo trees dancing movement.
- 6) The results of the discussion in every large group were presented to the entire class. Teacher facilitate the occurrence of interactive dialogue, integration and so on. Through this activity intended to yield knowledge discussion by each major group can be understood and become knowledge along with the rest of the class.

2. The advantages of the bamboo dance method

This learning method requires students to exchange information, according to Istarani (2011: 58) the advantages of this technique are¹⁴:

- a. students can exchange ideas or experiences.
- b. make students cooperate with each other.
- c. Bamboo dance method makes students more talk active.

¹⁴ ibid

- d. And learning process enjoyable to students.
- e. increase student tolerance.
- b. The disadvantages of the Bamboo dance method

Besides having advantages, the bamboo dance method also has several drawbacks, including:

- a. Because there are too many group members, it is not conducive because students are confused in the teaching and learning process
- b. Which takes a long time.
- c. Teachers are required to prepare many topics.
- d. The students will definitely get tired because of standing too long.
- e. Takes a long time to arrange the students into formations such as the bamboo dance.

From the description above, it can be concluded that the bamboo dance method also has several drawbacks. However it does not matter if the teacher is able to lead in this learning procedure.

3. Method

According to Senn, a method is a procedure, or a way of knowing something.¹⁵ From this definition, the method can be stated as a systematic rule and a work order (thought) which refers to a particular structure of reasoning (induction / deduction) for an approach. This approach refers to the theory of the nature of language and language learning which serves as a source of practice and principles in language teaching. An approach

¹⁵ Suryani, Hendriyadi, Metode riset Kuantitatif : Teori Dan Aplikasi pada Penelitian Bidang Manajemen dan Ekonomi Islam. Prenadamedia Group. 2015, 41.

describing how language is used and how its parts relate to other words offers a model of language competence.

Meanwhile, according to Drs. Agus M. Hardjana's (2010 : 12) method is a way that has been thought of ready and done by following certain steps in order to achieve the goal to be achieved. Therefore, the method is a thing or tool that has been very prepared and has been done according to certain procedures to achieve the desired goal.¹⁶ While in teaching methods, is as a tool to achieve the teaching objectives to be achieved, so that the better the use of teaching methods the more effective the goal achiever, that is, if the teacher can choose the right method that is tailored to the teaching materials, students, conditions, teaching media achieved (Sutomo, 1993: 155).¹⁷

From some opinions on the method are the methods used and performed by teachers in the process of learning - teaching activities, so that individuals taught will be able to digest, receive and be able to develop materials or materials taught in accordance with the goals to be achieved. And a method in teaching is very important to be mastered, the teaching and learning process can be successful by using good and suitable.

¹⁶ https://www.academia.edu/34094390/A_Pengertian_dan_definisi_metode_menurut_para_ahli.

¹⁷ (ibid)

4. Speaking

a. The definition of speaking

Speaking in a language that is not an everyday language is indeed a complex problem, requiring skills in grammar, language vocabulary, and how to pronounce correctly. Designing the words to be said, formulating the utterances to be said in order to speak fluently. According to David Nunan (2003 : 48) states speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.¹⁸

Speaking is also in the Qur'an explained in the letter Ar-Rahman verses 3 & 4

خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Meaning : 3. He created man, 4. He taught him eloquent speech.¹⁹

Emphasized here in surah Ar-Rahman verses 3 and 4 that the subject of education is a human being who is the perfect creature of God because he gave something that he did not give to his other creatures that are the mind that raises the degree of man so that human

¹⁸ David Nunan,2003, Practical English Language Teaching, Newyork: McGaw – Hill Companies, Inc., Page 48

¹⁹ Muhammad Taqi Uddin Al-Hilali & Muhammad Muhsin Khan, Maktabu Darul Qur'an, Page 833

beings have the right to be the subject of education for others or for God's creation the other.

Besides that, Brown defines “Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers have to act what they listen to and make their contribution at high speed.²⁰ Basically, as long as humans live, they must continue to learn wherever they are, how old they are, because humans will meet various kinds of humans, not only teachers to teach formally but humans can learn from anyone. It is a mark of adolescent immaturity when someone thinks that he or she is no longer in need of teaching, people seem to have taken two nearly opposed lessons.

b. Function of speaking

The ability to speak in English is an obligation for students because English is a second language and for foreign language lessons. Several linguists have attempted to categorize the function of speech in human interactions. Brown and Yule make the difference in the function of speaking more useful, namely between the interactional

²⁰ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition. New York: Addison Wesley Longman, 2000. Page 140

function of speaking which is the one that functions to build and build social relationships, while for the latter is the transactional function which only focuses on exchanging information. According to Brown and Yule's in Yusniar Firdausi thesis (2012) states that there are three functions of speaking : talk as interaction, talk as transaction: talk as performance. Each of these has a function and a different teaching approach. Below are the explanations of the function of speaking:²¹

1) Talk as Transactional

Transactional itself is, involves the interaction of the two sides. And to talk as a transaction, that is to focus on what was said or what was done. Then talk as a transaction, the speaking activity focuses on the message conveyed and done by other people to understand what they want to convey clearly and accurately. In normal spoken language, the interaction of teacher and students when they focus on speaking or how they understand someone's words. An example of speaking as a transaction is when group members discuss among members by providing interaction and reactions to solve problems, when someone chooses a menu recommendation with a waiter, when someone gets lost and asks people around the road for directions.

²¹ Siswati, Developing Speaking Material for Junior High School Students Using Scientific Approach, (Universitas Muhammadiyah,2019), page 9

2) Talk as Interaction.

Talk is an interaction, namely the response between each other, especially on social functions. People usually do talking activities to be closer to the other person and friendly to build a comfortable atmosphere to interact with other people. This is spontaneous interactive communication by two or more people. Therefore, speaking skills are important for someone to have because the main purpose in this function is social relations.

3) Talk as Performance.

In this case the speaking function tends to be shown in front of an audience such as for speeches, public announcements, for storytelling. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which is different from the talk as interaction or transaction. Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.

c. Aspect of Speaking

In speaking skills, several aspects are needed in order to master speaking skills, including:

1) Vocabulary

Before practicing speaking, the most important thing to learn is vocabulary. Vocabulary acquisition has shown that the primary source

of the vocabulary for native speakers is a wide range of context that enables them to experiment and to confirm, expand or narrow down to lexical nets (Carter, 1992).²² Meanwhile, expanding vocabulary or increasing vocabulary, a person can master one aspect of speaking skills or the process of becoming a native speaker.

2) Grammar

On the other hand, the influencing aspect, so that students speak skillfully, is functional grammar. Sometimes students speaking English do not pay attention to grammar according to its function, so to compose a sentence in speaking and in writing grammar is very important. I will give a little example for 3 formulas:

(+) simple present: I eat meatball

(+) simple past tense: I ate meatball

(+) simple future: I will eat meatball

3) Pronunciation

Pronunciation is pronunciation that has a sound in a particular language or words, and pronunciation is in a word with different intonations, stresses, sounds. Having a good pronunciation, it is very important in communicating otherwise other people will be confused with what is meant because misunderstandings can occur because sometimes there is a pronunciation in English that is almost similar, for example "he loves you" but it sounds like "he laugh you" people will

²² Visnja Pavicic Takac, vocabulary learning strategies and foreign language acquisition, library of congress cataloging in publication data, 2008, page 5

think that you are being laughed at, so in terms of speaking skills, pronunciation must also be considered.

4) Fluency

The main goal is speaking skills, namely fluency, namely so that students are able to express what will be conveyed appropriately without hesitation to convey something in communication. Fluency is also an aspect of speaking when people communicate.

A. Types of speaking test

According to Scoot Thornbury there are four the most commonly used spoken test types are²³ :

a. Interview

There are relatively easy to set up, especially if there is a room part of the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview.

b. Live monologue

The candidates prepare and present a short talk on pre selected topic. This eliminates the interview effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in an interview. If other students take the role of the audience, a question and answer stage can be included, which will provide some

²³ Scoot Thornburny, (2005), How to Teach Speaking, Longman Kanisius: Kesainc Blanc, p.125-126

evidence of the speaker's ability to speak interactively and spontaneously. Giving a talk or presentation is only really a valid test if these are skills that learners are likely to need, e.g. if their purpose for learning English is business, law, or education.

c. Recorded monologue,

Learners can take turns to record themselves talking about a favorite sport or pastime. The advantage of recorded tests is that the assessment can be done after the event, and the result can be triangulated that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER III

RESEARCH METHOD

A. Research Design

The research method that the writer used experimental quantitative research method. Quantitative research is typically associated with the process of enumerative induction. One of its main purposes is to discover how many and what kinds of people in general or parent population have a particular characteristic that has been found to exist in the sample population. The aim is to infer a characteristic or a relationship between variables to a parent population.²⁴ According to Neiman (2000) quasi experimental design is the development of a true experiment that is difficult to carry out, especially in educational research.²⁵ Here research is needed a control group, to control external variables that affect the experiment this research usually uses a sample, not a random sample. This research was conducted, the writer wanted to find out whether junior high school students were better at speaking English when using the bamboo dance method or better students who did not use the bamboo dance method. The design of this study used a pre-test & post-test design this research design used two groups. One group acts as the experimental group and the other acts as the controlled group. The role of the experimental group itself is to carry out what the researchers studied. In

²⁴ Julia Brannen, *Mixing Methods : Qualitative and Quantitative research*, Ashgate Publishing Company, 1992, page 22.

²⁵ Amir Hamzah, *Metode Penelitian & Pengembangan Research & Development Uji Produk Kuantitatif Dan Kualitatif proses Dan Hasil, Literasi Nusantara*, 2009, Page 86

comparison, the control group acted as the sample group did not do as the experimental group did.

Table 3.1

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	Y1 (DV)	X (IV)	Y2 (DV)
Control	Y3 (DV)	-	Y4 (DV)

The explanation :

X : Bamboo Dance Method (Independent Variable)

Y1: The results of student learning before the bamboo dancing method was applied

Y2: The results of students learning after the bamboo dancing method was applied

Y3: The results of students learning before the researcher teaching without any method

Y4: The result of students learning after the researcher teaching without any method

DV: Dependent Variable

B. Place and Time of Research

This research was conducted at SMP Plus As-Shafa Jubung's location at Jubung Lor, Jubung, Kec. Sukorambi, Kabupaten Jember, Jawa Timur 68151.

C. Population and Sample

1. Population

There are many ways to define a population, but they are essentially the same. *A Population is a total collection of elements about which we wish to make inferences* (Cooper and Emory, 1995)²⁶. The population generally consists of subjects who have certain qualities and characteristics that are determined to be studied and a population with a certain number of individuals is called a finite population whereas, if the number of individuals in the group is neither a fixed number nor an infinite number, it is called an infinite population. The population is underlined, that is the researcher studies the results of the study from the object or the subject and then draws conclusions.

