

CHAPTER II

THE USE OF BAMBOO DANCING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

A. Theoretical Review

1. Concept of speaking

a. Definition of speaking

The communication each other using spoken words to share our ideas, feelings, thought and intention is called speaking. It also stated about producing and comprehending speech. Speaking uses the sound formulation to represent items or events where we call it as word, for example : cat, dog, black, chase.¹

Fusing sounds in a recognized and systematic way based on the language specific principle to make meaningful utterances are also named speaking.² People may use their sound speech to create meaningful utterances through proper intonation, speed, volume and variation of pitch.³

Speaking is a productive skill consisting of verbal utterance production which derives attention both in first and second language, the purpose is to share idea or meaning. This may involve expressing ideas and opinions; expressing a wish or a desire to do something negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship.⁴ Speaking also requires some skills like pronunciation, word order, intonation, stress and structure. In order to understand speaker's meaning.

¹ John Munro, *Teaching Oral Language*, (Victoria: ACER Press, 2011), p. 2

² Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (London: Routledge, 2001), p. 18

³ Sari Louma, *Assessing Speaking*, (Edinburgh: Cambridge University Press, 2009), p. 10

⁴ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: a teacher's guide*, (United kingdom: Blackwell publishing, 2003), 2ⁿ Ed., p. 134

Speaking means the art or of person who speaks which is spoken. There are two aspects of speaking:

- 1) Making a practice of speaking or conversation. It means that speaking is talk with the others about anything to take and give information or knowledge by one to others.
- 2) Having relationship on conversation as in greeting. It means that greeting as opening conversation and bringing a conversation to end to get a communication relationship.

b. Factors of Speaking

Many students think that speaking is a hard skill. So, what factors make speaking easy or difficult? There are some factors that influence speaking:⁵

a. Cognitive factors

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

b. Affective factors

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

c. Performance factors

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

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

⁵ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Limited Education 2005), p. 25-26

c. Speaking Elements

The aim of teaching English as foreign language is to make the learners are able to speak or communicate using target language, to transfer the idea and feeling fluently. To do that, they need to be able to pronounce phonemes correctly, use appropriate stress, intonation pattern and speak in connected speech.⁶ On the other hand, students also need to be aware with the situation the conversation takes place. There are some speaking elements that must be mastered by language students:

- a. Connected speech: good speaker not only produces the individual phonemes of English, but also uses fluent connected speech. In connected speech, sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.⁷
- b. Grammar: in speaking, grammar is not just concerned with syntax, the way words are formed and can change their form to show different meaning. Grammar can thus be partly seen as knowledge of what words can go where and what form these words should take. Grammar means knowing how different grammatical element can be strung together to make chains of words.⁸
- c. Intonation and stress: intonation and stress are crucial factors in speaking. The use of intonation is to show the grammar of what we are saying. In example, rising tone of the last sentence usually indicates that this is a question. Vice versa, falling tone of the last sentence indicate that this is a statement. Intonation also used to convey the speaker's attitude and it also signals when speakers have finished the points and signals agreement and disagreement.⁹ Stress means the degree of force

⁶Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), p. 343

⁷Richa Rubiati, *Improving Students' Speaking Skill through Debate Technique*, (Semarang: IAIN Press, 2010), p. 8

⁸Jeremy Harmer, *The Practice of English Language Teaching*, p. 32

⁹Jeremy Harmer, *The Practice of English Language Teaching*, p. 343

or loudness with which a syllable is pronounced so as to give it prominence. Stress also can be predicted as the degree of loudness. Stress distribution cannot be predicted. Every word in English has its own stress pattern, which should be learned.

- d. Speaking event: speakers should make a distinction between transactional and interpersonal functions.¹⁰ They should know “when, where, and what” they are talking about. Speakers should aware with the situation when they speak.

d. Type of Speaking

There are two main types for speaking. Speaking serves either a transactional function, its has primary purpose to convey or exchange information, while interpersonal function, it serves to establish and maintain social relationship. The example of transactional speech such as phoning to book at restaurant, then typical for interpersonal speech is conversation between friends that take place at restaurant. Those two basic purposes for speaking generate a host of different types of speech event. It will be sequenced and structured in accordance with the kinds of social and mental process that they involved.¹¹

