

**THE EFFECT OF USING *BAMBOO DANCING* COOPERATIVE  
LEARNING STRATEGY TOWARDS STUDENTS ENGLISH SPEAKING  
SKILL IN SENIOR HIGH SCHOOL 3 JAMBI CITY**



**THESIS**

*Submitted in As Partial Fulfillment to the requirements for the Degree of  
Sarjana Pendidikan in English Education*

**By**

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## LETTER OF RATIFICATION

This thesis entitled *“The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3 Jambi City”* by Yozi Sonor Gita, student number 1600888203035, was accepted and approved by the team of examiners Faculty of Teacher Training and Education Batanghari University on June 2020.

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## **STATEMENTS OF WORK'S ORIGINALITY**

**I honestly declare that this thesis entitled “The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3 Jambi City” thesis I wrote doesn’t contain the work of parts of the other people, except those cited in the quotation and bibliographies as a scientific paper should.**

**Jambi, June 2020  
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## MOTTO

*“Passion will move men beyond themselves, beyond their shortcomings, beyond their failures.”-Joseph Campbell*

*(Ketertarikan yang kuat akan menggerakkan seseorang melampaui dirinya, melampaui kekurangannya, melampaui kegagalannya)*

*“Even a broken women won’t destroy her dream.”-Ojik*

*(Bahkan seorang wanita yang hancur sekalipun, tidak akan menghancurkan impiannya)*

*“You must give everything to make your life as beautiful as the dreams that dance in your imagination.”-Roman Payne*

*(kamu harus memberikan apapun untuk membuat hidupmu secantik impian yang menari di imajinasimu)*

Starts to love anything from a little things

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I realize this thesis will never be completed without support, cooperation, help, love from a lot people. In this chance, I would like to give Big Thanks and sincere gratitude also appreciation to :

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Fininally, I realize that there are so many mistakes in this study in spite of all my efforts. Therefore, I would be very grateful for any corrections, comments, and criticisms for all readers to improve this thesis.

Jambi, July 2020  
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## ABSTRACT

Gita, Y.S.(2020). “*The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Students English Speaking Skill in Senior High School 3 Jambi City*”. Jambi, Batanghari University Jambi.

The purpose of this study was to find out the effect or not there was any effect of using Bamboo Dancing Cooperative Learning towards Student English Speaking Skill. The problem in this study referred to the learning strategy English speaking skills. The study was conducted at the MIPA 6 and MIPA 7 in senior high school. The population of the study was 71 student in the second semester of MIPA 6 and MIPA 7. The sample of this study was all of the 36 is MIPA 6, 22 female and 14 male students. The types of the data were quantitative. The data were obtained by using tell the recount text from the picture to test the speaking of students, and analyzed by using manual effect analysis with speaking table score, oral proficiency scoring categories. Furthermore based on statistical compulation t-test was found that the coefficient of  $t_{observation} = 4,05$  where the coefficient of  $t_{table} = 1,994$ . It means that there significant effect of using bamboo dancing method toward students' english speakig skill. It also indicated that there significant effect of using Bamboo Dancing Cooperative Strategy Towards Students English Speaking Skill in Senior High School 3 Jambi City in 2020-2021 Academic Year.

***Keywords : speaking, bamboo dancing, cooperative learning strategy***



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# CHAPTER I

## Introduction

### 1.1 Background of the Study

As a language that is used by more than a half people around the world, especially English holds the key as International Language, then its a tool of communication for people of the world to get commerce in social – cultural, science and technology with English. Besides, students need to understand how to use English in order to improve their knowledge until confidence to face global competition. Brown (2006) stated that Language learning is not a easy set in steps that can be programmed with a quick do – it – yourself kit, “kit“ in other names like device also certain equipment or need. Nowadays, English is getting more and more important mostly for students, college students, and parents. They need to know how to speak English when they teach their children or communicate with other people. Many things to get the way in learning English especially speaking English. The basic success when we speaking English to other people, they can understand what we talk, and its enough to start learning about speaking English.

Speaking is one of the ways to express ideas, feelings, experience and knowledge to around us. The delivery of language through the mouth, when we speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips its called Speaking. However In our own language, speaking is usually the second language skill that we learn besides listening, writing, reading. Speaking can be formal or nonformal. It is often spontaneous, open – ended, and evolving. However, speech is not always

unpredictable. To speak very well is called speaking skill. Richards (2008) stated that the mastery of speaking skills in English is priority for second and foreign language learners. Therefore, learners mostly often evaluate their success in language learning although the effectiveness of their English course on the basis of how much they feel to have improve in their speaking language proficiency through oral.

Based on research is mostly students of Senior High School have difficulties in their speaking skill, especially in interpersonal conversation. It is because they have to concern with the material and also the practice of the conversation it self. In English, there are some skills that students have to master. Those skills are speaking, listening, writing, and reading. For this reason, there some experience with a variety of reading, writing, and speaking, listening activities in school or outside school that it can help learners to obtain the skills they need to be successful. In a fact according to Cook (2008), “English-speaking in Primary school there is a such a small exposure to a second language as one hour a week can have useful effects on other aspects, on child mind and is potentially an important reason for teaching children another language and also in language teaching give affects more than language in a person’s mind. ” To learning English especially start from primary school at the very least have a one hour to learn language, its hard to learn another language if start from children it will get used to.

Speaking is one of important aspects in learning language because speaking is a tools of communication, and important to student to make a good communication. In speaking and listening we tend to be getting something done,



exploring ideas, working out some aspect of the world, or simply being together. As well as not only student to speak well but also teacher must learning how to speak well and they understand. According to Richards (2006) says that the goals of language teaching sets as its goal the teaching of *communicative competence*, also communicative competence includes the following aspects of language knowledge is knowing how to use language for a range of different aims and functions, knowing how to vary our use of language formal or informal speech, knowing how to produce and understand different types of text, knowing how to maintain communication through using different kinds of communication strategies.

Moreover to make a good situation in classroom, teacher must be interact with student, which is now the other school in Indonesia have a rule is Full day school. From Center For Indonesian Policy Analysis tell about full day school system is a school system for developed countries, which is this system must be balance with another education system such as formal and informal also external component of education. Learning speaking English make the student boring if lesson about speaking in the last of the day. In the real situation based on my research in SMA N 3 Jambi City with this rules it make a half student in school feel bored when learning English especially they lazy to speaking English. They need something to make them in interest when learning all the lesson especially English, example before start make a amusement to them and do not make boring. At this time teacher tend to reach goals of curriculum target and learning process too monotonous because attach importance to rote learning not understanding.

To reach goals in learning process, the government in all countries have a way to make all good in education such as with Learning Strategy. Learning Strategy is the all series of teaching material learning such as the all aspect before, ongoing, and after learning do by teacher and all the amenities. Teaching strategy it means a plan and it used in compose curriculum, to set material of student, or give a clue to another teachers. Cooperative learning is one of the Learning Model and it mean a student – centered, instructor – facility instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. The little information of Cooperative Learning Johnson, Johnson and Holubec (1993) postulated in *A Class The Active Classroom The Hong Kong Institute of Education* cooperative learning student can maximize their own and each other's learning when they work together (Li ,M.P. & Lam , B.H., 2013, p. 1).

Furthermore, Johnson, Johnson, & Holubec, (2015) postulated in *Cooperative Learning*, Cooperative Learning is learning together and help to each other to reach the goals. Cooperative learning is an old idea. (David W. Johnson, 2017,p.2), not the all of student can understand with learning alone, with using Cooperative learning they can learn together and reach they goals together, and with using this, teacher can learn twice. There are five basic elements do the cooperative learning. Teaching with using another learning strategy can be make situation in learning process more interesting and more fun, because not only one learning method apply, but we can change to another method.

So, some method should be carried out to make speaking easier and interesting. One of the method to teach speaking is Bamboo Dancing method.

Using bamboo dancing or inside outside circle is a good method to teach speaking, but little different names. The researcher focus on Bamboo dancing. With bamboo dancing aims student share the information in the same time with the different partner with a short time, but not using bamboo and this relate to cooperative learning strategy of learning bamboo dancing that is basically a lesson that emphasizes on student interaction and cooperation in small groups. In addition, bamboo dancing method not only creative but attractive activities its application to student and to be active with all opinions and knowledge in groups.