The population of this research is students of the 8th grade in SMP Plus As-Shafa academic year 2020/2021. It consists of two classes from 8A to 8B of 32 students.

2. Sample

Sheskin (2004) explains the definition of a sample, which is a collection of objects that represent the population. There are several kinds of sampling techniques in quantitative research to determine the sample to

²⁶ Muslich Anshori, Sri Iswati, Buku Ajar Metodologi Penelitian Kuantitatif (Surabaya, Pusat Penerbitan Dan Percetakan UNAIR (AUP) 2009), Page 92

be used in a study. There are two sampling techniques, namely the first is *probability sampling technique* and *non-probability sampling technique*. *Probability sampling technique* has an explanation as a sampling technique that provides equal opportunities for each population to be used as research samples. For *non-probability techniques* in sampling do not provide equal opportunities for each population. Meanwhile, for researchers using non-probability sampling techniques, in particular using *purposive sampling* is a type of non-probability sampling. The sample is chosen *sampling* because the researcher was only allowed to research in grades 8A and 8B by the principal of SMP Plus As-Shafa Jubung. This individual is used as a research because the individual has the necessary information. As in this study, the researcher chose grade 8 because in grade 8 English learning materials there were materials that required students to be confident in speaking English and at SMP Plus As-Shafa there were only two sofas for grade 8, grade 8A and 8B, grade 8A for control class while class 8B is for the experimental class.

D. Research Instrument and Data Collection Method

To produce valid data this study requires suitable techniques for learning English in the teaching process. Therefore, this study uses several instruments are observations, interviews, speaking tests, and documentary studies. For this research, the researcher used a speaking test for the research instrument.

A speaking test was conducted to determine the increase in students' speaking ability in speaking English, especially the cognitive learning outcomes of students mastering the subject matter according to the research objectives and related to teaching in the education system. The researcher used pre-test and post-test to measure students' English speaking ability for the self-speaking test.

The pre-test was conducted in the form of a speaking test orally. First of all, students are asked to tell about unforgettable experiences, both sad and happy experiences, such as an example of a vacation experience at grandma's house and so on. Therefore, by conducting a pre-test, the researcher found out what problems the students had in speaking English. The pre-test was conducted after the English teacher gave the recount text material before the researcher entered the class.

1. The post-test was also given in the form of a speaking test orally. The post-test was conducted after the researcher gave the treatment of learning techniques to the experimental class. Students were asked to write paragraphs containing at least 6 lines in the post-test process by telling their unforgettable experiences. Before doing the speaking test, the researcher gave the recount paragraph material to the experimental and control classes. In this session, the researcher provided several paragraphs from unforgettable experiences with easy-to-understand vocabulary according to the student's abilities and explained the generic structure of recount paragraphs. Therefore, by providing this understanding, students

can be tested by coming forward and telling their version of an unforgettable experience by bringing sheets of paper containing the paragraphs they have written and retelling them while explaining their stories to friends and the researcher.

Table3.2
The Criteria of Students' Score Conversational English Proficiency Weighting Table

NO	Subject	Aspect of Speaking					Score
		Compre hension	Pronuncati on	Gramm ar	Vocabul ary	Fluently	
1.	ANK	3	2	3	2	3	13

Table 3.3

The following is an assessment rubric sourced from the book by Douglass Brown²⁷ and J. Heaton's book²⁸ :

Aspect	Score	Criteria
1	2	3
Comprehensibility/content	5	Students explain experiences with gestures and tell according to stories, both happy and sad, and the story can be understood by listeners
	4	The story can be understood, the sentences conveyed are clear
		Explanation of students and delivery of students stories. It can still be understood, but there are still some words that are still confusing to understand.

²⁷ Douglass Brown, *Language Assessment Principles and Classroom Practice* (New York: Pearson Education, 2004), pages 172-173.

²⁸ J. Heaton, *Writing English Language Test* (New York: Cambridge University Press, 2004), page 100.

1	2	3
	3	The listener can understand much of what the students said, students describe their unforgettable experiences. But the listener can't understand when there are some long sentences.
	2	Some small parts such as short sentences and phrases that listeners can understand then with great effort someone can speak.
	1	No sentences can be understood even when the listener tries hard to understand and interrupts. The speaker couldn't explain anything he or she said. He or she couldn't explain the story well even just to mention 1 sentences.
Fluency	5	He or she tried to find the words, however, the delivery in explaining was smooth as a whole and there were only a few pauses.
	4	He or she was trying to find the words, however, the delivery in explaining was smooth overall and there were only a few pauses. Sometimes the words are choppy, but tell the story well.
	3	He or she was trying to find the words, however, the delivery in explaining was smooth overall and there were only a few pauses. Sometimes the words are choppy, but tell the story well.
	2	Long pauses while he or she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.
	Pronunciation	5
4		Pronunciation of the mother tongue is still affected but there is no serious error in pronunciation.
		A few errors in pronunciation but only one or two major errors causing confusion.
3		Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.
2		Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in

1	2	3
		communication. And so many 'basic' pronunciation errors.
	1	The mistakes are seriously has no pronunciation that can be understood and not be seen trying to explain the story properly.
Grammar	5	As like native speakers and grammar errors are rare
	4	Able to use the language accurately. Very few grammatical error.
	3	Control of grammar is good. Able to speak the language with a good grammar.
	2	Errors in grammar are frequent, but listener can still understand what the students are saying about.
	1	He Or she can speak English but does not have proper grammar control and is not confident
Vocabulary	5	The vocabulary used is not monotonous and has a wide vocabulary
	4	The students speak using the vocabulary he/she already has and so rarely does he or she speaks with memorize the vocabulary he or she has.
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.
	2	The students have sufficient vocabulary to express their selves simply.
	1	He or she uses words that are often the same and very little vocabulary.

E. Data Analysis Technique

For data analysis techniques, the researcher used quantitative techniques, while data counting techniques used statistical techniques. The researcher used this method to determine whether the data obtained was significant. Then the researcher determined that this bamboo dance method influence on students' learning abilities. The following are some of the data research techniques carried out by the researcher, including:

1. Validity Test

According to Amir Hamzah (2018) Instruments, the measuring instrument can be said to have high validity if the instrument performs its measuring function or provides measurement results that are by the purpose of the measurement²⁹. While the validity itself, means the extent to which the accuracy and accuracy of a measuring instrument perform its function. In this study, the researcher used an oral test as the instrument. The validity test is used to determine how much this instrument has given results. In conducting this validity test, the examiner asked the validator to test the validity of this study.

2. Reliability Test

can be said to be reliable if a measuring device is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable in another sense namely, reliability shows the consistency of a measuring instrument in measuring the same symptoms. The reliability test of this study was taken from other populations that were not sampled in this study or at the level of the research population because, the reliability test was carried out on classes that did not include in the research sample. For the reliability test, the researcher chose class 8B of SMP Plus As-Shafa Jubung. The author did some of the analytical techniques before conducting the pre-test and post-test in the experimental and control classes. At the time, the

²⁹ Amir Hamzah, *Metode Penelitian & Pengembangan* (Malang, Literasi Nusantara, 2018) 128-129

researcher had found 2 classes had the same ability and had a reliability test or trial. Then, the researcher gave a speaking test to collect data through pre-test and post-test to the experimental class and control class.

The following is a data analysis technique that the researcher did after the students took the speaking test from 2 classes:

- a. In the data analysis technique, the first thing to do was present the data using descriptive statistics. Descriptive statistics is statistical activities carried out include collecting, processing data, presenting data, and inferring data to find an overview of; the characteristics of the shape of the character, on the population, the organization of society based on data obtained regularly, concisely and clearly³⁰.
- b. In the second data analysis technique, the researcher conducted a normality test on the data obtained in the previous speaking test. the condition for determining what type of statistic to use in subsequent analysis requires the normality of the data distribution. The normality test was carried out in this study because it met the absolute requirements before statistical analysis.

The following formula is used for data analysis techniques:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Explanation:

χ^2 : The value of chi squared itself

O_i : observations

E_i : Frequency according to expectations

³⁰ Ivan Fanani Qomusuddin, Statistik Pendidikan (Yogyakarta, Deepublish, 2019) 2

- c. For the third data analysis technique, the researcher uses *paired* samples t-test to determine the ratio of data obtained from the results of tests done through pre-test and post-test for the control and experimental classes. The average difference test or commonly called the *Paired* sample t test, namely two paired samples, is used to test the difference in the average for two independent (independent) samples in pairs. Then it can be seen the average difference between the pre-test and the post-test in the control class and the experimental class.
- d. In the next step, the researcher uses the homogeneity test to determine the homogeneity of the variance of each of the two different samples. A homogeneity test is a requirement to perform an independent sample t-test. The data used are post-test data in the experimental class and the control class. The researcher used for the homogeneity test was the Kolmogorov Smirnov homogeneity.
- e. The last for the data analysis technique is the independent sample t-test. Independent sample t-test aims to determine whether the two different samples have a significant difference in mean.

The following formula is used in the independent sample t-test:

$$T = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

X_1 : average score for group 1 (experimental class)

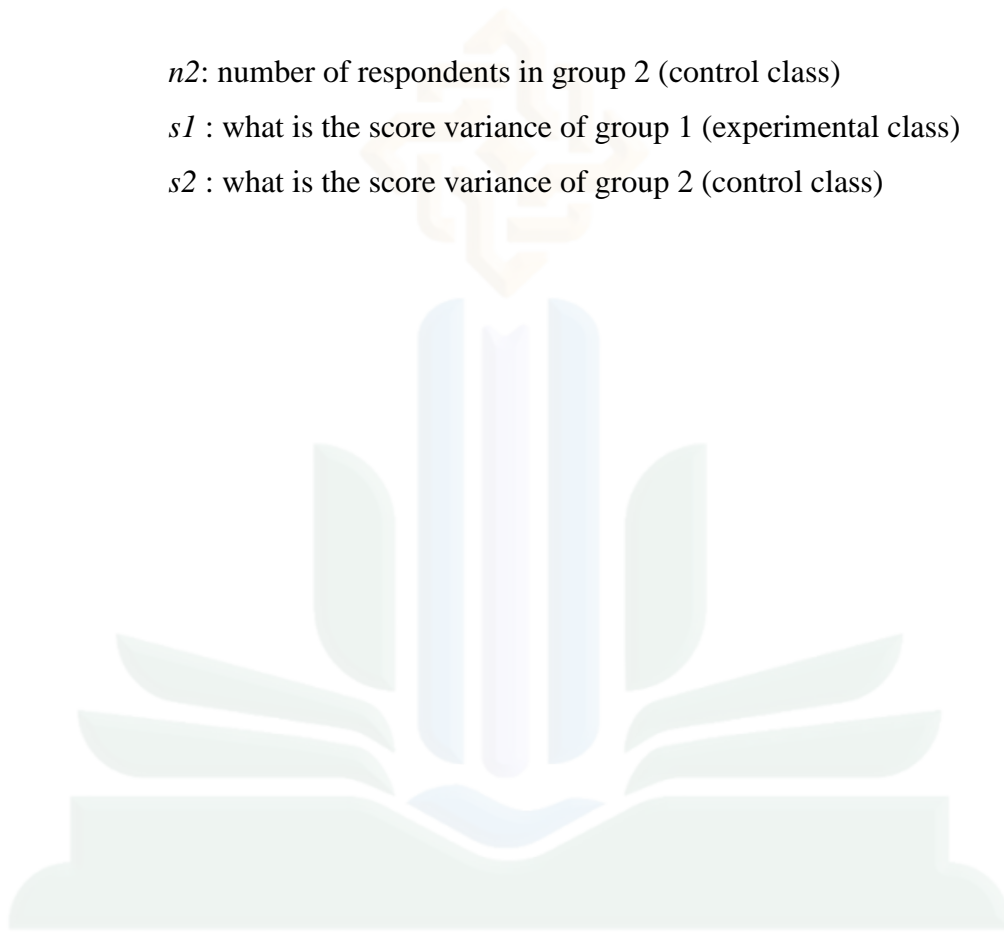
X_2 : average score for group 2 (control class)

n_1 : number of respondents in group 1 (experimental class)

n_2 : number of respondents in group 2 (control class)

s_1 : what is the score variance of group 1 (experimental class)

s_2 : what is the score variance of group 2 (control class)



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains an explanation of the data, data analysis, hypothesis testing, and discussion based on the results of this study.