Brown proposes the kinds of speaking into five categories: the first type is imitative. It is speaking performance that one ability to imitate a word or a sentence simply. It is only involve with listening ability in short or long from the speaker to retain or replay of speech that must be imitated. The second is intensive, it is produce of short oral language to demonstrate competence in phrasal such as intonation, stress, rhythm. The speaker must be aware to the interlocutor at best. The third is responsive, it is interaction in very short conversation, standard greeting and small talk, request and command. The interlocutor only follow up the question. The fourth is interactive, the difference with responsive is in the length,

¹⁰Jeremy Harmer, *The Practice of English Language Teaching*, p. 343

¹¹ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Limited Education, 2005), p.13

complexity, exchanges or many participants. In this case interpersonal and transactional are formed in dialogue. The last is extensive or monologue. It is oral production include speeches, story telling, or presentation event. Typically style is more deliberate and planned previously.

Meanwhile, according to Jack Richards speaking is classified into three types; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and requires different teaching approach.¹²

e. Technique of Teaching Speaking

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

1) Acting from a script

We can ask our students to act out the scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.¹³

2) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

3) Discussion

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

¹² Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), p. 21

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, p. 348

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. An example of this kind of activity (with particular relevance to schools) is where the students consider the scenario in which an invigilator during a public exam catches a student copying from hidden notes.¹⁴

4) Prepared Talk

One popular kind of activity is the prepared talk where a student or students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more writing-like. However, if possible, students should speak from notes rather than from a script.¹⁵

5) Questionnaires

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

Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in a design process. The result obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.¹⁶

6) Simulation and Role-play

Many students derive great benefit from simulation and role-play. Students 'stimulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane,

¹⁴Jeremy Harmer, *The Practice of English Language Teaching*, p. 351

¹⁵Jeremy Harmer, *The Practice of English Language Teaching*, p. 351

¹⁶Jeremy Harmer, *The Practice of English Language Teaching*, p. 352

or taking on the role of a character different from themselves or with thought and feelings they don't necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.¹⁷

Those are activities that Harmer offers to use in speaking class, and as the title of this research, the writer chooses the last activity because according to Harmer role play can train students for specific situations, so the researcher thinks that role play has a correlation with the point of this study; that is students' speaking skill improvement especially in transactional and interpersonal text, and will give a significant contribution for students' improvement in speaking especially transactional and interpersonal text. Then the researcher wants to find the effectiveness of using role play to improve students' speaking skill in transactional and interpersonal text.

2. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning isn't new thing in the world of teaching. As teacher and students, they might have used it when they study at laboratory. In cooperative learning, students are divided into some groups which consist of 4-5 students to cooperate in mastering material that given by teacher. (Slavin, 1995; Eggen & Kauchak). Artz & Newman (1990:448) said that cooperative learning is students studying together as a team to complete the task for achieving common purpose¹⁸. So every member of teams has same responsibility to make the discussion run well like their expectation.

One good way to teach speaking is by cooperative learning. It will make students active and develop students' communicative proficiency. Cooperative learning is organized and managed group work in which

¹⁷Jeremy Harmer, *The Practice of English Language Teaching*, p. 352

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

students work *cooperatively* in small groups to achieve academic as well as affective and social goals.

In cooperative learning, students need to work cooperatively with their friends in a group to help each other. This technique also appropriate to the hadith from Rasulullah SAW. Our prophet had been said:

المؤمن للمؤمن كالبنيان ، يشد بعضه بعضاً (رواه البخاري، ومسلم، والنسائي)

“The believer for other believers such as buildings, partly to strengthen others”¹⁹.

Cooperative learning is overshadowed in constructive theory. In this learning, students will be easy to find and comprehend difficult concept if they mutually discuss with their friends. Students routinely work in group to help each other in solving complex problem. So the nature of society and the use of peer group become a major aspect of the cooperative learning.²⁰

Cooperative learning is a broader concept that includes all types of group work including forms led and directed by teacher, in general cooperative learning is more directed by a teacher, where teachers assign tasks, question and provide materials and information designed to help students resolve the issue in question.²¹

In the cooperating learning class, students study together in some small groups which consist of 4-6 students of equal rank but heterogeneous, ability, ethnicity/race, and each other help each other. Grouping students aim is to provide opportunity for all students to be more active in thinking process and learning activity. During work in group, the duty of groups' member is to get good achievement of material given by teacher, and help their friends.