Based on the explanation from above, the researcher will be try to teach speaking at Senior High School 3 Jambi City in two class MIPA XI 6 and 7 as a sample with using Bamboo dancing to make the all student interesting and enjoy learning process. For that reason to investigate by using bamboo dancing is effective or not. And finally the research choose this title “The Effect of using *Bamboo Dancing* Cooperative Learning Strategy towards Students English Speaking Skill “ with make a contribution it shows this research can use in the other school if this effective and its the other good way to reach a good score.

## **1.2 Formulation of the Research**

Based on explanation in background part, it discuss about The Effect of using *Bamboo Dancing* Cooperative Learning Strategy towards English Speaking Skill in Senior High School 3 Jambi City, so the problem of this study can be using formulation as follows “ What is method give effect in learning speaking by using Bamboo Dancing method of the Eleventh grade at SMA 3 jambi city ? “.

### **1.3 Objective of the Research**

Consider the problem of the top to make the student fluently to speaking English with learning together, this study tries to measure the effect of using Bamboo Dancing Cooperative Learning Strategy towards English speaking skill in Senior High School 3 Jambi City.

### **1.4 Significance of the Research**

The researcher hopes that this research can be useful in using bamboo dancing in increasing student to get better in speaking english with one of the learning strategy towards english speaking skill to the reader, especially :

#### **A. Teacher**

To make another experience to the teacher cause manys ways to make teaching learning process more fun and enjoy, not only make a boring. And of course to help the teacher to it good learning in English and to be better in speaking English.

#### **B. Student**

I hope this research can be make the student fluently in speaking and they experience to speak to the other people, and of course to be active in learning process.

#### **C. Researcher**

To make contribution and information on using Bamboo dancing learning strategy in the teaching learning process in school or collage.

### **1.5 Limitation of The Research**

There are many learning strategy we can find when teaching English in school, in fact many student still lost and not understand about English and

speaking English well, so in the other ways many researcher make another learning model based on the problem of the student still not fluently to speak English.

To the research, the researcher limits the problem of research on the following points :

Learning strategy in teaching speaking in retelling about some story in the past event (Recount Text) using with a model Bamboo Dancing method in the class XI MIPA 6 as Experiment Class in the second semester at SMA N 3 Jambi City.

## **1.6 Definition of Key Terms**

### **A. Cooperative Learning**

Is a teaching and learning strategy that emphasizes the attitudes or behavior together in work and help among others in an organized structure of cooperation in groups, consisting of two or more people. In a Cooperative Learning explanation (Li,M.P & Lam, B. H., 2013), is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group member in order to solve tthe problem , complete a task and achieve a goal.

### **B. Bamboo Dancing**

Is a teaching and learning method or technique which is a modification of Inside-Outside Circle, it means that a small circle and a large circle, emphasize the occurrence of cooperation between one student with the other students who are in front of the partner and later they move each other to change positions according to clockwise rotation in order to solve a problem. Bamboo Dancing method is

modification from Inside-Outside Circle by Spencer Kagan. He stated, “students rotate in concentric circles to face new partners for sharing, quizing, or problem solving,” (Kagan, 2009, p.6.27), eventhough have different names but still have same technique.

### C. Speaking Skill

This skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Richards (2008) though the best to approach the teaching of oral skills has long been the focus of methodological debate. To improve speaking skill through debate show, story telling, and many ways to get good speaking also get a natural confidence.

## CHAPTER II

### Review Of Related Literature

#### 2.1 Cooperative Learning

Cooperative Learning is an old thing in learning process to make learning activity more interactive, even student can be give good interaction with learning process. Especially school, it must have a good learning system with dinamic process based on to increase student curiosity about world. Definition about Cooperative Learning is group activity organized in such a way that learning on the socially structured change of information between learners in group in which each learners is responsibility for student own learning and is motivated to increase the learning of other, to reach the goals, and concept based in daily life example is teamwork, organization, team of people. According to Wendy (2007), "Cooperative Learning requires pupils to work together in small groups to support each other to improve their own learning and that of other". Nevertheless, its not simple enough, because many variations in Cooperative Learning, depends on what kind of good variations in Cooperative Learning using when do learning procces.

In general there are four foundations in learning based on UNESCO (1996) , which is : *Learning to Know or Learning to Learn*; (2) *Learning to do*; (3) *Learning to be*; (4) *Learning to Live Together*. Wendy (2007) When teacher want to adapt one of variations of Cooperative Learning, must knowing first about two elements of Cooperative Learning such as Positive Interdependence and

Individual Accountability, also the researcher add some element based on Li, M.p & Lam, B.H book's, such as :

***a . Positive Interdependence***

This need each student in a small group to contribute to the learning of the group, help each other student to student, to finding a result, needs the other to complete the task, same like *one for all, all for one*.

***b. Individual Accountability***

It means each member of the group is accountable for completing the part of work, and the student in the group to develop a responsibility to learn and help the other group.

***c. face-to-face promotive interaction***

Some of group work may be parcelled out and done individually, some must be done interactively with group members and one another with feedback, challenging reasoning, and conclusions, and its most important teaching, helping, supporting, applauding, and encouraging one another in order to reach the group's goals.( Li, M.p & Lam, B.H, ; 2013 ).

***d. Appropriate use of social, interpersonal, collaborative and small-group skills***

Student help to develop and practice trust-building, leadership, making decision, communication and conflict management skills.

***e. Group processing***

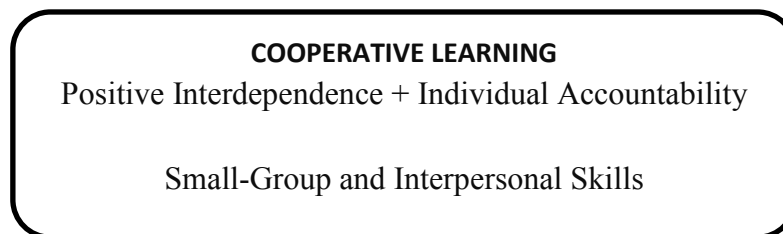
Johnson&Johnson,1999; Johnson & Holubec,1991; Kagan, 1994) postulated in *A Class The Active Classroom The Hong Kong Institute of Education*, Team member set a group goals, describe all member action are helpfull or not



periodically assess what they are doing well as a team and identify changes they will make to function more effectively in the future ( Li, M.P & Lam, B.H, p.4 ).

In Cooperative Learning aspect, there are Interpersonal and small-group skills. It consists of two elements like in Table I, first, academic skills such as, instructions, staying on task, planning and previewing progress , time management, generating and elaborating on ideas. The second element is interpersonal skills such as listening to others, encouraging, achieving a consensus , conflict resolution, and valuing others.

### **The Elements of Cooperative Learning**



*Source Wendy Jolliffe, (2007 ; 4)*

Cooperative learning strategy vary, but they all share an interest in finding an alternative to “frontal teaching”, the teacher instructing the whole class at once or to individual seatwork by students. Instead, cooperative methods ask students to work in small groups, on the assumptions that cooperative tasks are more likely to motivate students to learn, will provide more individual help for student and will, as a result, improve achievement. Cooperative learning is also advocated for its promotion of other goals such as improved social relations between races, ethnic groups, high and low achievers, or for increased productivity in problem solving.

### **2.1.1 Types of Cooperative learning**

Johnson, Johnson,& Smith, (1998), There are four type of cooperative learning is Formal cooperative learning, Informal cooperative learning, Cooperative base group, Integrated use of cooperative learning groups (Huda. 2017,p.87). One good way to teach speaking is by cooperative learning. It will make students active and develop students' communicative proficiency. Type of cooperative learning model is: Jigsaw, NHT (Number Head Together), STAD (Student Teams Achievement Divisions ), TAI (Team Assisted Individualization or Team Accelerated Instruction), think–pair– share, picture and picture, problem posing, problem solving, team games tournament, cooperative integrated reading and composition (CIRC), learning cycle, cooperative script (CS), make a match, group investigation, PBL (problem base learning), two stay two stray, inside outside circle (bamboo dancing), snowball throwing.

### **2.2 The Purpose of Cooperative learning**

*Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.... It was not and advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group.*

*(Ashley Montagu, 1965)*

The cooperative learning can help student in learning process also make student understand the material, because this not individual but learn in group, they can share information about material, so if teacher ask one of them, and they do not know, so the other friend in the same group can help to answer, and they

learn too about respect to the other, sharing of leadership roles, sharing of the appointed learning task, aiming to develop each member's learning the maximum, to have good working relationship to the other.