A. Description of the data

In the description of the data, the researcher discusses how the results of the research conducted by the researcher on the ability to speak English in the 8th grade of SMP Plus As-Shafa Jubung. In this study, researcher researched on two classes of experimental class and control class for class 8A consisting of 16 students as the control class while for class 8B consisting of 16 students as the experimental class. In each of these classes, the researcher gave a speaking test in the form of a pre-test and post-test. There are differences in treatment in the two classes studied by the researcher in this process. For the experimental class, before learning using the bamboo dance method the researcher gave a pre-test first and a post-test was carried out after the class was given the learning process, using the bamboo dance method. For the control class, before the researcher taught the recount text the researcher gave a pre-test and after doing the recount text paragraph learning process the researcher gave a post-test.

For the pre-test stage for the experimental class, it was held on February 20, 2021 at 8.20-09.45 WIB and for the control class on February 22, 2021, 12.10-13.35 WIB. in the implementation of the pre-test, because previously the English teacher had explained what recount text was and the

English teacher had implemented memorizing vocabulary. In every meeting in learning English, students have to memorize 10 vocabulary still they are not confident to speak English, so for this pre-test the researcher only re-explained the formula from the recount text for 5 minutes after the researcher had explained. The researcher gave time to students for 10 minutes to write an unforgettable pleasant or sad experience, only one paragraph consisting of 5 lines after completion, students one by one came forward and retold what they wrote with body gestures according to the story they wrote. The researcher gave the same direction in the experimental and control classes in the pre-test.

After conducting the pre-test, the researcher applied the bamboo dance method to the experimental class. The first treatment was carried out on February 27, 2021, the researcher divided the group into two groups, each group contained 8 students because each group would line up facing each other like bamboo and share information in turn by students briefly. The first process before the researcher practiced the bamboo dance method, the researcher gave the topic on the blackboard a story about an unforgettable experience and each group had to analyze the purpose of the text and after finishing the groups 1 & 2 facing each other and each student who had faced each other in front and sharing information about what their group had discussed and then they shifted when they were done. In this way, each student gets a new partner to share information with. The second treatment was carried out on March 5, 2021, the researcher gave the form of a recount

text paragraph to each group and each group looked for a generic structure in the paragraph. The researcher did the treatment 4 times because it took time for students to be more confident in providing information to their interlocutor.

After doing the treatment, the researcher conducted a post-test on the experimental and control class. The post-test was held on March 26, 2021. The researcher re-explained the recount text to the students. After that, the researcher instructed the students to write an unforgettable sad or pleasant experience in one paragraph containing 7 lines for 10 minutes. After finishing, the students advanced one by one, retelling what they wrote without constantly looking at the paper they brought with gestures for a maximum of 5 minutes.

In assessing students' speaking ability, the researcher used an oral assessment rubric obtained and known from the Language Assessment Principles and Classroom practices of Douglass Brown and writing the English Language of J. Heaton. To assess students' speaking ability, the researcher used an inter-rater and used video recordings to help the researcher when there were deficiencies in the assessment. The step in assessing students' speaking, in which there is a tolerance value, and there are 5 tolerance values. From the rubric of this research, researchers can assess easily.

1. Students' speaking ability pre-test scores.

a. Experimental Class.

Before the researcher taught and applied the learning techniques used, the researcher conducted a pre-test in advance where the students were asked to write an unforgettable experience and when the students had done forward one by one to retell what they had written. After the pre-test, the researcher chose class 8B, which became the experimental class because class 8B needed more treatment. The number of students from class 8B consists of 16 students. The following are the speaking pre-test scores for grade 8B students:

Table 4.1
Scoring Rubric of the Pre-test in the Experimental Class

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
		1	2	3	4	5	6
1.	Aisyah NurAini	3	3	3	4	3	16
2	Dewi Eka Febriyanti	2	4	3	3	2	14
3	Dewi Helen Sindi Puspita	4	4	3	4	3	18
4	Faridatu lHasanah	5	4	3	2	4	18
5	Fitri Wulandari	4	2	3	3	3	15
6	Ira Anggi Anggraeni	5	3	3	2	4	17
7	Lu'luil Hidayatul Rohma	5	3	2	2	3	15
NO	Subject	1	2	3	4	5	6

8	Naili Farah Suroyo Dewi	4	4	4	3	4	19
9	Nofitasari	3	2	4	3	3	15
10	Putri Ayu	5	4	3	4	3	19
11	Restu Saputri	3	3	4	4	3	17
12	Sinta Dwi Afkarina	4	4	3	3	4	18
13	Sulastri Ningsih	3	2	2	3	3	13
14	Yeni Nofitasari Dewi	4	3	3	3	3	16
15	Kanza Imanie Ajra	5	3	3	3	3	17
16	Fiqih Alodye Nove	5	4	3	3	3	18

From the 5 aspects of assessment in the experimental class for the pre-test, the highest score of students was 25 for a perfect score. However, there are some students whose scores are still low, in the scoring rubric pre-test the students' scores are still at least 13 and a maximum of 19.

Table 4.2
Scoring rubric of the Pre-test in the Control Class

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
		1	2	3	4	5	6
1	Aril Adit Syahputra	4	3	4	3	3	
2	Bagas Prama Ananta	3	4	3	3	3	16
3	Bagus Indra Prasetyo	5	3	3	4	3	18
4	Fajar Syahputra	3	3	4	3	4	17
5	Fikri Irwansyah	4	2	3	3	2	14
No	Subject	1	2	3	4	5	6

6	Ifan Kurniawan	4	3	3	2	3	15
7	M. Rendi	4	3	4	3	3	17
8	M. Rizky	5	4	3	3	4	19
9	M. Ilham	3	1	3	3	3	13
10	M. Aryo	4	3	3	3	2	15
11	M. Farhan	5	3	3	4	4	19
12	N. Afandi	4	2	3	3	4	16
13	Reza Agung	4	3	3	3	5	18
14	Yusrodul Fadli	3	2	2	3	3	13
15	Wildan Habib	3	3	2	3	3	14
16	Raditya Putra Pradana	4	3	4	4	3	18

As shown in the table above, the control class score shows that the lowest score is 13 while the highest is 19.

2. Scoring Rubric of the Post-test in the Experimental Class.

a. Experimental Class

In the assessment of the post-test experimental class section, the following table shows the post-test assessment results after learning the techniques taught by bamboo dance. The data was obtained through an oral speaking test with different directions. The following are the scores from the experimental class for the post-test assessment:

Table 4.3

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	Aisyah Nur Aini	4	5	3	5	3	22
2	Dewi Eka Febriyanti	4	5	5	3	5	22
3	Dewi Helen Sindi Puspita	5	3	4	5	5	22
4	Faridatul Hasanah	5	4	4	5	5	23
5	Fitri Wulandari	5	3	4	4	4	20
6	Ira Anggi Anggraeni	5	5	4	3	4	21
7	Lu'luil Hidayatul Rohma	4	5	5	5	4	23
8	Naili Farah Suroyo Dewi	4	5	4	3	4	19
9	Nofitasari	4	5	5	3	4	21
10	Putri Ayu	5	4	3	4	5	21
11	Restu Saputri	4	5	3	3	4	19
12	Sinta Dwi Afkarina	5	4	5	4	5	23
13	Sulastri Ningsih	5	4	5	3	3	20
14	Yeni Nofitasari Dewi	5	5	4	5	5	23
15	Kanza Imanie Ajra	4	5	3	4	4	20
16	Fiqih Alodye Nove	5	4	4	4	4	21

The source obtained from the data above is that the minimum post-test score of students in the experimental class is 19 while the maximum score is 23. The conclusion from the results of the data above is that the post-test scores of students in the experimental class

have increased compared to the pre-test results, when before taught the bamboo dance method.

b. Control Class

The Following are the Post-test scores of the control class:

Table 4.4
Scoring Rubric of the Post-test in the Control Class

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	Aril Adit Syahputra	5	4	3	4	3	19
2	Bagas Prama Ananta	5	4	4	4	5	22
3	Bagus Indra Prasetyo	4	5	4	4	3	20
4	Fajar Syahputra	5	4	3	3	3	18
5	Fikri Irwansyah	4	5	4	4	3	20
6	Ifan Kurniawan	4	4	3	3	3	17
7	M. Rendi	5	5	4	5	4	23
8	M. Rizky	4	3	3	4	4	18
9	M. Ilham	4	3	4	3	3	17
10	M. Aryo	5	5	4	3	4	21
11	M. Farhan	5	4	3	3	4	19
12	N. Afandi	5	4	4	3	4	20
13	Reza Agung	5	4	5	4	4	22
14	Yusrodul Fadli	5	4	3	5	4	21
15	Wildan Habib	5	3	4	3	3	18
16	Raditya Putra Pradana	5	4	5	3	4	22

The results of the post-test assessment data for the control class for the minimum value is 17 while the maximum value is 22.

B. Data Analysis

Data retrieved from the control class and experimental class. Data analysis is needed because to find out the comparison between the two classes used in the study, as we know, the control class and the experimental class. The experimental class itself uses the bamboo dance method, while the control class does not use the bamboo dance method. The following are the results of the pre-test and post-test for the experimental class and the control class:

Table 4.5
Table of data results between the control class and the experimental class.