¹⁹ Muhammad Abdul Rouf Al Manawi, *Faidl Al Qodir* (Libanon: Daarul Kitab Al Ilmiyyah, 1994), p. 328

²⁰ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, p.56

²¹ Agus Suprijono, *Cooperative Learning* (Yogyakarta: Pustaka Pelajar, 2009), p. 54

b. The purpose of Cooperative Learning

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

The scientists have pointed out that learning can enhance students in academic assessments, help students understand difficult concept, and improve the ability to think critically. Cooperative learning can provide benefits for students in the high class and medium class to cooperate to complete the academic assignment together.²²

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

3. Bamboo Dancing

a. Definition of Bamboo Dancing Technique

Bamboo Dance technique is one type of cooperative learning method, in which the students make two lines and stand up face to face like two bamboos that used in bamboo dance from Philippine. This technique is the modification from inside outside circle technique. Bamboo dance technique is a kind of technique that can motivate students to be brave in giving opinion or say something (Suprijono, 2009: 98)²³.

²²Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, p.59

²³Agus Suprijono, *Cooperative Learning*, p.98

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

b. Teaching Speaking Using Bamboo Dancing Technique

These are the steps of Bamboo Dancing Technique:

- 1) The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do 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 40 children in a class, then each large group consists of 20 people.
- 3) On a large group that contain of 20 people divided again into two groups. Each group contains of 10 people arranged face to face with 10 other people with standing position. This pair is called the first couple.
- 4) Then the teacher handing out different topics to each spouse to discuss. In this step, the teacher gave enough time to students, so they could discuss the material well.
- 5) After discussion, 20 people from every large group who stand facing each other following lined slid a clockwise direction. This way every learner gets new partner and share information different so on. A move clockwise new stop when learners back into its place of origin. The mutual movement shifted and a variety of information that resembles bamboo trees dancing movement.
- 6) The results of the discussion in every large group presented to the entire class. Teachers 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.²⁴

c. The Advantages of Bamboo Dancing Technique

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

- 1) Students can exchange experiences with each other in the learning process.
- 2) Increase cooperation among students.
- 3) Increase tolerance among students.

d. The Disadvantages of Bamboo Dancing Technique

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

- 1) The member of the group is too much so the students are confused in the teaching learning process.
- 2) The teacher should prepare a wide variety of topics.
- 3) Some students course active because the group are too much. Interaction learning not occurring along²⁵

B. Previous Research

1. Mutoharoh (11308001) in “*The Use of Snake and Ladder Games to Improve Students Speaking Ability*” (An experimental Research at The Seventh Grade of SMPN 08 Salatiga in Academic Year 2010/2011). Research by Mutoharoh in 2011 the students of English department of State Instituted of Islamic Studies (STAIN) Salatiga. She found that that students speaking score in experimental class greater than students speaking score in control class after being taught using Snake Ladder Game. The similarity of this research and the writer research are in improving speaking skill, and

²⁴ Agus Suprijono, *Cooperative Learning*, p.99

²⁵ <http://goeswarno.blogspot.com/2010/09/bamboo-dancing-metode-belajar-berbagi.html> taken on 18th September 2014

examining students speaking. And the differences of two researcher are her research used experimental class design and this research uses classroom action research design, and the technique is also different, research used Snake and Ladder Games and this research uses Bamboo Dancing Technique.

2. The second research is from Richa Rubiati (063411083) from Tarbiyah faculty of IAIN Walisongo with her thesis “Improving Students’ Speaking Skill through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011)”. The students got a better score after being taught by debate. The average of class increased in every cycle. It shows that debate can improve students speaking skill. As debate, Bamboo Dancing Technique can be implemented in the class. The similarity of this her research and this research are both of research used a classroom action research in research design, improving speaking skill, and in examining speaking. And the difference of both researches is in using the technique, her research used Debat technique and this research uses Bamboo Dancing Technique.

C. Action Hypothesis

Hypothesis is an assumption or prediction about something that made to explain something that often demands to do investigation.²⁶ Hypothesis also can be defined as temporary answer to the research question.

In classroom action research, hypothesis is not a hypothesis of difference or relation, but an action hypothesis. Ideally, action hypothesis close to the tightness of formal research, but the field situation which always change make it hard to comply the demand of hypothesis. Formula of action hypothesis load the action which is expected can be remedial action for the class.²⁷ The

²⁶Supranto, *Statistik*, (Jakarta: Erlangga, 2001), p. 124

²⁷Suwarsih Madya, *Teori dan Praktik Penelitian Tindakan*, (Bandung: Alfabeta, 2007), p.

hypothesis of this research is by using bamboo dancing technique can improve Students' Speaking Skill.