### **2.3 Bamboo Dancing Method**

Huda (2017), It is a modification from Inside-Outside Circle by Spencer Kagan 1990 is Inside – Outside Circle one of part from cooperative learning strategy there are have a large and small group in circle position. Method is procedure or the way to reach the specific aim. Bamboo Dancing is also good method in cooperative learning strategy, when learning with group, which is make two group ,in same amount of student , make a parallel and the position like face to face to each other, the name of this method based on Piliphine is Bamboo, it parallel like a bamboo. It also popular in Indonesia. The pupils exchange the information, experience to each other.

The good point when use Bamboo Dancing is sharing the experience, discussion, sharing the information.

#### **2.3.1 Teaching Speaking By Using Bamboo Dancing Method**

This method is suitable for materials that require the exchange of experience and information to each other, when learning with bamboo dancing method not using Bamboo as a media, but in position like a bamboo. Sometimes this method using to children in kindergarten, singing together, talking about name of something. So, in teaching speaking by using another technique will be make a good result especially in using bamboo dancing method because there is discussions and exchange the information. Huda (2017) there are two type of

procedure in teaching Bamboo Dancing, Individual Bamboo Dancing and Group Bamboo Dancing, such as :

**A. Individual Bamboo Dancing**

- a. Half of class stand in parallel, if there is enough space, the student can stand in front of the class.
- b. The possibility is the student do parallel in trough the sidelines of chair because with short time.
- c. The other half student do parallel and facing in the first parallel.
- d. Two paired students from both ranks sharing the information.
- e. Next, one or two student standing at the and one of the ranks move to the other of the last line, its like a walking parallel, its change the partner to get an information.

**B. Group Bamboo Dancing**

- a. First team standing in one parallel face to face with the other group.
- b. The group move like Individu Bamboo Dancing procedure, next they sharing the information



Picture I Learning with Using Bamboo Dancing in Group

*Source Google XII-IS2 SMAN 2 Rambatan (TP 2015/2016)*

### **2.3.2 The Advantages and Disadvantages of Bamboo Dancing Method**

Huda (2017) stated that has some advantages, these are :

- a. The student can exchange the information, experience and information, with the correct time.
- b. This can use in the other lesson, example mathematics, social, and language.
- c. This can applied to all level in class.

While bamboo dancing method has some disadvantages as follow :

- a. In many cases, condition in class cannot support this method, because narrow condition, so chair and table cannot transferred.
- b. Mostly, classes in Indonesia laid on with traditional model class, eventhough many tabel and chair is permanent.

### **2.4 Speaking as a skill**

Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. As a important skill, speaking its very important thing in English learning, also in oral communication activities. Using speaking in communication to other people. They use it to express their feelings and ideas and also to convey their message to each other. Speaking is one of the central elements of communications and it has important roles is communication. She stated, " speaking is a process of oral language production."( Eli, 2005,p.485 ), It is one of the traditional "four skills" involved in using a second language, and as such is ussualy viewed at the most

complex and difficult skill to master. Speaking means the art of person who speaks which is spoken.

Bygate (1987) state that one of the basic problem in teaching foreign language is to prepare learners to be able to use language, for instance to test learners can speak, and necessary to get them say something not only knowledge of grammar and vocabulary also by giving learners “speaking practice” and “oral exams”. In some classroom, speaking means that the students repeat sentences or dialogues or chant English words. Repetition is only one useful way to practising new language. According to Baker (2003), “After the practice phase, students practice with using language *accurately*, and they have to practice using language as *fluently* as possible. Furthermore, Baker (2003) state that to make student can practise speaking fluently must have supporting class, there are three important areas to help fluency activities in the production phase is *Good preparation and support, students’ interest in the topic, and other people’s attitudes to fluency activities*.

#### **2.4.1 The Components of Speaking Skill**

There are three components in speaking by Harris (1974) in the title is *A Study on The Speaking Ability of The Second Year Students Of SMK Telkom Pekanbaru* from Azlina Kurniati, Eliwarti, Novitri thesis is :

a. Pronunciation

Pronunciation refers to the ability to produce easilycomprehensibel articulation. The way student to produce clearer language when they speaking. According to AMEP (2002) state that pronunciation refers to the production of

sounds that we use to make meaning, including particular sounds of language (segments), and aspects of speech beyond the level of the individual sound, there are intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), to get voice quality, attention, to gestures and expressions related to the way we speak a language.

b. Grammar

The study of how words and their component parts combine to form sentences, structural relationships in language. Eastwood (1994) states that grammatical units of English are these: the set of logical and structural rules that govern the composition of sentences, phrases, clauses and words.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Arab World English Journal (2018) states that learning vocabulary is one of the major most important concerns of the foreign language learning and demands the learners' competence in both theory and practice.

d. Fluency

Is smoothness of flow with which sounds, syllables, words, and phrases, are joined together when speaking. Kumar (2013) says that in reality, fluency and accuracy are closely related and are necessary for successful communication to make people understand what you say.

e. Comprehension

About student understanding the language, or the help to improve their reading, writing, listening and speaking, and the answer to the question. Also understand

situation, facts, and etc. Merriam Webster Dictionary telling that comprehension is the act or action of grasping with the intellect.

#### **2.4.2 Teaching Speaking**

According to Koran (2015) express that In traditional language, teachers mainly teach focused to reading and writing. Since then many language programs to speaking skill over other since mastering speaking language skills have also been mastered. In order to find out whether somebody knows a language then they ask “do you speak English?”. Speaking is important skill in language learning, but it is not easy to learn or teach. Called oral production. For oral production do some test like score in grammar, write, or reading skills (Pakula, Vol.13,2019).Teaching speaking it is necessary to have clear understanding involved in speech. There are some activities that promotein speaking (Kayi,2006;2) as follows:

a. Discussions

It is the action to talking about something on order to reach decision. The purpose of discussion by USC Libraries is to interpret and discribe the significance of your findings in light of what was already known about the research problem. One of the reasons that discussions fail (when they do) is students are reluctant to give opinion in front the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations



b. Role Play

Games which are played assume the role of characters in fictional setting. To increase a student's imagination. The teacher gives information to the learners such as who they are and what they think or feel.

c. Simulation

Do some simulation similar to do role play. In simulation student can bring item to the class and create the situations. Example when student playing to be entertainer, so one of the student brings the item to look like entertainer, and also have a self-confidence. The good point in simulation to show about self-confidence can make the other student learn too about self-confidence.

d. Information Gap

In learning situation, student works some test in pairs. And then student must change the information they get another purpose also another information. Then must share the information. These activities are effective because everybody can work together to finish the target.

e. Brainstorming

In another situation, example in give another topic. The teacher must tell something good and make interesting student to start the point topic, telling like something ideas and freely, so get the student to open and sharing a new idea.

f. Story Telling

This really gives much more effect to make speaking much better. In the learning situation, teacher gives a information to make a own story, about anything. And student write down in paper so bring it in front of the class. retell the story with the other friends, this is to make attention too.

g. Interviews

Student can conduct interviews on selected topic with another people, it the good way if before want to interview to make a rubrics question. Then start with ask the people also give them to answer the question, to practice the speaking too. This can be do with friends or partner in class.

h. Story Completion

This is very enjoyable, do this with a whole class, free speakiing activity with partner in circle position, the teacher tell the story and student listening. When the teacher stop, the student must telling the point what the teacher said before. Before next to the story, student can imagine the characters, event also description.

i. Reporting

Before start learning, or in free time, the student have a information they get in another source or based on their daily life. Then tell with they pratner about their experience.

j. Playing Cards

Using this game, must in group of four. Each suit will represent a topic, such as :

1. Diamond : Love Animal
2. Hearts : Hate Spicy food
3. Spades : An Unforgettable Memories
4. Clubs : Massage to Parents

Each group choose the card. Then each student will wrrite 4-5 question about the point topic to ask the other people in the group using what, why, who, when, where, or how.