No	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
	1	2	3	5
1	16	22	16	19
2	14	22	16	22
3	18	22	18	20
4	18	23	17	18
5	15	20	14	20
6	17	21	15	17
7	15	23	17	23
8	19	19	19	18
9	15	21	13	17
10	19	21	15	21
No	1	2	3	4
11	17	18	19	19
12	18	23	16	20

13	13	20	18	22
14	16	23	13	21
15	17	20	14	18
16	18	21	18	22

The results of data from research that has been carried out for 2 months in class 8A as a control class and 8B as an experimental class at SMP Plus As-Shafa Jubung 2020/2021 in analyzing the data the researcher uses SPSS version 21. For the results below:

1. Descriptive Analysis

For calculation at this stage, using SPSS version 21. By combining the pre-test and post-test for the experimental class and control class, the following are the results obtained:

Table 4.6

Statistical Descriptive Analysis
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	16	13	19	16.56	1.788
Post-test Experimental	16	19	23	21.25	1.390
Pre-test Control	16	13	19	16.13	1.996
Post-test Control	16	17	23	19.81	1.905
Valid N (listwise)	16				

Source: Primary Data Processed

Based on the output above, it is known that the minimum score of students' speaking skill Pre-test Experimental is 13 while the maximum value is 19. The mean value is 16,56 and the standard deviation is 1,78. The minimum score of students' speaking skills Post-test Experimental is 19 while the maximum value is 23. The mean value is 21,25 and the

standard deviation is 1,39. The minimum score of students' speaking skill Pre-test Control is 13 while the maximum value is 19. The mean value is 16,13 and the standard deviation is 1,99. The minimum score of students' speaking skill in Post-test Control is 17 while the maximum value is 23. The mean value is 19,81 and the standard deviation is 1,91. From the result of these calculations, there is an influence and an increase in the use of learning techniques using bamboo dance.

2. Normality Test

Analyzing the data required a normality test. The normality test was carried out in this study because it was one of the absolute requirements before statistical analysis. There are two normality tests at this stage, the first using Kolmogorov-Smirnov or Shapiro-Wilk, or even we can use both. However, this study chose to use the Kolmogorov-Smirnov as a normality test.

Table 4.7
Normality Test
Test of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Students Speaking Skill	Pre-test Experimental	.164	16	.200*	.940	16	.347
	Post-test Experimental	.146	16	.200*	.906	16	.100
	Pre-test Control	.139	16	.200*	.938	16	.327
	Post-test Control	.142	16	.200*	.941	16	.362

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output above, it is known that the significance value (Sig.) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk

test > 0.05 , it can be concluded that the research data is normally distributed.

3. Paired Sample T-test

The test of the mean difference of two paired samples serves to test the difference in the mean for two pairs of independent samples. Paired sample t-test can be used if the data are normally distributed. And the test results above show that the data is normally distributed, therefore the following are the results of the paired sample t-test from the experimental class and the control class:

Table 4.8

The output data of Paired Sample T-test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimental - Post-test Experimental	-4.688	2.301	.575	-5.914	-3.461	-8.148	15	.000
Pair 2	Pre-test Control - Post-test Control	-3.688	2.442	.610	-4.989	-2.386	-6.041	15	.000

In the data above, it is known that Pair 1 obtained the value of Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average students' speaking skills for the experimental class Pre-test and the experimental class students' speaking skills. Post-test. While the output of Pair 2 obtained the value of Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average students'

speaking skills for the pre-test of the control class and the post-test of the control class.

4. Homogeneity Test.

The homogeneity test was carried out to see whether the post-test data in the experimental class and control class were homogeneous or heterogeneous. Because one of the requirements is to do an independent sample t-test. The results are as follows:

Table 4.9
Homogeneity Test
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Speaking Skill	Based on Mean	2.032	1	30	.164
	Based on Median	1.788	1	30	.191
	Based on Median and with adjusted df	1.788	1	28.355	.192
	Based on trimmed mean	2.047	1	30	.163

From output the data homogeneity as known significance value (Sig.) Based on Mean of $0.164 > 0.05$, so it can be concluded that the variances of data Post-test experimental class Post-test data and control are the same class or homogeneous.

5. Independent Sample T-test.

This test performed to determine whether the average of the two sample groups had a significant difference or not. Independent sample t-test was conducted by testing each data from the control class and the experimental class.

Table 4.10
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Speaking Skill	Equal variances assumed	2.032	.164	2.438	30	.021	1.438	.590	.233	2.642
	Equal variances not assumed			2.438	27.449	.022	1.438	.590	.229	2.646

The data output above is obtained by the value of Sig. (2-tailed) of $0.021 < 0.05$, it can be concluded that there is a difference in the average students' speaking skill between the students' speaking skill Post-test experimental class and students' speaking skill Post-test control class.

$$\begin{aligned}
 T &= \frac{X1 - X2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}} \\
 &= \frac{21 - 19}{\sqrt{\frac{1,390}{16} + \frac{1,905}{16}}} \\
 &= \frac{2}{\sqrt{0,86875 + 0,119625}} \\
 &= \frac{2}{\sqrt{0,988}} \\
 &= \frac{2}{0,99398189118} \\
 &= 2,01210909147
 \end{aligned}$$

C. Hypothesis Testing

1. If The hypothesis test T-score is greater than the T-table, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, the bamboo dance is effective and has an effect on improving the speaking skills of 8th grade students at SMP Plus As-Shafa Jubung for the 2020/2021 school year.
2. However, if the T-score is smaller than the T-table, the null hypothesis (H_0) is accepted while the alternative hypothesis is rejected. This means that the bamboo dance method is not effective in improving the speaking ability of 8th grade students at SMP Plus As-Shafa Jubung for the 2020/2021 academic year. From according to the data presented above, the t-score is 2.01210909147 and it shows a high t-score because the average post-test score of the experimental class students is 23 from the highest score of 25 after the bamboo dance method is different from the pre-test results obtained. the highest score is 19 and it shows that the t-score is higher than the significant > 0.05 level after the learning model of the bamboo dance method is carried out.

D. Discussion

The purpose of this study was to find out how was the effectiveness of the bamboo dance method was in improving the speaking ability of 8th grade students at SMP Plus As-Shafa Jubung for the 2020/2021 academic year. For data collection techniques in this study, namely a test or more precisely speaking test. This study conducted a speaking test in the experimental and

control classes in grade 8 students. In the experimental class for the test itself, there were pre-test and post-test to compare the speaking scores achieved by students before and after treatment (using the bamboo dance method). As for the control class, the researcher only taught recount paragraphs with the usual learning without any treatment or method. The data analysis shows that the average pre-test score in the experimental class before the bamboo dance method was taught was 13, with a minimum score of 13 students and a maximum of 19.

This means that the average data is still low. After the researcher carried out the bamboo dance method, the data analysis was obtained from the post-test score with an average value of 22. The minimum score achieved by students in the post-test was 19 and the maximum score was 23. The results from the previous data show that the bamboo dance method is very effective and can be an alternative for teaching in the classroom. Therefore, in hypothesis testing, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, so the bamboo dance method makes students actively interact with other students and improves students' speaking skills. Cooperative learning is more than just group work. A critical difference between cooperative learning and traditional group work is that in the latter, students are asked to work in groups with no attention paid to group functioning, whereas in cooperative learning, group work is carefully

prepared, planned, and monitored (Jacobs, 1997; Johnson & Johnson, 1994; Ng & Lee, 1996).³¹

The researcher has one source of theory to prove that the results of this study, about the effect of using the bamboo dance method on improving students' speaking skills, namely in the journal Yozi Sonor Gita, Yanti Ismiyati entitled "The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3 Jambi City". The theory said that "Bamboo dancing method also to learn about sharing, sharing the knowledge, information, experience and help to each other to find a correct clue. Bamboo dancing can use in other learning, economics, mathematics, and others in a group and fun. Based on the explanation, the researcher concluded that the effect of using bamboo dancing has a significant effect on student English speaking skill"³². The theory said that using the bamboo dance method improves students' speaking skills because by exchanging thoughts and experiences, information can make it easier for students to express themselves and become more confident to speak English in class.

Before the bamboo dance method was applied in the experimental class, learning in the classroom was very monotonous and made students bored learning to speak English. All of this they don't dare to speak, because they don't know how to speak English correctly and adequately. The reason is

³¹ Jacobs, G. M., Lee, C, & Ng, M. *Cooperative Learning in the Thinking Classroom* (Singapore, Conference on Thinking,1997), 1.

³² Yozi Sonor Gita, Yanti Ismiyati, "The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3 Jambi City" (Published Journal, Batanghari University, 2021) 56.

that they do not know how to compose sentences well and only know the vocabulary. When the researcher conducted the pre-test, many students were embarrassed and felt inferior in speaking in front of other students, and they were still confused about composing sentences with good grammar.

After the bamboo dance method was carried out, in the post-test implementation, many students were brave enough to speak in front of the class, had ample vocabulary, composed good sentences, and spoke more fluently. Therefore, the student's score increased significantly at the post-test, as the data previously showed. For the control class, the researcher taught recount text as usual.

In pre-test 8A as a control class, the researcher explained again about the recount text that the teacher had explained after that the researcher asked the students to write down experiences they had never experienced forgotten, within 10 minutes after finishing the researcher invited the students to come forward one by one to retell the experience as the researcher had done in the experimental class 8B. In this pre-test, students did not have enough courage to come forward and speak in front of their friends. After the completing of the pre-test, the researcher gave ways and motivations on how to speak in public. Then the researcher conducted a post-test assessment in the control class, and the test was still the same as the pre-test.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, there are conclusion and suggestion from this research. The conclusion itself summarizes all the discussions that have been related to the formulation of the problem and research objectives, as well as summaries from the previous chapters. At the same time the suggestions contain the sources of research findings, conclusions, and advice from researchers for all those involved in this research.

A. Conclusion

As it is known that the results of the research studies that have been discussed in the hypothesis testing of data analysis, and the discussion of the previous data, it can be concluded that there is a significant influence in the use of the bamboo dance method on improving students' speaking skills at SMP Plus As-Shafa Jubung for the 2020/2021 school year. In the hypothesis test, T-score is greater than the T-table, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be seen in the data presented that the t-score is 2.01210909147 and shows a high t-score because the average post-test score of the experimental class students was 23 from the highest score of 25 after the bamboo dance method was different from the initial test results obtained. The highest value is 19 and indicates that the t-score is higher than the significant level > 0.05 after the learning model of the bamboo dance method is carried out.

The average value in the experimental pre-test results was 13 and for the control class it showed 14 still, after the researcher treated the bamboo dance method in the experimental class, the average score in the experimental class in the post-test increased from 13 to 22, while for the results of the average posttest control class is from 14 to 19. The t value obtained from the post-test results between the experimental class and the control class is 2.01210909147, this indicates a t-score > 0.05 from the data presented. From these results, it can be concluded that there is a difference in scores in the experimental class and control class after being treated with the bamboo dance method for the experimental class with an increase in the experimental class students' scores on the post-test scores, namely students are more confident to practice speaking English in class and their ability to their English is more fluent. Therefore, the bamboo dance method is effectively improves the speaking skills of 8th grade students of SMP Plus As-Shafa for the 2020/2021 academic year.