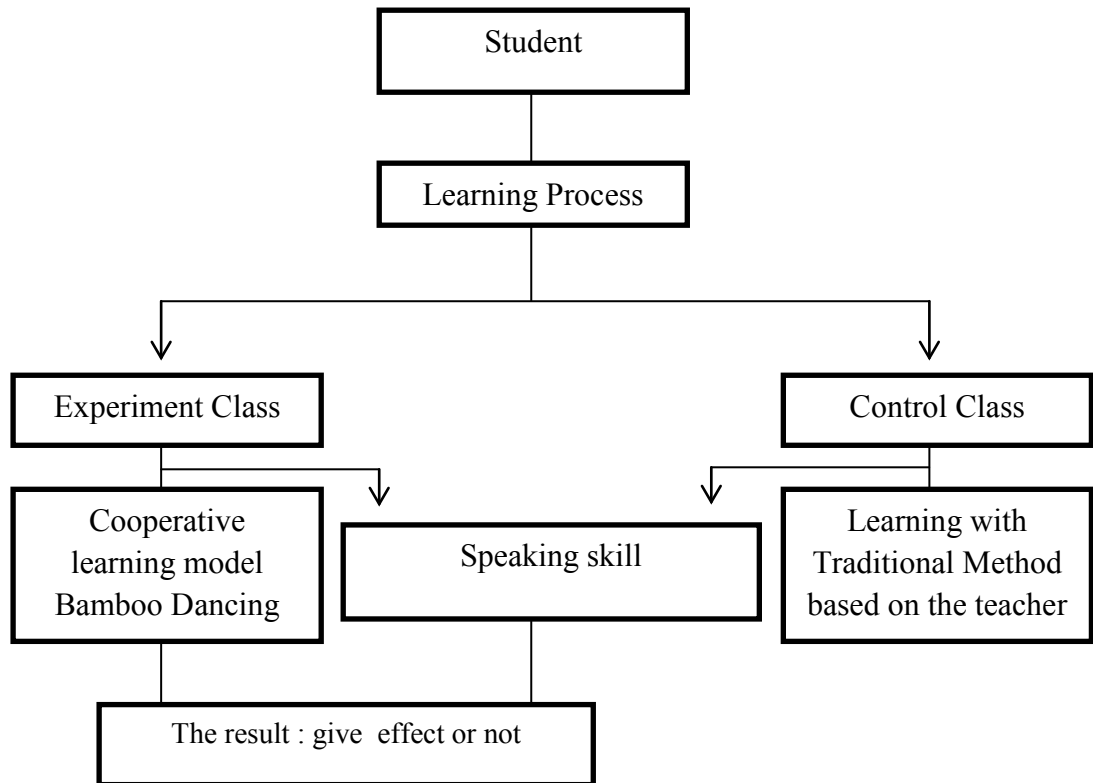
k. Picture Narrating

This activity based on several sequential pictures. Students are asking to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

## **2.5 Conceptual Framework**

The researcher develop scientific argumentation which is lead to the answer against question or research of problem. However need insigt and conceptual framework to get hypothetical conclusion. The researcher using Quasi Experiment of research, it means this method, do with correct rules can make a correct proof related with cause and effect. According to Shadish, Cook, Campbell (2002) says that In quasi experiments the cause is manipulable and occurs before the effect is measured. However quasi-experimental design features usually create less compelling support for counterfactual inferences, the researcher The result from the experiment research maybe need prediction, experiment research done repeatedly to make feel certainty. This is a scheme of conceptual framework in Quasi Experiment research :

## Framework I. Conceptual Framework Reserach



### 2.6 Research Hypothesis

The researcher have a hypothesis testing that is used to the test hypothesis of the research. This research used standars significance 95% (  $\alpha = 0.05$  ) to test the hypothesis.

The research hypothesis is as follows :

- a.  $H_0$  ( Null Hypothesis ) states that student who are taught by using Bamboo Dancing method in speaking do not have better score than those student who are taught without using Bamboo Dancing Cooperative learning strategy toward english speaking skill in Senior High School 3 Jambi City.

b. Ha ( Alternative Hypothesis ) state that student who are taught by using Bamboo dancing learning strategy toward english speaking have better score than those students who are taught without using Bamboo Dancing Learning model towards english speaking skill in Senior High School 3 Jambi City.

## **2.7 Review of Previous Studies**

In conducting the research, the researcher reads some previous research that related to this research. There are some related research have been done previously. Among other are:

There are some studies about bamboo dancing technique. One of them is the study by the title "*The Effect of Bamboo Dancing Learning Model on Student Speaking Ability*" it has been written by MORGANDA SIAHAAN of the english study program in Institute Tapanuli Selatan. Method of the research is experimental. The population of this research are all of the eleventh grade student Of SMK 1 Negeri 1 Sarudik. The consist 112 students. Random sampling technique was uses to get a sample to consist 32 student. The technique for collecting data by observation sheet and giving test. The result of the application of Bamboo Dancing Learning Model is 53.12, categorized "Low". While the students' speaking ability after using Bamboo Dancing Learning Model is 76.87, categorized " Good ". T-test is 9.24 and t-table is 2.04 it means that there is a significant effect of using Bamboo Dancing Learning on students speaking ability at the eleventh grade students of SMK Negeri 1 Sarudik 2018/2019 Academic Year.

Study was conducted by INTAN MELATI from Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera. The title of her thesis is "*The Effect of Using Bamboo Dancing Method on Students' Speaking Ability at the Tenth Grade of MAN 4 Medan in 2017/2018 Academic Year*". This research used experimental design. The population of this research was tenth grade students of MAN 4 Medan in academic year 2017/2018 which was divided in eleven classes and the total number was 337 students. The researcher used cluster random sampling to get the sample. The sample consisted of 54 students. The research was conducted by using experimental and control group. The experimental group was taught by using Bamboo Dancing method. The instrument of the collecting the data was speaking test. The data were analyzed by using t-test formula. The calculation shows that t-observed (3,293) is higher than t-table (2.009) or t-observed > t-table (3,293 > 2.009) at the level of significance 0.05 with the degree of freedom (df) 52. Therefore, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that teaching speaking by using by using Bamboo Dancing method has more significant effect than teaching speaking without using Bamboo Dancing method.

The last by Torsten Witteck, Gabriele Leerhoff, Bettina Most and Ingo Eilks with the title *Co-operative Learning on the Internet Using the Ball Bearing Method (Inside – Outside Circle)* in Science Education International. Presents about three different lesson plans from lower secondary chemistry classes in Germany. These lessons use a combination of a guided search for information on the internet with the ball bearing method. The ball bearing method is a form of

co-operative learning. The method is based on working out two different parts of a topic in groups with different tasks. The working phase is followed by a presentation and explanation of the evaluated information in structured face – to – face situations. A description of the method and three examples are given. Experiences from the teachers’ perspective and feedback from written students’ questionnaires are discussed.

The similarities of my research is in the part of effect learning speaking skill with using bamboo dancing, the type of Experiment is Quasi-experiment do some pretest, treatment, and posttest also its difference too in my research do this research with fun and laugh together like playing a game, fell enjoy so the student more fun and no depressed when they speak English, usually student got nervous and hard to speak one or two English word. Not only from teacher do some funniest thing, also student can make learning process be fun.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

The researcher wanted to find whether Senior High School pupils effected in learning speaking skill with using bamboo dancing method. Therefore the researcher used the quantitative research to analyze the data. In 2014, Creswell says that Quantitative Research is an approach for testing objective theories by examining the relationship among variables. The researcher using Experimental research that is the reasearch method with researcher manipulating to subject of the research, and then the manipulation effect is observed.

This design using pretest- posttest parts. Based on the above information, this research design uses two groups. One group acts as an experimental group and another group acts as a control group. The role of the experimental group in the research conducted is the sample group given the handling. This handling by using cooperative learning strategy of bamboo dancing method in learning speaking to retelling about how to keep environment clean handover by teacher through learning process.

The control group in this study action as a sample group that is not treat as an experimental group. To know the subject in the experimental group and control group is by doing some pretest. Pretest is conduct as the beginning stage to know the students' speaking skill before any handling. The next activity is giving handling. Hereafter, to find out whether the technique chosen is effective or not used in learning english speaking skill, so the researcher make posttest.



illustration of the research design in this study is as the table below:

**Table 1. Research Design Experiments**

<b>Group</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
<b>Experiment</b>	✓	✓	✓
<b>Control</b>	✓	-	✓

*source Ary et al,(2010p.307)*

From the design above, subjects will be grouped into an experimental group and a control group. Formerly, the quality of subjects will be checked by pre-testing them. Then, the experimental treatment (using bamboo dancing method in teaching speaking) will apply to the experimental group, while the control group will teach speaking without bamboo dancing method. The result of posttest will be computed statistically.

A system of research is one of the key entail and it is essential in conducting a research. By using a system (method) of research the researcher is able to work systematically. He stated, "research designed are plans and the procedures for research that span the decisions from broad assumptions to detailed method of data collection and analysis," (Creswell, 2009, p.22). Research design is an important thing when doing the research. According to Creswell (2009), "The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study".

## 3.2 Population and Sample

### 3.2.1 Setting of Research

This research do in XI Mathematics and Natural Sciences of Mathematics and Natural Sciences (MIPA) in Senior High School (SMA) 3 Jambi City in 1 semester school year 2020-2021. The reason is from the researcher is to give positive contribute fixed learning quality with system, the way of work, process, point (curriculum) and to increase the output and outcome quality between student and teacher. This research do in start from 2 March 2020 the researcher can start the research.

### 3.2.2 Population

Population is the objects or subjects that have some qualities and characteristics learning by research and take a summary In this research, the population in the eleventh grade at Senior High School 3 Jambi City. That consist of 10 classes and each class consist of 36 students also 1 class consist 35 student. So the total of population is 395 students.

**Table 2. Population Of The Research**

No	Class	Number of Students
1.	XI MIPA 1	36
2.	XI MIPA 2	36
3.	XI MIPA 3	36
4.	XI MIPA 4	36
5.	XI MIPA 5	36
6.	XI MIPA 6	35
7.	XI MIPA 7	36

8.	XI IPA 1	36
9.	XI IPS 2	36
10	XI IPS 3	36
11	XI IPS 4	36
Total		395

*Source SMA N 3 Jambi City*

### 3.2.3 Sampling

Gay, (2012) explain that In this research use *Cluster Sampling*. Intact group, not individuals are randomly selected. Any location within which we find an intact group of population members with similar characteristics is a cluster sampling. Additionally, cluster sampling is advantageous for educational researchers because they frequently cannot select and assign individual participants.

### 3.2.4 Sample

Sample its a part of amount and characteristic that have by population. Because there were a lot of populations, the researcher took the sample for two classes of Eleventh grade at Senior High School 3 Jambi. The sample were XI MIPA 6 and XI MIPA 7. So, the samples consist of 72 students. The 35 students of XI MIPA 6 as an experimental group and the 36 students of XI MIPA 7 as a control group.

Based on the result of homogeneous sample test by using the following formula :

$$F = \frac{S_1^2}{S_2^2}$$

F = Homogeneous Variant

$S_1^2$  = The Biggest Variant

$S_2^2$  = The Smallest Variant

Both of the group data have variant homogeneous if F count is less than F Table taken from the list of distribution F by using a real standard 0,05. On the other hand if the F count is bigger than F table, the data is considered not homogeneous. Two classes were selected as sample is show in the table below :

**Table 3. Sample of Research**

No	Group	Class	Number of Students
1.	Experimental Group	XI MIPA 6	35
2.	Control Group	XI MIPA 7	36
Total			71

*Source SMA N 3 Jambi City (2020)*

### 3.2.5 Research Variable

Kaur (2013:36) stated that variable is property that takes on different values". In this research, there are two kinds of variables namely:

#### a. Independent variable (X)

According to Kaur (2013:36), "independent variables is the antecedent while the dependent variable is the consequent, and also the variable that is affected by the independent variable". It is also a factor that affects a dependent variable. Independent variable in this research was the use of Bamboo Dancing Method.

**b. Dependent variable (Y)**

Creswell (2014:217) says that dependent variables is the response or the criterion variable presumed to be caused by or influenced by the independent treatment conditions and any other independent variables. are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables.

**3.3 The Technique of Data Collecting**

In this research, the researcher use a test as a instrument also the writer use the quantitative research approach, so using this technique use to get the data which relate to the teaching english speaking skill by the writer is doing test such as pretest and posttest. The writer doing the test (posttest) when after eight meetings in teaching English speaking skill of two classes by using bamboo dancing technique and another class with using traditional strategy. This test which consist 6 items (picture) are used to measure the student capability in speaking skill in oral test through retell something.

These are kind of test :

**A. Pretest**

Pretest is a test which is conduct before give a treatment to the students. It is give to both class are experimental group and control group. Pretest is need to know the basic competence for the students and they known about the subject. In this research, the researcher give pretest to student inexperimental class for XI MIPA 6 and also in control group or class for XI MIPA 7. The pretest do to the students at the first meeting. It will administer to know the students' speaking score before being taught by using Bamboo Dancing Method. The pretest ask the

students to retell about to keep environment clean with picture-cued story telling. The writer gave six (6) topics (picture) and the students were choosing one of them and retell those stories of the topic. In this test, the students were given time around 10 minutes to remember their picture and retelling in depends of their life ,and time allotment 4 to 5 minutes to retell their story. After administering the test, the writer scored the students' speaking based on the scoring rubric of speaking skill.

### **B. Treatment or handling**

Treatment or handling give to the students when teaching speaking skill. It aimed to know the students' ability in speaking skill after giving treatment. So, treatment is new method adapted in Jambi by the researcher that can be accepted by the students or not.

The researcher organize treatment or handling on experimental group for three meetings in XI MIPA 6, exactly for the last meeting of the experimental group conduct in the last meeting. In the beginning of study, the researcher introduce about Bamboo Dancing Method to students and explains of the retelling in picture – cued story telling. Although they have information about Bamboo Dancing Methodbecause the researcher explain first about this method and hopelly they can accept with enthusiastic.

While for the control group in XI MIPA 7, the researcher not telling about the treatment of Bamboo Dancing method for three meetings, exactly from the last meetings of control group conduct. In the beginning of study, the researcher introduce about group that would be conduct on that class and also the researcher explains about the retelling in picture-cued story telling lesson. give instructions

to form a class of 4 to 5 students to set up a group. Then, the researcher ask one of the students to present the story they discuss before. The story was take from one of the stories of members of their group.

### **C. Posttest**

After giving pretest and treatment or handling , the researcher gave the posttest. Posttest is a kind of test which give after gaini the score in pretest and conducting treatments. It was purpose to known the result of the new technique given is there effective or not. In this research, the researcher gave posttest on last metting of experimental class for XI MIPA 6 and for control group or class for XI MIPA 7. The posttest give to the students at the last meeting. It administrate to know the students' speaking score after being taught by using Bamboo Dancing Method. In posttest, the researcher gave a bit different in the topic. The posttest ask the students to retell their picture based on the topic given. The researcher gave five topics and the students were choosing one of them and retell those stories of the topic. In this test, the students were given time around 10 minutes to remember their past event and time around 4 to 5 minutes to retell their story. After administering the test, the researcher scored the students' speaking based on the scoring rubric of speaking skill.

### **3.4 Research Instruments**

One of the most important components of a research design is the research design is the research instruments because they gather or collect data or information. These research instrument or tools are ways of gathering data. Without them, data would be impossible to put in hand. In word of education, Creswell (2012) state that researcher uses instrument to measure achievement,

asses individual ability, observe behavior, develop a psychology profile of an individual, or interview a person (Sugiyono, 2015,p.191).

The test is used to know how better the students mastered in learning speaking skill in retelling something through bamboo dancing method. The test using in this study is oral test. There are two type of tests, they are pretest and posttest. The researcher used the test as the instrument to collect the data. In this investigation , as the instruments researcher uses pre-test and post-test. To make the test, the researcher makes the test about retelling Picture-cued story telling.. before applying Bamboo Dancing Method Pretest is given. While posttest given after researcher applied Bamboo Dancing method to the student. Before using bamboo dancing method in experimental group Pretest will be give by the researcher, and pretest before using taught without using Bamboo Dancing method in control group. For the pretest, the researcher asks to the students to Tea Plantation picture model based on the topic.

The material for retelling something from the English Book for Grade XI of Senior High School “Pathway To English“ from Th. M Sudarwati and Eudia Grace, published by Erlangga. There were have six picture to became a test for pretest and posttest

And for assessment there are six aspect when doing the oral test including pretest and posttest, such as : grammar, vocabulary, comprehension, fluency, pronunciation.