B. Suggestion

For research dance bamboo method students in grade 8 SMP Plus As-Shafa increased in speaking English, so the researcher would give some advice to the teacher, students, and further research, as follows:

1. For an English teacher

The researcher advises the teacher English for learning method in the classroom so that students are more active and learning is not monotonous. This bamboo dance method will make students interact a lot

and dare to speak English with, them exchanging ideas and discussing face to face, between groups in front of the class with complete confidence, they will often speak English and are confident because they are together with other students. This bamboo dance method makes students talk to their group opponents to share the specified topic and increases their vocabulary and directly practice speaking English.

2. For Students

The researcher suggests that students should also follow and participate when the teacher teaches using the bamboo dance method. The learning atmosphere is fun because of the excellent cooperation of students and teachers. Thus, and students can improve their English speaking skills and improve them.

3. For researchers

For future researchers, the researcher suggests using this study as a source of information for further research because future researchers will need information and sources for the bamboo dance method.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

REFERENCES

- Anshori Muslich, Iswati Sri. 2009 Buku Ajar Metodologi Penelitian Kuantitatif (Surabaya, Pusat Penerbitan Dan Percetakan UNAIR (AUP).
- Brannen, Julia. 1992. *Mixing Methods : Qualitative and Quantitative research*, Newyork : Ashgate Publishing Company.
- Brown, H. Douglas. 2010 *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition. New York: Addison Wesley Longman
- Cotton, David. 2016. *Smart Solution Book*. Ft Publishing.
- Hamzah Amir. 2009 Metode Penelitian & Pengembangan Research & Development Uji Produk Kuantitatif Dan Kualitatif proses Dan Hasil, Literasi Nusantara.
- Heaton J. 2004 *Writing English Language Test* (New York: Cambridge University Press)
- Hendriyadi, Suryani.2015 *Metode riset Kuantitatif : Teori Dan Aplikasi pada Penelitian Bidang Manajemen dan Ekonomi Islam*, Prenadamedia.
- https://www.academia.edu/34094390/A_Pengertian_dan_definisi_metode_menurut_para_ahli
- http://webcache.googleusercontent.com/search?q=cache:DhHi_0SOOZ8J:ejournal.staimadiun.ac.id/index.php/annuha/article/download/49/pdf/+&cd=6&hl=id&ct=clnk&gl=en
- Huda Miftahul. 2019 Cooperative Learning, Pustaka Pelajar.
- Ismail Fajri. 2018 Statistika Untuk Penelitian Pendidikan dan Ilmu-Ilmu Sosial, (Jakarta:Prenademia Group).
- Ismiyati Yanti, Gita Sonor Yozi. 2021 “*The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3 Jambi City*” (Published Journal, Batanghari University).
- Jacobs, G. M., Lee, C, & Ng, M. 1997 *Cooperative Learning in the Thinking Classroom* (Singapore, Conference on Thinking)
- Machali Imam. 2018 Statistik Manajemen Pendidikan, (Yogyakarta:PPMPI).

- Majid, Abdul. 2013. *Perencanaan Pembelajaran. Bandung: PT Remaja Rosdakarya.*
- Margareta, Diana. 2018. *The Effectiveness of Using Bamboo Dancing Technique in Teaching Speaking of The Tenth grade at SMAN 1 Ngunut* (Thesis of English Education Department Faculty of Tarbiyah State Islamic Institute of Tulung Agung).
- Muhammad Taqi Uddin Al-Hilali & Muhammad Muhsin Khan, Maktabu Darul Qur'an.
- Nai Angela Irminda. 2017 Teori Belajar dan pembelajaran Implementasi pembelajaran dalam pembelajaran Bahasa Indonesia di SMP, SMA, SMK, Deepublish.
- Nazir Mohammad. 2003. Metode Penelitian. Jakarta:Ghalia Indonesia
- Nunan, David. 2003. *Practical English Language Teaching.* Newyork: McGaw – Hill Companies, Inc.
- Nurhadi, Asran Mastar, Ardiati. 2011 *Pengaruh Penggunaan Tipe Bamboo Dancing Dengan Hasil Pembelajaran IPS di Kelas v.*
- Qomusuddin Fanani Ivan. 2019 Statistik Pendidikan (Yogyakarta, Deepublish)
- Rahayu Putri Noviana. 2019 The Effectiveness of Using Bamboo Dancing Method on Students Speaking Achievement at Grade Mts As-syifi'iyah Gondang Tulungagung, (English Education Department Faculty of Tarbiyah And Teacher Training State Islamic Institute of Tulungagung).
- Siswati. 2019 Developing Speaking Material for Junior High School Students Using Scientific Approach, (Universitas Muhammadiyah).
- Thornburny, Scott. 2005. *How to Teach Speaking,* Longman Kanisius: Kesainc Blanc.
- Visnja Pavicic Takac. 2008 vocabulary learning strategies and foreign language acquisition, library of congress cataloging in publication data.

APPENDIX 1**AUTHENTICITY DECLARATION**

The undersigned below:

Name : Hisna Nasith Fikria
Student Number : T20166069
Study Program : English Education Department
Department : Faculty of Tarbiyah and Teacher
Training
Institution : KH. Achmad Shidiq Islamic State
University Jember

On this statement, as a researcher, I declare that all the content of this thesis is truly my original work, and I did not do plagiarism. It includes any material that has been written in this paper or published by others, as shown in the citation and bibliography.

Jember, 16 December 2021
Writer



Hisna Nasith Fikria
NIM : T20166069

JEMBER

APPENDIX 2

MATRIX

Title	Variable	Indicators	Source of Data	Research of Method	Research Question
The Effectiveness of The Bamboo Dance Method in Improving Students Speaking Skill at 8 Grade of SMP Plus As-Shafa Academic Year 2020/2021	1. Bamboo dance method	<ul style="list-style-type: none"> - Brainstorming - Discussion Section - Confirmation Section - Teaching Procedure of bamboo dance method - The advantages of bamboo dance method - The disadvantages of bamboo dance method 	<ol style="list-style-type: none"> 1. Observation 2. Interview the English teacher. 3. Speaking test 4. Pre-test and post test score 	<ol style="list-style-type: none"> 1. Approach kind of method. <ul style="list-style-type: none"> - Quantitative experiment 2. Data Collection of Method <ul style="list-style-type: none"> - observation - Interview - experiment - Documentation 3. Data analysis technique using the T-test <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> $t = \frac{(\bar{x}_1 - \bar{x}_2)}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$ </div> 4. trustworthiness 	1. How is the effectiveness of bamboo dance method in improving students speaking skill at 8 grade of SMP Plus As-Shafa Jubung?
	2. Speaking Skill	<ul style="list-style-type: none"> - Function of Speaking - Aspect of Speaking - Types of Speaking test 	<ol style="list-style-type: none"> 1. validation of data : by using SPSS 21 		

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

APPENDIX 3

VALIDITY SHEETS

Scoring Rubric

Aspect	Score	Criteria
Fluency	5	He or she tried to find the words, however, the delivery in explaining was smooth as a whole and there were only a few pauses.
	4	He or she was trying to find the words, however, the delivery in explaining was smooth overall and there were only a few pauses. Sometimes the words are choppy, but tell the story well.
	3	He or she was trying to find the words, however, the delivery in explaining was smooth overall and there were only a few pauses. Sometimes the words are choppy, but tell the story well.
	2	Long pauses while he or she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.
	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.
Pronunciation	5	In telling the story little is influenced by the mother tongue. There are only a few small errors in pronunciation but most of the pronunciation is correct.
	4	Pronunciation of the mother tongue is still affected but there is no serious error in pronunciation. A few errors in pronunciation but only one or two major errors causing confusion.
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.
	1	The mistakes are seriously has no pronunciation that can be understood and not be seen trying to explain the story properly.
Grammar	5	As like native speakers and grammar errors are rare
	4	Able to use the language accurately. Very few grammatical error.
	3	Control of grammar is good. Able to speak the language with a good grammar.
	2	Errors in grammar are frequent, but listener can still understand what the students are saying about.

KISI-KISI SOAL SPEAKING UNTUK PRE-TEST

Sekolah : SMP Plus As-shofa Jubung Jumlah Soal : 1
 Mata Pelajaran : Bahasa Inggris Bentuk Soal : Uraian
 Kelas : 8 (A&B) Waktu : 8A(12.10-13-35)&8B(08.20-09.45)

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (factual, konseptual, procedural) berdasarkan keingin tahunnya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.9.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.	Making a recount paragraph	Untuk pre-test, siswa diminta menulis pengalaman yang tidak terlupakan baik sedih maupun bahagia di satu paragraph berisi 5 baris dan siswa diberi waktu dalam 10 menit. Setelah selesai siswa maju satu persatu dan retelling story sesuai apa yang mereka tulis.
4. Mencoba mengolah dan menyajikan ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di Sekolah dan sumber yang lain yang sama dalam sudut pandang maupun teori	4.9.2 Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.		

UNIVERSITAS ISLAM NEGERI
 KH ACHMAD SIDDIQ
 JEMBER

Semangat!

SPEAKING PRE-TEST

Direction :

In this test, students please to write an unforgettable experience and at least 5 lines in one paragraph using the generic structure of the recount text that has been explained. After finishing the students go forward one by one, and retell the experiences that have been written.

Time allocation:

10 minutes is given to write the story and 5 minutes to retell the experience that has been written.

Example :

My Bad Day on Sunday

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

KH ACHMAD SIDDIQ
JEMBER

KISI-KISI SOAL SPEAKING UNTUK POST-TEST

Sekolah : SMP Plus As-shofa Jubung

Jumlah Soal : 1

Mata Pelajaran : Bahasa Inggris

Bentuk Soal : Uraian

Kelas : 8 (A&B)

Waktu : 8A(12.10-13-35)&8B(08.20-09.45)

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami pengetahuan (factual, konseptual, procedural) berdasarkan keingin tahunnya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.9.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.	Making a recount paragraph	Untuk post-test, siswa diminta menulis pengalaman yang tidak terlupakan baik sedih maupun bahagia di satu paragraph berisi 7 baris dan siswa diberi waktu dalam 10 menit. Setelah selesai siswa maju satu persatu dan retelling story sesuai apa yang mereka tulis.
4. Mencoba mengolah dan menyajikan ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di Sekolah dan sumber yang lain yang sama dalam sudut pandang maupun teori	4.9.2 Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.		

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

APPENDIX 5



You can do it!

SPEAKING POST-TEST

Direction :

In this test, students please to write an unforgettable experience and at least 7 lines in one paragraph using the generic structure of the recount text that has been explained. After finishing the students go forward one by one, and retell the experiences that have been written.

Time allocation:

10 minutes is given to write the story and 5 minutes to retell the experience that has been written.