### 3.5 Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are take from population have same variant or not.

The formula of the homogeneity test is :

F =	<i>Biggest</i>	<i>Variance</i>
	<i>Smaller</i>	<i>Variance</i>

Hypothesis :

$H_0$  = Homogeneity Variant:  $\sigma_1^2 = \sigma_2^2$

$H_a$  = Non Homogeneity Variant :  $\sigma_1^2 \neq \sigma_2^2$

If the calculation result of F is lower than F table by 5% degree of significance so  $H_0$  is accepted, it mens both group have same variant.

### 3.6 Step by step collect the data

To collect the data in research it used to get information about beginning condition before action, during the action, after action, and the effect of the action.

There are some step by step to collect the data :

1. Come to class, and do some test retelling the photo
2. The student speaking
3. And make a score for the student
4. Do some pre test and post test
5. Give the student some questionnaire about learning english
6. Step to get the questionnaire

### **3.7 Procedure of research**

It aims science operational method with look a elements of science. Research activities begin by identifying problems or issues that are important, actual and interesting. Problem can be explore from various empirical or theoretical sources as a preliminary research activity (pre- research). In order for problems to be found properly empirical facts need to be accompany by mastery of theory obtained through the study of various relevant literature. In the next stage research sees the goal as a problem. Problem that are formulate in a problem statement. In general the formulation of quantitative research problema is arrange in the form of questions. The formulation of the problem is determine of the factors of aspects relate to the scope of the study.

### **3.8 Technique of data analysis**

The student speaking skill score pre test and post test are analyzed in order toknow is there any significant Effect in students' speaking skill by using Bamboo Dancing. In addition , T-test formula used to measure the significant differences between the result of pre-test and post-test after treatment is given for a few mettings. If the T-test is bigger than T-table significance level, it means that there is significant effect of studens' speaking skill by using Bamboo Dancing. On the contrary there is no significant effect of students' speaking skill by using Bamboo dancing learning method if the T-test is lower than T –table.

To find out the data of students speaking skill, it showing from the componen there are Pronunciation, Grammar, Vocabulary, Comprehension, Fluency. The scoring system is a follows :

**Table 4. Oral Proficiency Scoring Categories**

No	Grammar	Vocabulary	Comprehension
I	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
II.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
III	Control of the grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech

IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Can understand any conversation within the range of his experience
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.

Fluency	Pronunciation
(No specific fluency description. Refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information	Accent is intelligible though often quite faulty

Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with the range of this experience with a high degree of fluency	Errors in pronunciation are quite rare
Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speaker

Source : Brown H.D; p.172 (2003)

**Table 5. Scoring Scale System**

Score	Category
90 – 100	Excellent
80 – 89	Very Good
70 – 79	Good
<69	Fair

(Adopted from Subana, Rahadi and Sudrajat, 2015)

Formulation :

$$S = \frac{T}{N} \times 100$$

S = The Score

T = The Score of All Correct Answer

N = The Total of All Item

1. T-test

The formula for T-test is take from Arikunto (2010:349) as follow :

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{d_x^2 - d_y^2}{nx + ny - 2} \right] \left[ \frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

Explanation :

$M_x$  = The mean score of experimental group

$M_y$  = The mean score of control group

$d_x^2$  = the deviation standard of experimental group

$d_y^2$  = the deviation standard of control group

$nx$  = the total sample of experimental group

$ny$  = the total of control group

b. to look for the mean score , the researcher using formula is present as follows :

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

Explanation :

$M$  = mean score

$\sum X$  = the total score

$N$  = the number of sample

c. Pre-test and post test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanation :

$P$  = the percentage of score

$f$  = the number of false score

$n$  = the number of student

## CHAPTER IV

### Research Finding and Discussion

This chapter present research finding which has been collected during research and discussion about the data of the research.

#### 4.1 Research Finding

Research finding are described by providing table. In this research, the researcher wants to measure the effectiveness of using Bamboo Dancing method in teaching speaking of the eleventh grade. So the researcher has done to conducting this research. To know this effectiveness this technique, it can be seen from the students' score who are taught by using Bamboo Dancing method in speaking than those tho are taught without using bamboo dancing method. This researcher used quasi- experimental design which consists of two subject experimental and control group. One class is XI MIPA 6 that consists of 35 students as the sample of experimental group, and the other class the researcher got XI MIPA 7 as a sample of control group that consists of 36 students. The researcher used the scoring rubric to give score the students' speaking. The component on the scoring which are used in this test there are grammar, vocabulary, comprehension, fluency, pronunciation. ( Brown H.D; p.172 ).

The description of data discussed about the data of each variable and reports being computed using descriptive statistic like homogeneity , T-test, mean , pre-test and post-test calculation. The results of statistic computation were as follows :



#### 4.1.1 The Computation Result of Pretest and Posttest in Experimental Group

The students' pretest score in experimental group were conducted by the researcher on Monday, March 2, 2020. The experimental group conducted in XI MIPA 6 that consist of 35 students. The posttest score of experimental group was conducted by the researcher on 23 March 2020.

The students' pretest and posttest score are distributed in the following table in order to analyze the students' knowledge before and after conducting the treatment.

**Table 6. The Result of Students' Score in Experimental Group**

No	Initial Name	Score Pre-test ( $t_1$ )	Score Post-test ( $t_2$ )
1.	AR	72	88
2.	AOS	76	80
3.	BP	72	80
4.	ER	60	80
5.	FS	68	88
6.	FHP	68	88
7.	HS	60	88
8.	HAH	60	84
9.	HF	68	80
10.	IK	64	80
11.	JPK	68	80
12.	JI	48	68
13.	KG	52	88
14.	KS	48	92
15.	LS	36	80
16.	LA	40	84
17.	MF	60	88
18.	MN	52	88
19.	MFP	36	88

<b>20.</b>	<b>NR</b>	48	88
<b>21.</b>	<b>RDJ</b>	56	88
<b>22.</b>	<b>RDA</b>	44	88
<b>23.</b>	<b>RZ</b>	40	80
<b>24.</b>	<b>RU</b>	44	84
<b>25.</b>	<b>SA</b>	44	88
<b>26.</b>	<b>SP</b>	48	80
<b>27.</b>	<b>SR</b>	48	88
<b>28.</b>	<b>SN</b>	52	88
<b>29.</b>	<b>SH</b>	36	84
<b>30.</b>	<b>SA</b>	44	80
<b>31.</b>	<b>TN</b>	<b>32</b>	88
<b>32.</b>	<b>TNR</b>	44	88
<b>33.</b>	<b>TGN</b>	48	88
<b>34.</b>	<b>VANG</b>	40	84
<b>35.</b>	<b>VA</b>	48	88
<b>N = 35</b>		<b>TOTAL</b>	<b>1824</b>
$M = \frac{\sum X}{N}$		<b>MEAN</b>	<b>52,11</b>
			<b>84,68</b>

Based on the table above, there were 35 students as the sample of the research. The test was conducted by the researcher before and after teaching speaking by using Bamboo Dancing Method. The test focused on recount speaking, especially to retell their past event or their experience based on some picture. Each student was given 4 to 5 minutes to tell their story.

The students' achievement at speaking about recount text that is taught by using Bamboo Dancing method showing the minimum score of pre-test is 32, the maximum score of pre-test is 76 and the mean of pre-test is 52,11. Meanwhile the minimum score of post-test is 68, the maximum score of post-test is 92, and the mean of post-test is 84,68.

#### 4.1.1.1. The Score Distribution in The Experiment Group

**Table 7. The Score Distribution in The Experiment Group**

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
90-100	Excellent	0	0%	1	3%
80-89	Very Good	0	0%	33	94%
70-79	Good	3	9%	0	0%
<69	Fair	32	91%	1	3%
$P = \frac{f}{n} \times 100$					

From the table above, it can be seen in pre-test 3 students got good, 32 students got fair category. No one student got excellent and very good category. In post test, there are 1 student got excellent, 33 students got very good, students got good and 1 student got fair category.

#### 4.1.1.2. The Computation Result of Pretest and Posttest in Control Group

The students' pretest score in control group were conducted by the researcher on Tuesday, 3 March , 2020. The control group conducted in XI MIPA 7 that consist of 36 students. The posttest score of control group was conducted by the researcher on Tuesday, 24 March 2020.