Example :

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were tired but happy because we had so much fun.

KH ACHMAD SIDDIQ
JEMBER

APPENDIX 6

SPSS OUTPUT

```

DATASET ACTIVATE DataSet1.

SAVE OUTFILE='F:\data normalitas nana.sav'
  /COMPRESSED.
EXAMINE VARIABLES= Students' Speaking Skill BY Class
  /PLOT BOXPLOT STEMLEAF NPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.

```

Explore

Notes

Output Created		
Comments		
Input	Data	F:\data normalitas nana.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	64
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES= Students' Speaking Skill BY Class /PLOT BOXPLOT STEMLEAF NPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:03.88
	Elapsed Time	00:00:06.02

[DataSet1] F:\data normalitas nana.sav

Class

Case Processing Summary

Class	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent

Students' Speaking Skill	Pre-test Experimental	16	100.0%	0	0.0%	16	100.0%
	Post-test Experimental	16	100.0%	0	0.0%	16	100.0%
	Pre-test Control	16	100.0%	0	0.0%	16	100.0%
	Post-test Control	16	100.0%	0	0.0%	16	100.0%

Students' Speaking Skill	Pre-test Experimental	16	100.0%	0	0.0%	16	100.0%
	Post-test Experimental	16	100.0%	0	0.0%	16	100.0%
	Pre-test Control	16	100.0%	0	0.0%	16	100.0%
	Post-test Control	16	100.0%	0	0.0%	16	100.0%

Descriptives

Class				Statistic	Std. Error
Students' Speaking Skill	Pre-test Experimental	Mean		16.56	.447
		95% Confidence Interval for Mean	Lower Bound	15.61	
			Upper Bound	17.52	
		5% Trimmed Mean		16.62	
		Median		17.00	
		Variance		3.196	
		Std. Deviation		1.788	
		Minimum		13	
		Maximum		19	
		Range		6	
		Interquartile Range		3	
		Skewness		-.437	.564
		Kurtosis		-.684	1.091
		Post-test Experimental	Mean		21.25
	95% Confidence Interval for Mean		Lower Bound	20.51	
Upper Bound			21.99		
5% Trimmed Mean			21.28		
Median			21.00		
Variance			1.933		
Std. Deviation		1.390			

	Minimum		19	
	Maximum		23	
	Range		4	
	Interquartile Range		3	
	Skewness		-.170	.564
	Kurtosis		-1.122	1.091
Pre-test Control	Mean		16.13	.499
	95% Confidence Interval for Mean	Lower Bound	15.06	
		Upper Bound	17.19	
	5% Trimmed Mean		16.14	
	Median		16.00	
	Variance		3.983	
	Std. Deviation		1.996	
	Minimum		13	
	Maximum		19	
	Range		6	
Interquartile Range		4		
	Skewness		-.138	.564
	Kurtosis		-1.137	1.091
Post-test Control	Mean		19.81	.476
	95% Confidence Interval for Mean	Lower Bound	18.80	
		Upper Bound	20.83	
	5% Trimmed Mean		19.79	
	Median		20.00	
	Variance		3.629	
	Std. Deviation		1.905	
	Minimum		17	
	Maximum		23	
	Range		6	
Interquartile Range		4		
	Skewness		.041	.564
	Kurtosis		-1.180	1.091

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Students' Speaking Skill	Pre-test Experimental	.164	16	.200 [*]	.940	16	.347
	Post-test Experimental	.146	16	.200 [*]	.906	16	.100
	Pre-test Control	.139	16	.200 [*]	.938	16	.327
	Post-test Control	.142	16	.200 [*]	.941	16	.362

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

STUDENTS' SPEAKING SKILL

Stem-and-Leaf Plots

Students' Speaking Skill Stem-and-Leaf Plot for
Class= Pre-test Experimental

Frequency	Stem &	Leaf
1.00	13 .	0
1.00	14 .	0
3.00	15 .	000
2.00	16 .	00
3.00	17 .	000
4.00	18 .	0000
2.00	19 .	00

Stem width: 1
Each leaf: 1 case(s)

Students' Speaking Skill Stem-and-Leaf Plot for
Class= Post-test Experimental

Frequency	Stem &	Leaf
2.00	19 .	00
3.00	20 .	000
4.00	21 .	0000
3.00	22 .	000
4.00	23 .	0000

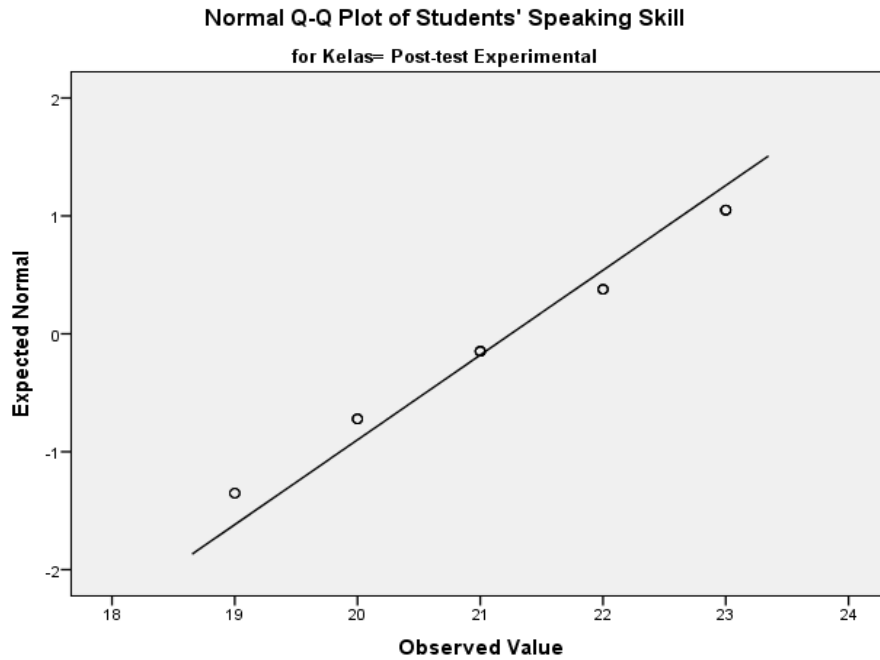
Stem width: 1
Each leaf: 1 case(s)

Students' Speaking Skill Stem-and-Leaf Plot for
Class= Pre-test Control

Frequency	Stem &	Leaf
2.00	13 .	00
2.00	14 .	00
2.00	15 .	00
3.00	16 .	000
2.00	17 .	00
3.00	18 .	000
2.00	19 .	00

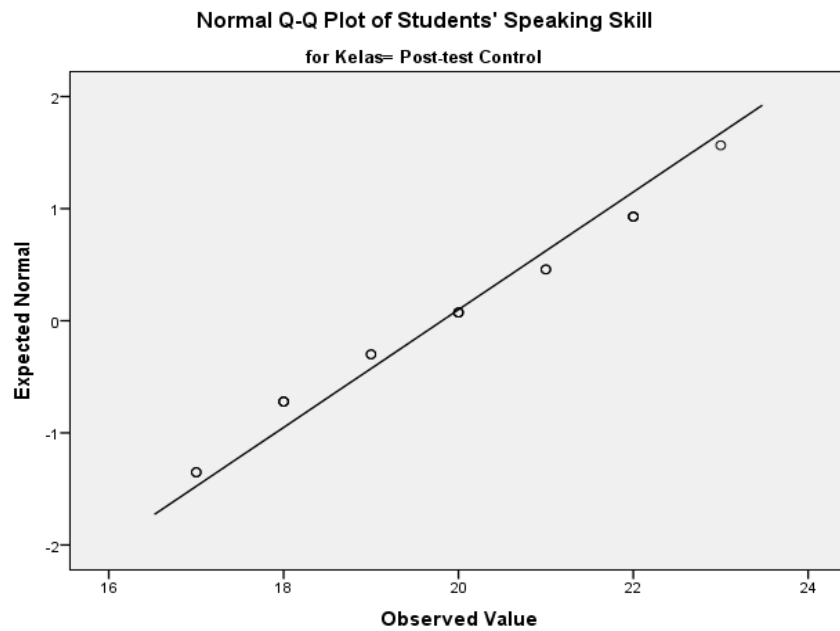
Stem width: 1
Each leaf: 1 case(s)