The students' pretest and posttest score are distributed in the following table in order to analyze the students' knowledge before and after conducting the treatment.

**Table 8. Students' Score in Control Group**

No	Initial Name	Pre-test( $t_1$ )	Post-test( $t_2$ )
1.	AIH	44	68
2.	AF	20	52
3.	AAZ	52	68
4.	ASB	60	68
5.	AM	52	72
6.	AVA	40	68
7.	AMS	44	72
8.	CSY	52	76
9.	CMF	52	72
10.	DAA	36	72
11.	DAS	36	72
12.	DAD	52	72
13.	FFK	60	72
14.	FWP	56	72
15.	IR	36	72
16.	IIP	48	76
17.	KAN	44	72
18.	LDD	48	72
19.	LAP	40	72
20.	MA	44	72
21.	MY	36	68

<b>22..</b>	<b>MAEF</b>	36	68
<b>23.</b>	<b>MFN</b>	40	72
<b>24.</b>	<b>MFA</b>	48	84
<b>25.</b>	<b>MIPA</b>	36	60
<b>26.</b>	<b>MZB</b>	40	72
<b>27.</b>	<b>NIP</b>	32	60
<b>28.</b>	<b>PKZ</b>	32	60
<b>29.</b>	<b>PAW</b>	40	72
<b>30.</b>	<b>SSW</b>	40	72
<b>31.</b>	<b>SAM</b>	32	60
<b>32.</b>	<b>SA</b>	44	72
<b>33.</b>	<b>TDN</b>	68	72
<b>34.</b>	<b>TDT</b>	<b>84</b>	<b>92</b>
<b>35.</b>	<b>VEN</b>	72	76
<b>36.</b>	<b>WN</b>	72	76
<b>N = 36</b>	<b>TOTAL</b>	<b>1668</b>	<b>2620</b>
$M = \frac{\sum X}{N}$	<b>MEAN</b>	<b>46,33</b>	<b>72,77</b>

The table above explain that the students' score at speaking recount text without taught by traditional teaching showing the minimum score of pre-test is 20 and the maximum score is 84, the mean of pre-test is 46,33. Meanwhile the minimum score of post-test is 52 and the maximum score is 92, the mean of post-test is 72,77.

#### 4.1.1.3. The Score Distribution in Control Group

**Table 9. The Score Distribution in Control Group**

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
90-100	Excellent	0%	0%	1	3%
80-89	Very Good	1	3%	4	11%
70-79	Good	2	5%	20	56%
<69	Fair	33	92%	11	30%
$P = \frac{f}{n} \times 100$					

From the table above in control group, it can be seen in pre-test 1 students got very good, 2 students got good and 33 students got fair category. No one student got excellent. In post test, there are 1 student got excellent, 4 students got very good, 20 students got good and 11 student got fair category. It is clearly prove that student speaking skill that taught without Bamboo Dancing not really take effect.

The table comparison between experimental group and control group is :

**Table 10. Different Between Control Group and Experiment Group**

Variable		Mean	The Improvement
Control Group	Pre-test	46,33	26,44
	Post-test	72,77	
Experiment Group	Pre –test	52,11	32,57
	Post- test	84,68	

The result of control group and experimental group is different. The result of control group is 26,44 and experimental group is 32,57. experimental group is give more a good effect in teaching speaking skill with using Bamboo Dancing method than teaching speaking in control class without using any method except Traditional method of teaching.

#### 4.1.2 Homogeneity Test

Homogeneity test used F-test to know what the samples come from the population that homogenous.

**Table 11. Homogeneity Test of Pre-Test**

No	Data	Variants	$F_{observation}$	$F_{table}$	Conclusion
1.	Pre – Test Experiment	142,32	0,83	1,76	<b>Homogenous</b>
2.	Pre-Test of Control	17314254			

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Where :  $S_1^2$  = The Biggest Variant

$S_2^2$  = The Smallest Variant

Based on the variant of both samples of pre-test found that :

$$S_{ex}^2 = 142,32 \quad N = 35$$

$$S_{cont}^2 = 172,92 \quad N = 36$$

So :

$$F_{\text{observation}} = \frac{S_{kexs}^2}{S_{kcont}^2}$$

$$F_{\text{observation}} = \frac{142,32}{172,92} = 0,83$$

Then the coefficient of  $F_{\text{observation}} = 0,83$  was compared with  $F_{\text{table}}$ . Where  $F_{\text{table}}$  was determined at real level  $\alpha = 0,05$  and the same numerator  $dk = n-1$  (35-1) the denominator  $dk = n-1$  (36-1). Then calculated 1,76.

Because of  $F_{\text{observation}} < F_{\text{table}}$  or  $(0,83 < 1,76)$  so it can be concluded that the variant **Homogenous**.



**Table 12. Homogeneity Test of Post-Test**

No	Data	Variants	$F_{observation}$	$F_{table}$	Conclusion
1.	Post – Test Experiment	220994	0,70	1,76	<b>Homogenous</b>
2.	Post-Test of Control	314721			

$$F_{observation} = \frac{S_1^2}{S_2^2}$$

Where :  $S_1^2$  = The Biggest Variant

$S_2^2$  = The Smallest Variant

Based on the variant of both samples of pre-test found that :

$$S_{ex}^2 = 220994 \quad N = 35$$

$$S_{cont}^2 = 314721 \quad N = 36$$

So :

$$F_{observation} = \frac{S_{kexs}^2}{S_{kcont}^2}$$

$$F_{observation} = \frac{220994}{314721} = 0,70$$

Then the coefficient of  $F_{observation} = 0,70$  was compared with  $F_{table}$ . Where  $F_{table}$  was determined at real level  $\alpha = 0,05$  and the same numerator dk = n-1 (35-1) the denominator dk = n-1 (36-1). Then calculated 1,76.

Because of  $F_{observation} < F_{table}$  or  $(0,70 < 1,76)$  so it can be concluded that the variant **Homogenous**.

### 4.1.3 Hypothesis Testing

The hypothesis was aimed to show the result of the of the observation sample quantitatively and also to know the effects of using bamboo dancing cooperative learning strategy towards students english speaking skill, so the hypothesis were :

$$H_0 = \mu x \leq \mu y$$

$$H_\alpha = \mu x > \mu y$$

From the criteria of the hypothesis,  $H_\alpha$  is accepted if  $t_{observation} > t_{table}$

To find out the effects of using bamboo dancing cooperative learning strategy towards students english speaking skill. The analysis was computed by applying the t-test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following :

Another formula in this chapter is **T-test result calculation** :

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{d_x^2 - d_y^2}{n_x + n_y - 2} \right] \left[ \frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

Explanation :

$M_x$  = The mean score of experimental group

$M_y$  = The mean score of control group

$d_x^2$  = the deviation standard of experimental group

$d_y^2$  = the deviation standard of control group

$n_x$  = the total sample of experimental group

$n_y$  = the total of control group

Before calculating t test data, it used the formula bellow to find the deviation standard of both class :

$$M_x = \frac{\sum d}{n}$$

**Table 13. The Tabulation of Students' Score at Experiment Group**

No	Student Initial Name	Score Pre-test ( $t_1$ )	Score Post-test ( $t_2$ )	$d = (t_2 - t_1)$	$Dx = d - Mx$	$(dx)^2$
1.	AR	72	88	16	-14	196
2.	AOS	76	80	4	-26	676
3.	BP	72	80	8	-22	484
4.	ER	60	80	20	-10	100
5.	FS	68	88	20	-10	100
6.	FHP	68	88	20	-10	100
7.	HS	60	88	28	-2	4
8.	HAH	60	84	24	-6	36
9.	HF	68	80	12	-18	324
10.	IK	64	80	16	-14	196
11.	JPK	68	80	12	-18	324
12.	JI	48	68	20	-10	100
13.	KG	52	88	30	0	0
14.	KS	48	92	44	14	196
15.	LS	36	80	44	14	196
16.	LA	40	84	44	14	196
17.	MF	60	88	28	-2	4
18.	MN	52	88	28	-2	4
19.	MFP	36	88	28	-2	4
20.	NR	48	88	28	-2	4
21.	RDJ	56	88	28	-2	4
22.	RDA	44	88	28	-2	4
23.	RZ	40	80	40	10	100