Normal Q-Q Plots

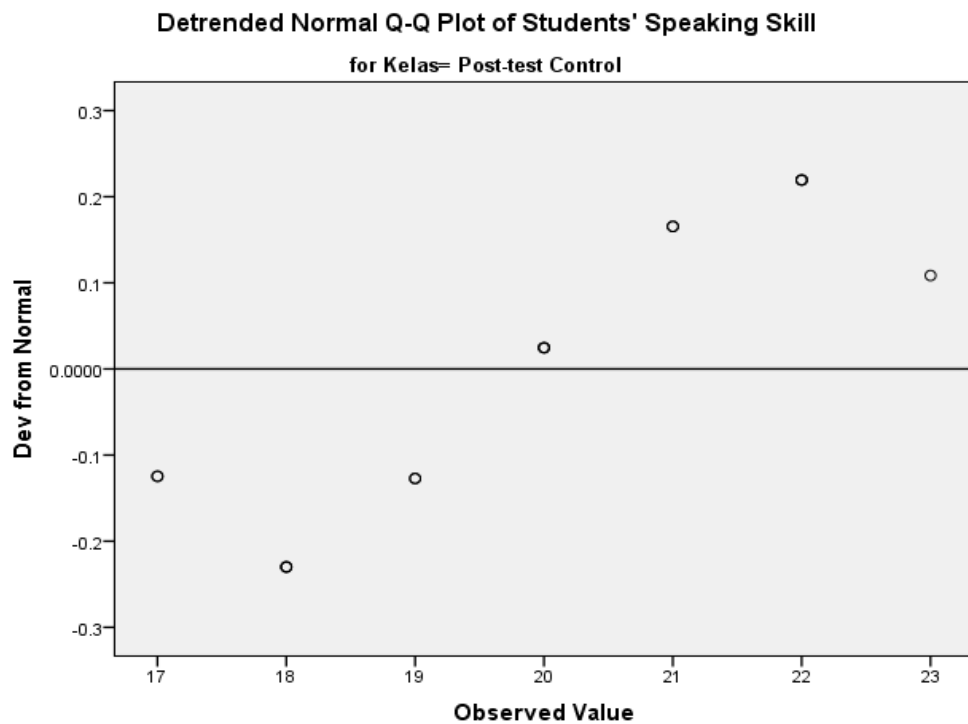


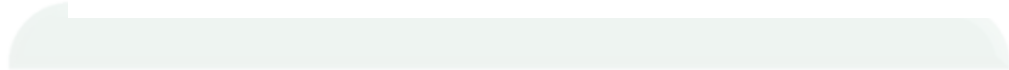
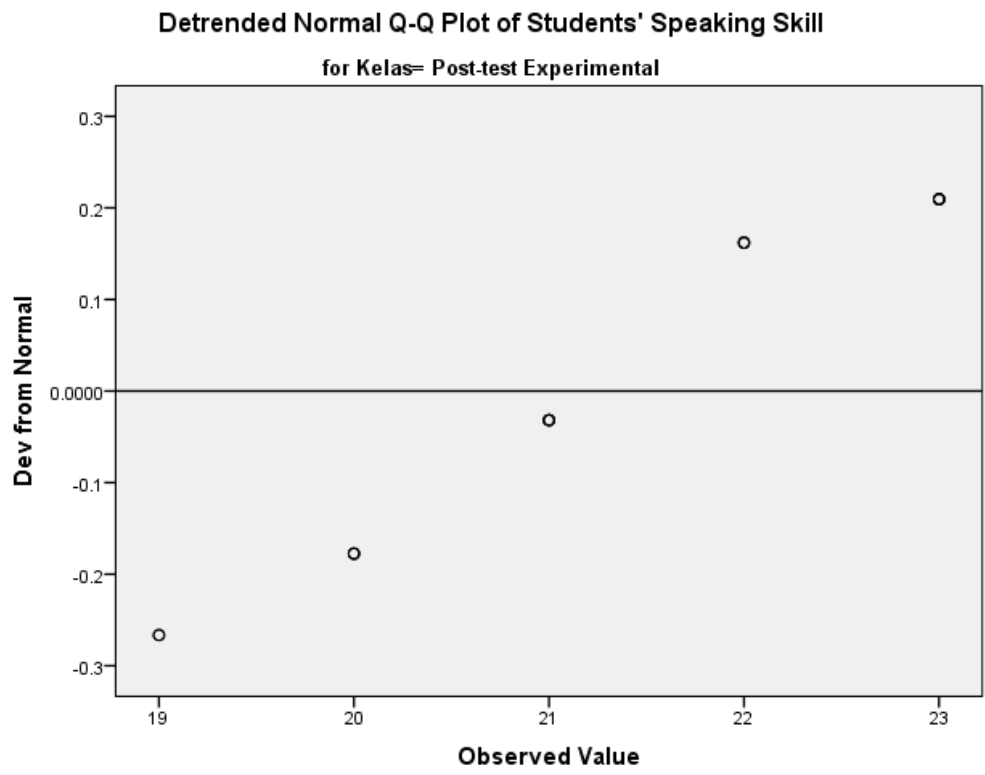
UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER



Detrended Normal Q-Q Plots





UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

T-Test

Notes

Output Created		
Comments		
Input	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	16
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST PAIRS=PretestExperimental PretestControl WITH PosttestExperimental PosttestControl (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

[DataSet5]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental	16.56	16	1.788	.447
	Post-test Experimental	21.25	16	1.390	.348
Pair 2	Pre-test Control	16.13	16	1.996	.499
	Post-test Control	19.81	16	1.905	.476

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Experimental & Post-test Experimental	16	-.034	.902
Pair 2	Pre-test Control & Post-test Control	16	.217	.420

Paired Samples Test Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pai r 1	Pre-test Experimental - Post-test Experimental	-4.688	2.301	.575	-5.914	-3.461	-8.148	15	.000
Pai r 2	Pre-test Control - Post-test Control	-3.688	2.442	.610	-4.989	-2.386	-6.041	15	.000

DATASET ACTIVATE DataSet1.

DATASET ACTIVATE DataSet1.

SAVE OUTFILE='F:\data normalitas nana.sav'
/COMPRESSED.

SAVE OUTFILE='C:\Users\LENOVO\Desktop\data nana.sav'
/COMPRESSED.

EXAMINE VARIABLES=Students' Speaking Skill BY Class
/PLOT BOXPLOT STEMLEAF SPREADLEVEL
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Explore



Notes		
Output Created		03-OCT-2021 23:13:30
Comments		
Input	Data	C:\Users\LENOVO\Desktop\data nana.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	64
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES= Students' Speaking Skill BY Class /PLOT BOXPLOT STEMLEAF SPREADLEVEL /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:00.70
	Elapsed Time	00:00:00.77

[DataSet1] C:\Users\LENOVO\Desktop\data nana.sav

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Class

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Students' Speaking Skill	Post-test Experimental	16	100.0%	0	0.0%	16	100.0%
	Post-test Control	16	100.0%	0	0.0%	16	100.0%

Descriptives

	Class		Statistic	Std. Error	
Students' Speaking Skill	Post-test Experimental	Mean	21.25	.348	
		95% Confidence Interval for Mean	Lower Bound	20.51	
			Upper Bound	21.99	
		5% Trimmed Mean	21.28		
		Median	21.00		
		Variance	1.933		
		Std. Deviation	1.390		
		Minimum	19		
		Maximum	23		
		Range	4		
		Interquartile Range	3		
		Skewness	-.170	.564	
		Kurtosis	-1.122	1.091	
			Post-test Control	Mean	19.81
95% Confidence Interval for Mean	Lower Bound			18.80	
	Upper Bound			20.83	
5% Trimmed Mean	19.79				
Median	20.00				
Variance	3.629				
Std. Deviation	1.905				
Minimum	17				
Maximum	23				
Range	6				
Interquartile Range	4				
Skewness	.041			.564	
Kurtosis	-1.180			1.091	

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Students' Speaking Skill	Based on Mean	2.032	1	30	.164
	Based on Median	1.788	1	30	.191
	Based on Median and with adjusted df	1.788	1	28.355	.192
	Based on trimmed mean	2.047	1	30	.163

Students' Speaking Skill

Stem-and-Leaf Plots

Students' Speaking Skill Stem-and-Leaf Plot for Class= Post-test Experimental

```

Frequency      Stem & Leaf
  2.00         19 . 00
  3.00         20 . 000
  4.00         21 . 0000
  3.00         22 . 000
  4.00         23 . 0000

```

Stem width: 1
Each leaf: 1 case(s)

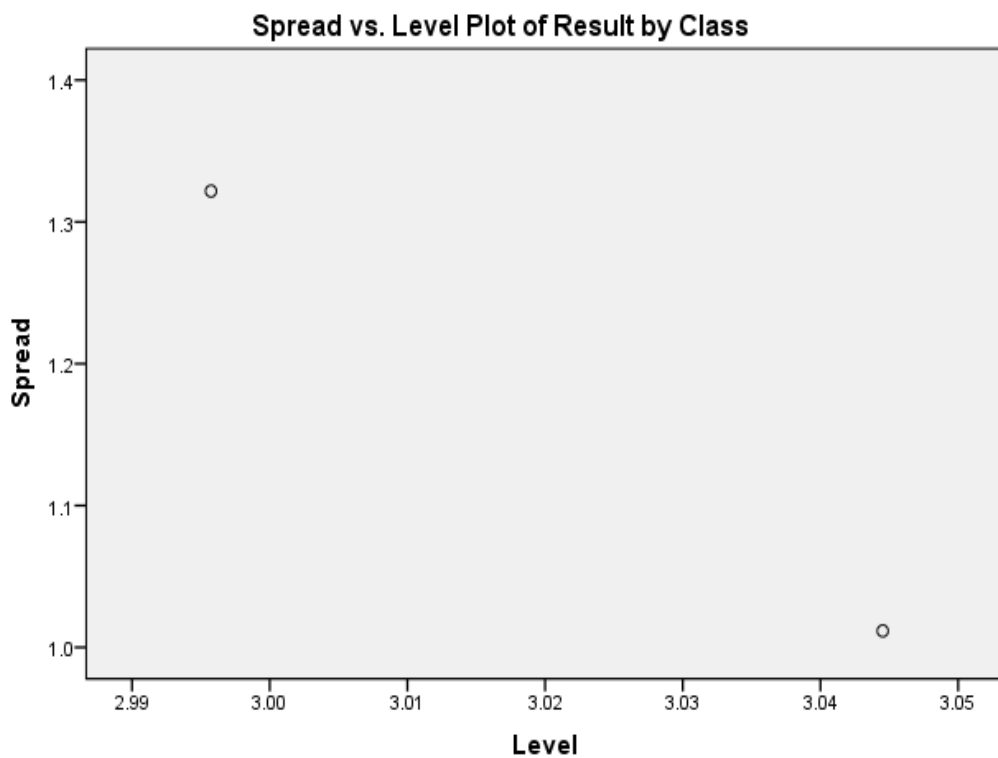
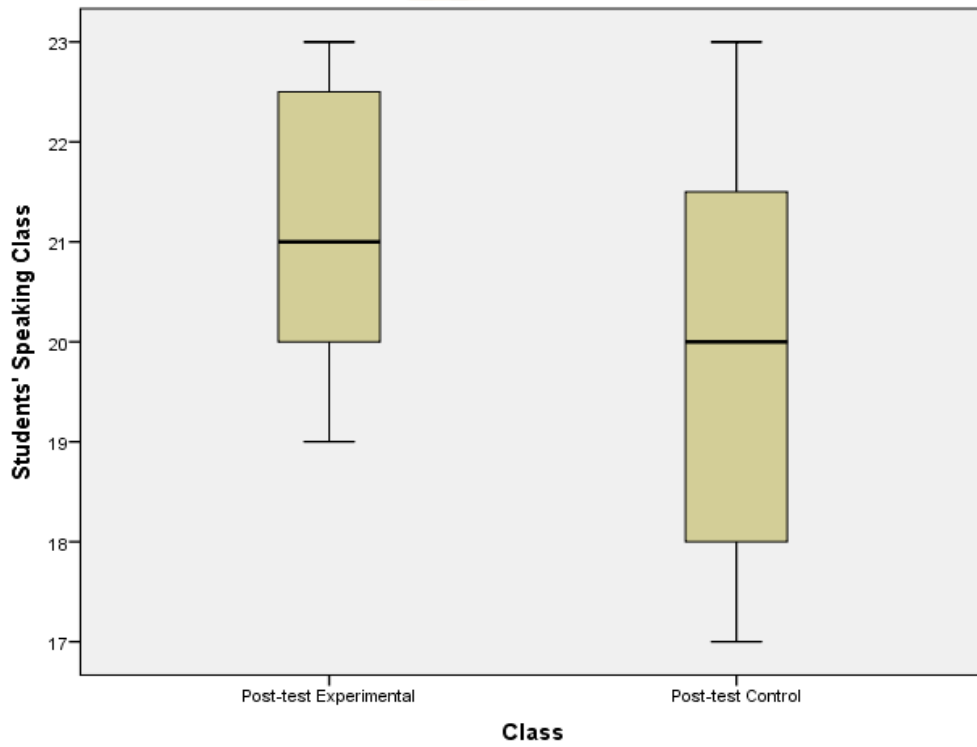
Students' Speaking Skill Stem-and-Leaf Plot for Class= Post-test Control

```

Frequency      Stem & Leaf
  2.00         17 . 00
  3.00         18 . 000
  2.00         19 . 00
  3.00         20 . 000
  2.00         21 . 00
  3.00         22 . 000
  1.00         23 . 0

```

Stem width: 1
Each leaf: 1 case(s)



* Plot of LN of Spread vs LN of Level
 Slope = -6.357 Power for transformation = 7.357

ONEWAY Students' Speaking Skill BY Class
 /STATISTICS HOMOGENEITY
 /MISSING ANALYSIS.