24.	RU	44	84	28	-2	4
25.	SA	44	88	44	14	196
26.	SP	48	80	32	2	4
27.	SR	48	88	40	10	100
28.	SN	52	88	36	6	36
29.	SH	36	84	48	18	324
30.	SA	44	80	36	6	36
31.	TN	32	88	56	26	676
32.	TNR	44	88	36	6	36
33.	TGN	48	88	40	10	100
34.	VANG	40	84	44	14	196
35.	VA	48	88	40	10	100
	<b>TOTAL</b>	<b>1820</b>	<b>2964</b>	<b>1050</b>	<b>0</b>	<b>5160</b>
	<b>MEAN</b>	<b>52,11</b>	<b>84,68</b>			

$$\begin{aligned}
 M_x &= \frac{\sum d}{n} \\
 &= \frac{1050}{35} \\
 &= 30
 \end{aligned}$$

**Table 14. The Tabulation of Students' Score at Control Group**

<b>No</b>	<b>Initial Name</b>	<b>Pre-test (<math>t_1</math>)</b>	<b>Post-test (<math>t_2</math>)</b>	<b><math>d = (t_2 - t_1)</math></b>	<b><math>dy = d - M_y</math></b>	<b><math>(dy)^2</math></b>
1.	AIH	44	68	24	-1,66	2,7556
2.	AF	20	52	32	6,34	40,1956
3.	AAZ	52	68	16	-9,66	93,3156
4.	ASB	60	68	8	-17,66	311,8756
5.	AM	52	72	20	-5,66	32,0356
6.	AVA	40	68	28	2,34	5,5756
7.	AMS	44	72	28	2,34	5,756
8.	CSY	52	76	24	-1,66	2,7556
9.	CMF	52	72	20	-5,66	32,0356
10.	DAA	36	72	36	10,36	107,3296
11.	DAS	36	72	36	10,36	107,3296
12.	DAD	52	72	24	-1,66	2,7556
13.	FFK	60	72	12	-13,66	186,5956
14.	FWP	56	72	16	-9,66	93,3156
15.	IR	36	72	36	10,36	107,3296
16.	IIP	48	76	28	2,34	5,756
17.	KAN	44	72	28	2,34	5,756
18.	LDD	48	72	36	10,36	107,3296
19.	LAP	40	72	32	6,34	40,1956
20.	MA	44	72	28	2,34	5,5756
21.	MY	36	68	32	6,34	40,1956
22.	MAEF	36	68	32	6,34	40,1956
23.	MFN	40	72	32	6,34	40,1956
24.	MFA	48	84	36	10,34	107,3296
25.	MIPA	36	60	24	-1,66	2,7556
26.	MZB	40	72	32	6,34	40,1956
27.	NIP	32	60	28	2,34	5,5756
28.	PKZ	32	60	28	2,34	5,5756
29.	PAW	40	72	44	18,34	336,3556
30.	SSW	40	72	40	14,34	205,6356
31.	SAM	32	60	28	2,34	5,5756
32.	SA	44	72	28	2,34	5,5756
33.	TDN	68	72	4	-21,66	469,1556
34.	TDT	84	92	8	-17,66	311,8756
35.	VEN	72	76	12	-13,66	186,5956
36.	WN	72	76	4	-21,66	469,1556

	<b>TOTAL</b>	<b>1668</b>	<b>2620</b>	<b>924</b>	<b>0</b>	<b>3567,4228</b>
	<b>MEAN</b>	<b>46,33</b>	<b>72,77</b>			

$$\begin{aligned}
 My &= \frac{\sum d}{n} \\
 &= \frac{924}{36} \\
 &= 25,66
 \end{aligned}$$

Based on calculation data, the result was as follow :

$$Mx = 30$$

$$My = 25,66$$

$$d_x^2 = 5160$$

$$d_y^2 = 3567,4228$$

$$nx = 35$$

$$ny = 36$$

So t-test can be counted as follows :

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{d_x^2 - d_y^2}{nx + ny - 2} \right] \left[ \frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

$$t = \frac{30 - 25,66}{\sqrt{\left[ \frac{5160 - 3567,4228}{35 + 36 - 2} \right] \left[ \frac{1}{35} + \frac{1}{36} \right]}}$$

$$t = \frac{4,34}{\sqrt{\left[ \frac{1592,5772}{69} \right] [0,05]}}$$

$$t = \frac{4,34}{\sqrt{[23,08][0,05]}}$$

$$t = \frac{4,34}{\sqrt{1,154}}$$

$$t = \frac{4,34}{1,07}$$

$$t = 4,05$$

From the calculating of the data, it can be seen there is significant effect of using bamboo dancing cooperative learning strategy towards students english speaking skill, the researcher analyzed the data by applying t-test formula to prove the hypothesis of this research. It is obtain that the coefficient of  $t_{observation}$  is 4,05.

In this research, the coefficient of t-table for the degree freedom (df) 69 at level of significance 0,025 is 1,994. From the calculation above, it found that the coefficient of  $t_{observation}$  (4,05) was higher than the coefficient of  $t_{table}$  (1,994), it can be seen as follow :

$$4,05 > 1,994$$

This result showed that null hypothesis was rejected, the hypothesis formulated as “what is method give effect in learning speaking by using bamboo

dancing”, it means that learning speaking with using bamboo dancing method significantly affected students’ speaking skill in learning english.

## 4.2 Discussion

Based on the result of the calculation above, it was found that the students’ score in speaking skill (recount text) when the researcher taught by using Bamboo Dancing method got mean 52,11 in pretest with the maximum score 76 and the minimum score was 32. While in post-test the students got mean 84,68 with the maximum score 92 and the minimum score 68.

The students’ score at speaking skill (recount text) when the researcher taught by using traditional learning like some teacher do in that school before, got mean 46,33 in pre-test with maximum score 84 and the minimum score 20. While in post-test got mean 72,77 with maximum score 92 and minimum score 52.

Based on statistical compulation t-test was found that the coefficient of  $t_{observation} = 4,05$  where the coefficient of  $t_{table} = 1,994$ . It means that there significant effect of using bamboo dancing method toward students’ english speakig skill. It also indicated that there significant effect of using Bamboo Dancing Cooperative Strategy Towards Students English Speaking Skill in Senior High School 3 Jambi City in 2020-2021 Academic Year.

there was significant effect on students score in speaking skill to talk about the past event (recount text) with using Bamboo Dancing Method. The students that was taught by bamboo dancing method.

It had been explained in chapter 2 tell that many kinds of cooperative learning strategy can add in every material learning, and also cooperative learning



must have a group, include bamboo dancing method. 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, economic, mathematic and the other because in a group and also fun.

Based on the explanation above , the researcher concluded, that the effect of using bamboo dancing has significant effect to student english speaking skill.

## CHAPTER V

### Conclusion and Suggestion

#### 5.1 Conclusions

The researcher concluded that :

1. Based on the result of the calculation above, it was found that the students' score in speaking skill (recount text) when the researcher taught by using Bamboo Dancing method got mean 52,11 in pretest with the maximum score 76 and the minimum score was 32. While in post-test the students got mean 84,68 with the maximum score 92 and the minimum score 68.
2. The students' score at speaking skill (recount text) when the researcher taught by using traditional learning like some teacher do in that school before, got mean 46,33 in pre-test with maximum score 84 and the minimum score 20. While in post-test got mean 72,77 with maximum score 92 and minimum score 52.
3. Based on statistical compulation t-test was found that the coefficient of  $t_{observation} = 4,05$  where the coefficient of  $t_{table} = 1,994$ . It means that there significant effect of using bamboo dancing method toward students' english speaking skill. It also indicated that there significant effect of using Bamboo Dancing Cooperative Strategy Towards Students English Speaking Skill in Senior High School 3 Jambi City in 2020-2021 Academic Year.

## 5.2 Suggestions

Based on the conclusions, the researcher gives some suggestions :

1. For the student always learning speaking english and more fluently with any other learning method about speaking english through the fun way, make a some game with other friend, because not only teacher have an idea, but student must have a good idea too to make learning process succesful.
2. For the teacher give the student another ways or some activities to make student enjoy the study, try some method from cooperative learning also make the student more fun with teacher learning style.
3. For the other researcher who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result. Prove that the other cooperative learning strategy also good to add in learning process.

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