T-Test

Notes

Output Created	03-OCT-2021 23:20:20	
Comments		
Input	Data	C:\Users\LENOVO\Desktop\data nana.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	64
	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST GROUPS=Class1 2) /MISSING=ANALYSIS /VARIABLES= Students' Speaking Skill /CRITERIA=CI(.95).	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students'	Post-test Experimental	16	21.25	1.390	.348
Speaking Skill	Post-test Control	16	19.81	1.905	.476

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Speaking Skill	Equal variances assumed	2.032	.164	2.438	30	.021	1.438	.590	.233	2.642
	Equal variances not assumed			2.438	27.449	.022	1.438	.590	.229	2.646

	4	Pronunciation of the mother tongue is still affected but there is no serious error in pronunciation.
1	2	3
		A few errors in pronunciation but only one or two major errors causing confusion.
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.
	1	The mistakes are seriously has no pronunciation that can be understood and not be seen trying to explain the story properly.
Grammar	5	As like native speakers and grammar errors are rare
	4	Able to use the language accurately. Very few grammatical error.
	3	Control of grammar is good. Able to speak the language with a good grammar.
	2	Errors in grammar are frequent, but listener can still understand what the students are saying about.
	1	He Or she can speak English but does not have proper grammar control and is not confident
Vocabulary	5	The vocabulary used is not monotonous and has a wide vocabulary
	4	The students speak using the vocabulary he/she already has and so rarely does he or she speaks with memorize the vocabulary he or she has.
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.
	2	The students have sufficient vocabulary to express their selves simply.
	1	He or she uses words that are often the same and very little vocabulary.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

SPEAKING PRE-TEST (EXPERIMENTAL CLASS 8B)

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	Aisyah NurAini	3	3	3	4	3	16
2	Dewi Eka Febriyanti	2	4	3	3	2	14
3	Dewi Helen Sindi Puspita	4	4	3	4	3	18
4	Faridatu IHasanah	5	4	3	2	4	18
5	Fitri Wulandari	4	2	3	3	3	15
6	Ira Anggi Anggraeni	5	3	3	2	4	17
7	Lu'lail Hidayatul Rohma	5	3	2	2	3	15
8	Naili Farah Suroyo Dewi	4	4	4	3	4	19
9	Nofitasari	3	2	4	3	3	15
10	Putri Ayu	5	4	3	4	3	19
11	Restu Saputri	3	3	4	4	3	17
12	Sinta Dwi Afkarina	4	4	3	3	4	18
13	Sulastris Ningsih	3	2	2	3	3	13
14	Yeni Nofitasari Dewi	4	3	3	3	3	16
15	Kanza Imanie Ajra	5	2	3	3	3	17
16	Fiqih Alodye Nove	5	4	3	3	3	18

Handwritten signature

SPEAKING PRE-TEST (CONTROL CLASS 8A)

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	Aril Adit Syahputra	4	3	4	3	3	16
2	Bagas Prama Ananta	3	4	3	3	3	16
3	Bagus Indra Prasetyo	5	3	3	4	3	18
4	Fajar Syahputra	3	3	4	3	4	17
5	Fikri Irwansyah	4	2	3	3	2	14
6	Ifan Kurniawan	4	3	3	2	3	15
7	M. Rendi	4	3	4	3	3	17
8	M. Rizky	5	4	3	3	4	19
9	M. Ilham	3	1	3	3	3	13
10	M. Aryo	4	3	3	3	2	15
11	M. Farhan	5	3	3	4	4	19
12	N. Afandi	4	2	3	3	4	16
13	Reza Agung	4	3	3	3	5	18
14	Yusrodul Fadli	3	2	2	3	3	13
15	Wildan Habib	3	3	2	3	3	14
16	Raditya Putra Pradana	4	3	4	4	3	18

SPEAKING POST-TEST (EXPERIMENTAL CLASS 8B)

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	Aisyah NurAini	4	5	3	5	3	22
2	Dewi Eka Febriyanti	4	5	5	3	5	22
3	Dewi Helen Sindi Puspita	5	3	4	5	5	22
4	Faridatu IHasanah	5	4	4	5	5	23
5	Fitri Wulandari	5	3	4	4	4	20
6	Ira Anggi Anggraeni	5	5	4	3	4	21
7	Lu'luil Hidayatul Rohma	4	5	5	5	4	23
8	Naili Farah Suroyo Dewi	4	5	4	3	4	19
9	Nofitasari	4	5	5	3	4	21
10	Putri Ayu	5	4	3	4	5	21
11	Restu Saputri	4	5	3	3	4	19
12	Sinta Dwi Afkarina	5	4	5	4	5	23
13	Sulastri Ningsih	5	4	5	3	3	20
14	Yeni Nofitasari Dewi	5	5	4	5	5	23
15	Kanza Imanie Ajra	4	5	3	4	4	20
16	Fiqih Alodye Nove	5	4	4	4	4	21

SPEAKING POST-TEST (CONTROL CLASS 8A)

No	Subject	Aspect of Speaking					Total Score
		Comprehension	Fluency	Pronunciation	Grammar	Vocabulary	
1	Aril Adit Syahputra	5	4	3	4	3	19
2	Bagas Prama Ananta	5	4	4	4	5	22
3	Bagus Indra Prasetyo	4	5	4	4	3	20
4	Fajar Syahputra	5	4	3	3	3	20
5	Fikri Irwansyah	4	5	4	4	3	20
6	Ifan Kurniawan	4	4	2	3	3	17
7	M. Rendi	5	5	4	5	5	23
8	M. Rizky	4	3	3	4	4	18
9	M. Ilham	4	3	4	3	3	17
10	M. Aryo	5	5	4	3	4	21
11	M. Farhan	5	4	3	3	4	19
12	N. Afandi	5	4	4	3	4	20
13	Reza Agung	5	4	5	4	4	22
14	Yusrodul Fadli	5	4	3	5	4	21
15	Wildan Habib	5	3	4	3	3	18
16	Raditya Putra Pradana	5	4	5	3	4	22

APPENDIX 9

Questions From The Post-Test

My First Time In Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many house, I think, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle can go through.

On the second day, all of us went to Malioboro street. We saw so many merchant with various of product which they claim to be a traditional product of Yogyakarta. I bought some wooden figurine and T-shirt with the word "Yogyakarta" printed on it, while my sister bought some leather handbag. My mom and dad were busy choosing some merchandise to be brought home when we go back.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of picture there. We also took some picture of the building so we can check it again at home. We found some place providing Yogya traditional food around the building and we jumped in right away.

We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall and Ambarrukmo Plaza. We realized that Yogyakarta turned out to be very warm during the day, that was the reason why we decided to spend more time in air conditioned building like this.

My Holiday during COVID-19 Pandemic

Since the first case of coronavirus in Indonesia last few months, the government swiftly decided to limit the social direct interaction and close down the public places including schools in encouraging physical distancing.

Finally, the holiday had come. It seemed like I had a long holiday. Since the school classes were all online from home, it made my holiday at home wasn't special like my ordinary school days. I usually woke up late on holiday. Then I took a bath and had my breakfast. My parents had been busy with their work. My father had meetings and did his office project at home.

I had nothing special to do except playing online games alone or with my brother, cleaning up the house, and reading or watching YouTube. Sometimes I watched the news on TV. There were many negative events happening around us, such as people dying of covid-19, the bad days for business, and many layoffs and pay cuts started to depress everyone. All I see was bleak about the future if it didn't end soon. So, I always hope every single day that this all calamity will be over soon.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Discuss with your group and explain!

Purpose of the text !

1. Why is the text written ?
2. The text is written for ?
3. What is the purpose ?
4. What is writer's intention ?
5. What the conclusion in this paragraph ?



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

APPENDIX 10**DOCUMENTATION**

1. When explained the recount text material to class 8B as an experimental group.



2. Discuss between groups to share opinions about today's material



6. the researcher goes around and pays attention to the students discussing



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

7. When the learning process used the bamboo dance method



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER



YAYASAN AS SHOFA JUBUNG
SMP PLUS AS-SHAFA
JUBUNG SUKORAMBI JEMBER
 NSS: 202052421214 NPSN: 20548839
Jl. Perumdim Raya Jubung Sukorambi Jember 68151
 Telp: 0331- 4146945 Email: smpplusashafajember@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN


Nomor : 421.3/177-1/413.15.20548839/2021

Yang bertanda tangan di bawah ini Kepala SMP Plus As-Shafa, menerangkan bahwa :

Nama : Hisna Nasith Fikri
 TTL : Banyuwangi, 20 Maret 1998
 Universitas : IAIN Jember
 Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Bahasa Inggris

Bahwa nama tersebut di atas telah melaksanakan penelitian di SMP Plus As-Shafa pada tanggal 20 Februari s/d 26 Maret 2021 dengan judul penelitian *The Effectiveness of the Bamboo Dance Method on Students Speaking Skill at 8 Grade of SMP Plus As-Shafa Jember Academic 2020/2021*.

Demikian surat ini kami buat dengan sebenarnya agar dapat dipergunakan seperlunya.
 Terima kasih.

Jember, 21 April 2021
 Kepala Sekolah

 Muhammad Imron, S.Si



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1054/In.20/3.a/PP.00.9/01/2021 18 Januari 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Plus As-shafa
Jl. Perumdim Raya, Jubung Lor, Jubung, Kec. Sukorambi, Kabupaten Jember, Jawa Timur 68151

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Hisna Nasith Fikria
NIM : T20166069
Semester : IX
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **Effectiveness of Bamboo Dance Method on Students Speaking Skill at 8 Grade of SMP Plus As-shafa** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Mohamad imron, S.Si. Adapun pihak-pihak yang dituju adalah sebagai berikut:

Kepala Sekolah

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 18 Januari 2021

an. Dekan
Wakil Dekan Bidang Akademik,



Mashudi

APPENDIX 12

CURRICULUM VITAE



Name : Hisna Nasith Fikria
NIM : T20166069
Place/Date of Birth : Banyuwangi, March 20th 1998
Address : Dsn. Temurejo, Ds. Selorejo, Kec.
Bangorejo
Email : heinana20@gmail.com
Department : Faculty of Tarbiyah and Teacher Training
Program : English Education Department

Educational Background :

- a) TK Khadijah 28 graduated in 2004
- b) MI Al-Jazari graduated in 2010
- c) Mts Miftahul Mubtadi'in graduated in 2013
- d) SMA AL-Hikmah graduated in 2016

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER