

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Learning Method

Language learning is hard⁷. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period. In the class, teacher teaches the lesson to the student. Teacher gives the lesson and makes student to understand about the lesson. Therefore, learning method is very important and teacher must choose learning method based on the student's ability. Teacher uses a learning method must give attention at the lesson and the skill that will be taught in the class.

Learning method is presentation techniques that are mastered by teacher to teach or provide teaching materials to students in the classroom, either individually or in groups or classical, so that lessons can be absorbed, understood and utilized by the students well, the better methods of teaching, the more effective achievement of objectives as well⁸. Before the teacher teaches in the class, teacher must prepare the lesson, media, and a learning method based on the

⁷ Andrew Wright. *Games for Language Learning*, Cambridge University Press, Cambridge:2006, p. 2

⁸ Abu Ahmadi dan Joko Prasetyo. *Strategi Belajar Mengajar (SBM)*. CV. Pustaka Setia. Bandung: 1997, p. 52

skill that will be taught in the class. Different lesson and skill uses different learning method.

In teaching and learning, teaching methods is an important aspect for the transfer of knowledge or culture of a teacher to students⁹. Therefore, the selection of appropriate teaching methods is very important for a teacher to provide appropriate instruction to the circumstances of students. The learning method which is not appropriate with the lesson will disturb the success of learning process.

Teacher will be easier to determine the most appropriate methods in teaching situations and special conditions if they have general knowledge about various method. Each different class of students who have different character. A learning method which is appropriate in a certain class, may be not appropriate for different class. Environment is a stimulus for the occurrence of the learning process¹⁰.

In the development of education in Indonesia, the obstacles that appear in the running of teaching and learning process is strongly influenced by the method of teaching. Classroom teaching methods are influenced by several factors such as student factors, objective factors, and factors of the situation. Therefore, the method determines the success of teachers in the classroom teaching.

⁹ Hanun Asrohah. *Sejarah Pendidikan Islam*. Penerbit Logos. Jakarta: 1999, p. 77

¹⁰ A. Tabrani Rusyan. *Pendekatan Dalam Proses Belajar Mengajar*. Remaja Karya CV. Bandung: 1989, p. 27

The requirements of the chosen teaching method are as follows:

- a. The teaching methods used must be able to arouse motivation, interests, or passions to study.
- b. The teaching methods used must be able to guarantee the development of students' personalities' activities.
- c. The teaching methods used must be able to stimulate students to learn on their own desire for further learning, exploration and innovation.
- d. The teaching methods used must be able to provide an opportunity for students to realize the work.
- e. The teaching methods used must be able to educate students in self-study and learning techniques to obtain knowledge through their own business.
- f. Teaching methods in used should be able to eliminate the presentation of which is verbal and replace it with a real experience or situation and aims.
- g. The teaching methods used must be able to instill and develop the values that are applied in a major way of learning good habits in daily life.

To teach in the class, teacher needs a learning method. Teacher must give attention everything about the student and the lesson to choose a learning method. Teacher uses a learning method is depend on the character of students and the lesson that will be taught in the class. Every class needs different learning

method.

B. Teaching Speaking

1. Definition of Speaking Ability

Speaking is the productive, oral skill¹¹. Therefore, Speaking is to express thoughts aloud using the voice or talk. It means that when someone interacts with others by using a language as a means, certainly, they want to convey something important, for example, they want to utter their feelings and thoughts. It is strongly impossible for someone to make a communication with others without having any purposes.

Speaking skills are the skills to utter sounds and articulate and say the words to express, express, convey thoughts, ideas, and feelings¹². A frequent communication with other people because they wanted to convey something they wanted. Everyone needs to interact with others because humans are social beings who need help and interact with others.

2. Teaching Speaking

¹¹Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, The McGraw-hill Companies, Inc., New York: 2005, p. 2

¹²G.H Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Penerbit Angkasa, Bandung: 1985, p. 15

Teaching is a process to give guidance the students to reach the goals. Teaching is not an easy task for a teacher. Verbal interaction can be characterized by routine, which is the conventional way of presenting information that can focus on information and interaction¹³. The learning process to speak a foreign language would be easier if the teacher is actively engaged in efforts to communicate. However if there is no communication, the learning process will not work. When the student is making communication activities, teacher do not need to interfere too much. Teachers only supervise students' activities. Teachers role is only as a facilitator and provides an assistance if it needed.

Some techniques which can be used in effective speaking are as follows¹⁴:

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this

¹³ Azies, Furqanul. dan Chaedar, A.. *Pengajaran Bahasa Komunikatif Teori dan Praktek*. PT. Remaja Rosdakarya. Bandung: 2000, p.

¹⁴ <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> [accessed on September 6, 2012]

purpose, so that students do not spend their time chatting with each other about irrelevant things. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety

of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be

completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have

experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups. Each group will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked 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.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

The teacher can choose a technique to teach in the class and modify the technique based on the lesson and students' situation to make learning process be more comfortable and the students can understand the lesson clearly.

Learning speaking using the above techniques are also biased receipts of other techniques that are considered better teachers and matched with classes and students. Selection of appropriate techniques are very influential in students' activeness in following the learning

process. Learning effectiveness of students' related by speaking activity. With a student activity, students will have many opportunities to express what they have in mind. Those way students will be accustomed to speak English and their ability to speak English will increase.

The use of an optimal learning facility will greatly assist the learning process to teach students' English speaking. Facilities that support will help the success of the speaking learning process. The modern era many schools are increasingly improving the quality of students by increasing the school facilities. Even some schools provide complete facilities in each class. So that students are more comfortable in learning process in class.

3. Some Factors that Influence Student Speaking Ability

Student speaking ability is a component is attended by teacher. Many factors influenced it. There are five elements used in speaking ability¹⁵:

1. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role too in speaking English skill. If students have many

¹⁵ P. David Harris, *Testing English as a Second Language*, Georgetown university, New York: 1986, p.81

vocabularies, their speaking will be fluent and they are not confused again to produce many words because they have many vocabularies.

2. Grammar

Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language¹⁶. It means that when the people learn other language, they have to use natural grammar. Grammar cannot change and have to use like usual without add other rules.

Grammar is sometimes defined as the way words are put together to make correct sentences¹⁷. It means that grammar has function to make correct sentences. Through grammar we will know when the activities done and knowing about the meaning of sentences.

Grammar has an important role in English because by mastering grammar, student ability in English such as reading, writing, listening, and speaking will be better. Grammar is common in both the written and spoken form of the language, so its existence has strongly needed in learning and teaching speaking skill.

3. Pronunciation

¹⁶ <http://en.wikipedia.org/wiki/Grammar> [accessed on July 2, 2012]

¹⁷Ur. Penny, *A course in language teaching practice and theory*, Cambridge university press, Cambridge: 1996,p. 75

Pronunciation is the act of uttering with articulation¹⁸. It means that when the people are uttering something with articulation called pronunciation. A good pronunciation can be known, if the people are right in articulation when they are communicating with other people. With good pronunciation, students can communicate with other and the message will convey to listener.

The concepts of pronunciation are stated as follows¹⁹:

a. The sound of the language or phonology

Sound of the language or usually called phonology is useful to define the sounds. In this case, the students have to produce a good or clear sound rather the listener could catch the sound and could define the sound.

b. Stress and rhythm

To find a good pronunciation in pronounce something and to make easy the listener understand the sound, the students have to know their stress and rhythm is right. It means that, when they want

¹⁸ <http://www.brainyquote.com/words/pr/pronunciation207323.html> [accessed on July 2, 2012]

¹⁹ Loc. cid., p. 47

to speak with audience they have to give stress and a good rhythm. Therefore, the audience will understand what it about.

c. Intonation

Intonation is an important aspect of the pronunciation of English because it can make misunderstanding between one with other when they did some conversation. Intonation is the rises and falls in tone that make the tune of an utterance and it often make a difference meaning or implication.

4. Comprehension

Comprehension is the act of comprehending, containing, or comprising; inclusion²⁰. The capacity here refers to students ability to make their speaking can be understood or comprehension easily or well by other students listening or inviting to speak. Comprehension here is closely related to good pronunciation, mastering grammar, has many vocabularies and fluency too. Some students are fluent to speak English, and have many vocabularies, but they mispronounce lots of words and cannot arrange a good sentences. It is impossible that other students who are listening can comprehend their speaking.

²⁰ <http://www.brainyquote.com/words/co/comprehension146355.html> [accessed on July 2, 2012]

From that case above, comprehension of speaking English is one of speaking ability components that should be paid more attention by the students if they want to have a good ability in speaking skill. Otherwise, their speaking won't be understood. There are five sets of qualities to be graded in comprehending speaking English. They are as follow²¹:

- a. Cannot be said to understand even simple conversational English
- b. Has great difficulty following what is say. And comprehended only "social conversation" spoken slowly and with frequent reputation.
- c. Understand most of what is say of lower-than-normal speed with reputation.
- d. Understand nearly everything at normal speed, although occasional repetition may be necessary.
- e. Appear to understand everything without difficulty.

5. Fluency

The student can be calling a master of English or have a good ability in English if they can speak English influence. Fluency is the

²¹ P. David Harris, *Testing English as a Second Language*, Georgetown university, New York: 1986, p.84

quality of being facile in speech and writing²². It means that the students can be call fluency in speaking English, if they are fast when they speak.

The fluency does not only focus on the student speech in speaking English, but also reveals that student fluency in speaking English is focused on the ease when they are speaking. It means, if the student wants to be said that their speaking ability are good, they also must speak with the ease. It's not speaking without having any intentions of fast but can be understood or comprehended by other people.

The people will understand about other people's speaking if the pattern or grammars of the language are correct. Even though their speaking is so fast and fluent, but their language patterns are wrong, the speaking can not be understood and comprehended by their opponents of speaking. Consequently, they will be confused just because of their errors in using their language pattern.

4. Problems of Teaching Speaking

²² <http://www.thefreedictionary.com/fluency> [accessed 2 July 2012]

The ability to speak (speaking) and write (writing) in English are the two abilities are almost as difficult as perceived by most students in the school.

The cause of difficulty to speak English is various. Every student have different problem to speak English. Teacher must know the problem in every student. So, teacher can look for the solution of the student speaking problem. The causes of speaking difficulties are as follow:

- a. The students difficulty to express the ideas orally, so that the students get confused to speak.
- b. The students have limited vocabulary. So that the students are difficult to speak fluently.
- c. The students grammar ability are limited. So that, the students are difficult to speak with the correct rules.
- d. The pronunciation of students are limited. So the students difficult to say the word correctly.
- e. The students courage to speak are lack, because the students fell shy and fear to make mistake.

In teaching, the teacher will get many problems especially from the student. There are four problems in speaking activity, they are²³:

a. Inhibition

Students are often inhibited about trying to say things in a foreign language in the classroom. Sometimes they are worry to make mistake when they speak foreign language. They are shy if their speaking/speech do not attract the audience.

b. Nothing to Say

Sometimes the students think, they don't have any idea to say. It means that they do not have any ideas when the teacher asks something or when their friend asks about their opinion. They cannot find something to express their skill. So, they just keep silent.

c. Low or Uneven Participation

Participation has the important part in speaking. If the students have low participation when they speak in the class, so, their speaking is low too. But, if the students have high participation in the class, so, they will have a good score when they speak.

²³ Ur. Penny, , *A course in language teaching practice and theory*, Combridge university press, Combridge: 1996,p.121

d. Mother Tongue Use

In the class, the students prefer to use mother tongue because for them it is easier to communicate with other. In addition, they can understand quickly about the topic discussed. When they speak in a foreign language, they feel it difficult to speak and they cannot show their ability clearly. But, when they use mother tongue, they feel free to show their ability.

C. Bamboo Dance Technique

1. Definition of Bamboo Dance Technique

Bamboo dance is one of game in scout. Most people call Bamboo dance as Stick dance. In the scout, this game requires four people as a rod holder and one or two people as a dancer. This game requires four sticks. Each rod holder holds the end of the stick with both hands. Then hitting both ends of the stick left and to right and then the stick was beaten to the ground. The beating stick that raises a sound that became the rhythm of this dance game.

Bamboo dance is also known as Thailand bamboo dance. However, this dance is different from bamboo dance in the scouts. In Thailand,

bamboo dance dancers dance with a stick accompanied by the sound of music. This dance is adapted as bamboo dance technique which is used in teaching speaking.

Bamboo dance technique is actually a development of the teaching techniques of teaching techniques inside-outside circle. Bamboo dance work system nearly equal to inside-outside circle, which we have known. Inside-outside circle (IOC) is developed by Spencer Kagan²⁴ in 1993.

An inside-outside circle is a sharing process. Students recall and make sense of information while working with a variety of partners. IOC is a model of learning with a system of small circles and big circles in which students share information at the same time with a different partner with a brief and orderly²⁵. Inside-outside circle technique in actual teachers divides students into two circles. That is a big circle and small circles. The learning system of Inside-outside circle is half of a small number of students in a circle facing out, the other half forms a large circle facing inwards, facing students who share information simultaneously, students who are in the outer ring rotates and then share the information to a friend (new) in front of him, and so on.

²⁴ <http://www.mrwindu.com/2012/01/macam-macam-model-pembelajaran.html> [accessed on September 17, 2012]

²⁵Ibid

Learning model IOC in this learning is more freely undertaken outside the classroom, or open place because the mobility of students will be quite high, so it requires extra attention. However, if the number of students is not too much can also be implemented in the classroom. The information sharing is the content of learning materials that lead to learning objectives.

However, in the Bamboo Dance technique, the teachers divide students into small groups. Each group consists of four students who sit facing each other. Then the teacher gives instructions to the students to find needed information to a friend group command from the teacher's instructions.

2. Learning System

Bamboo dance technique has the objective to enable students to share information at the same time with different partners in a short time on a regular basis²⁶. This strategy is suitable for materials that require the exchange of experiences and information among student. Bamboo dance technique doesn't use bamboo as the media in teaching speaking. The sitting position of students is described as bamboo.

²⁶ <http://wyw1d.wordpress.com/2009/11/14/model-pembelajaran-tari-bambu/> [accessed on September 17, 2012]

This technique can be used in a couple of subjects, such as social sciences, religion, mathematics, and language. The most suitable learning materials used with this technique is a material that requires the exchange of thoughts and information among student. One of the advantages of this technique is that there is a clear structure and allows students to share with a different partner with a brief and orderly. In addition, students work with fellow students in an atmosphere of cooperation, have many opportunities to process information, and enhance communication skills. The Bamboo Dance technique can be used for all age levels protege and well liked, especially by children.

Teaching system of Bamboo dance technique is almost inside-outside circle technique. However, there is a little difference in terms of group formation. In teaching system of inside-outside circle, students are divided into two circles by the teacher but in Bamboo Dance techniques, teachers divide students into small groups and each group consists of four students.

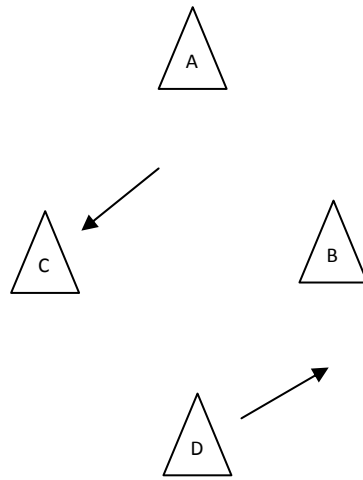
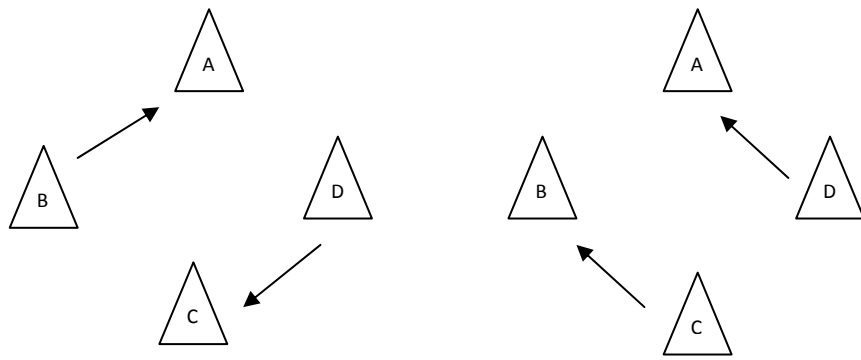
In Bamboo dance technique, the students must search and share the information to each other in their group. So, the Bamboo dance technique is suitable to teach speaking English. It is because the students must speak more often during the learning process. So that, the frequency of the students to speaking English be more often.


The procedure of Bamboo dance technique to teach in the class are as follow:

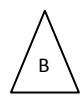
1. The researcher divides students into some groups. Every group consists four students.
2. Each student sits opposite each other with the group members.
3. The researcher gives the instruction to look for the information to the others students in their group.
4. After the student gets the information, the researcher asks the students to move to find other information in their own group members. This step is done by student until the student gets the information about each group member.
5. After the student gets the information about each group members, the researcher asks the students to present their information that they got in their group.

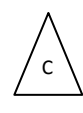
3. Description of Learning System

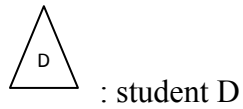
These pictures are describe about the learning system in Bamboo Dance Technique.



 : student A

 : student B

 : student C



Description:

First stage:

- a. Each group consists of four students.
- b. Student A speak with student B to find information among them.
- c. Student C speak with student D to find information among them.

The second stage:

- a. Student A speak with student D to find information among them.
- b. Student B speak with student C to find information among them.

The third stage:

- a. The students take turns sitting with the other students within their own group
- b. Student A speak with student C to find information among them.
- c. Student B speak with student D to find information among them

D. Review of Previous Studies

Some previous studies about student English ability which has been done by other researchers are explained below:

1. The first research is conducted by Chothibul Umam at Madrasah Aliyah Sunan Drajat Sugio Lamongan. His research is about *Improving the students' Speaking Ability through Role-Playing Technique*. The finding of this research shows that the students' skill in speaking improved significantly from one cycle to the following cycle. This can be seen from the result of each cycle. The students' speaking performance is improved from 41.7% of all students who could reach at least *good* level at the first cycle to 66.7% of all students in the second cycle. The students' self-confidence is also improved from 37.5% of all students who fulfill 5 of 7 indicators in this study in the first cycle to 62.5% of all the students in the second cycle²⁷.
2. The second research is conducted by Kholil Hamid at Pondok Modern Gontor. His research is about *Pembelajaran Speaking Melalui Conversation Club di Pondok Modern Darussalam Gontor Ponorogo*. The result of the study shows that speaking ability can be further increased through environmental factors. Environment that uses the English language will

²⁷Chothibul Umam. *Improving the students' Speaking Ability at Madrasah Aliyah Sunan Drajat Sugio-Lamongan Through Role-Playing Technique*. (undergraduate thesis, state university of Malang. 2009). (online). <<http://library.um.ac.id/free-contents/index.php/pub/detail/improving-the-students-speaking-ability-at-madrasah-aliyah-sunan-drajat-sugio-lamongan-through-role-playing-technique-chothibul-umam-39701.html>> [accessed on January 16, 2012]

make the students become accustomed to speaking in English. As in Pondok Modern Gontor, Linguistic environment in Pondok Modern Gontor is the key to the success of these institutions in developing speaking English. Modern cottage Gontor linguistic environment in such a way that students do not have any chance to use the Indonesian language, but English language the only means of communication used²⁸.

3. The third research is conducted by Faiza at SMA GIKI 3 Surabaya. Her research is about *Using Debate Method to Improve the English Speaking Ability at the Second Grade of SMA GIKI 3 Surabaya*. Based on the result of the research, the implementation of debate is influenced by the given topic, debate technique, and teaching learning process. After doing thrice of debate, the students' speaking ability is improved. A student from the level of 3 into 3+ level, a student from the level of 2+ into 3+, a student from 2+ into level 3, and five students from level 2 into level 3. Besides, the students agree that debate method can improve speaking ability. It is based on the result of questionnaire that voted 100% of students consider that debate can improve speaking ability²⁹.

4. The fourth research is conducted by Nurul Faridah Waki at MAN Surabaya.

Her research is about *Using Narrative Text as Discussion Material to*

²⁸Kholil Hamid. *Pembelajaran Speaking Melalui Conversation Club di Pondok Modern Darussalam Gontor Ponorogo*. Undergraduate thesis, university of PGRI Adi Buana Surabaya.2010)

²⁹ Faiza. *Using Debate Method to Improve Speaking Ability at The Second Grade of SMA GIKI 3 Surabaya*. (unpublished thesis S1: IAIN Sunan Ampel Surabaya. 2011)

Improve the Speaking Ability of the Eleventh Grade Students' of MAN Surabaya. The result of the study shows the student responses are good. It can be seen by the questionnaire that is given to the students in the last meeting. After the analysis, 60,60 % answers that they liked narrative text as a discussion material in teaching speaking students³⁰.

5. The fifth research is conducted by Riryng Fatmawati at MAN Lamongan. Her research is about *The Effect of Using Song on Students' Speaking Ability at MAN Lamongan.* The result of the study shows that the score from the experimental group is higher than the control group. She describes the result of statistic test as follows: based on the normality test, that the result from the experimental class is $(-58,9733 < 15,0863)$, and from the control class is $(-52,9879 < 11,3449)$. It means H_0 received, both samples is from population distributes normal. Based on the homogeneity test, that is $(1,77 < 1,68)$, it means that H_0 is received. So that both samples is from that has variants homogeneity. Based on the differences between means with the t-test. That is $(1,684 < 3,5)$, means that H_0 is refused. So, the final score of students that use song are better than the students that do not use song³¹.
- From all describing, the writer can conclude that song can be a good,

³⁰ Nurul Faridah Waki. *Using Narrative Text as Discussion Material to Improve The Speaking Ability of The Eleventh Grade Students' of MAN Surabaya.* (unpublished thesis S1: IAIN Sunan Ampel Surabaya. 2010).

³¹ Riryng Fatmawati. *The Effect of Using Song on Students' Speaking Ability at MAN Lamongan.* (unpublished thesis S1: IAIN Sunan Ampel Surabaya. 2009).

interesting, fun and attractive media on teaching English, especially on developing speaking ability.

6. The sixth research is conducted by Moh. Hafidz at SMP Al Falah Sumbergayam Kadur Pamekasan. His research is about *The Implementation of Contextual Teaching and Learning Method in Improving Student's English Speaking Skill at Senior High School of Al Falah Sumbergayam Kadur Pamekasan*. After obtaining and analyzing the data (raport values of X class (semester II) 2008/2009 an observation result), the implementation of contextual Teaching and Learning (CTL) method in improving English speaking skill at senior high school of Al Falah Sumbergayam Kadur Pamekasan is well because the student rate is good (78:30% = 23,4). With criteria 78 is an English value, 30 % is a speaking standard and 23,4 is a speaking value. The observer's assessment is 63-82. The criteria of observer's assessment are 83-99 : very good, 63-82 : good, 43-62: enough, 26-42: poor)³².

7. The seventh research is conducted by Fikri Yanda at Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya. His research is about *English Speaking Club: An Analysis to Improve the English Speaking Skill for Student of English Education Department faculty of Tarbiyah State Institute*

³² Moh. Hafidz. *The Implementation of Contextual Teaching and Learning Method in Improving Student's English Speaking Skill at Senior High School of Al Falah Sumbergayam Kadur Pamekasan*. (unpublished thesis S1: IAIN Sunan Ampel Surabaya. 2010).

for Islamic Studies (IAIN) Sunan Ampel Surabaya. The result of the study shows that to improve members' English Speaking Skill, the club provides several programs to run. Those programs run in English all the times. The most favorite programs are the orientation and the weekly English discussion or debate. According to the findings, the English speaking club could be an alternative to improve English speaking skill for the students of the English education department IAIN Sunan Ampel Surabaya. It can be seen from the members' belief (43%) on this club to improve such a skill. Another supported data from the interview result shows the purpose and the programs of the club to achieve English speaking skill improvement of the members³³.

8. The eighth research is conducted by Nur Lailatul Mahmudah at MAN 1 Bojonegoro. Her research is about *Using Discussion Technique to Improve the Speaking Skill of Students of Second Grade of MAN 1 Bojonegoro.* The result of the study shows that the students' responses when the discussion technique applied were good. Actually, more than 50% of students, exactly 85,36% answer that they like discussion technique as a method in teaching spekaing. And 97,55% the students hoped that the discussion technique can be implemented in their school. The assessment of the students showed that the students speaking ability was improved in their accent, grammar,

³³Fikri Yanda. *English Speaking Club: An Analysis to Improve The English Speaking Skill for Student of English Education Department Faculty of Tarbiyah State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya.* (unpublished thesis S1: IAIN Sunan Ampel Surabaya. 2010).

vocabulary, fluency and comprehension. The student were not afraid of making mistakes and they could speak up freely and confidently to express their ideas than the first meeting³⁴.

9. The ninth research is conducted by Sri Endang Kusmaryati at MA NU Banat Kudus. Her research is about *Improving English Speaking Ability Through Classroom Discussion for Students*. The result of the study shows that Classroom Discussion is effective in improving the English speaking of the eleventh year students of MA NU Banat Kudus in the academic year 2008/2009. The achievement of English speaking of students taught by using Classroom Discussion is higher than the achievement of English speaking of students taught without using Classroom Discussion. Most of the students get their motivation when they try to answer the questions during discussion. The student confidence to express their ideas in their class and the students do not get many difficulties to communication by using English³⁵.

10. The tenth research is conducted by Darwis Sasmedi at SMU BPG Ujung Pandang. His research is about *Improving the Students' Ability to Speak English Using Their Own Picture Through Pair Work*. The result of the study shows that the study conclude that using students' own pictures

³⁴Nur Lailatul Mahmudah. *Using Discussion Technique to Improve The Speaking Skill of Second Grade of MAN 1 Bojonegoro*. (unpublished thesis S1: IAIN Sunan Ampel Surabaya. 2010).

³⁵Sri Endang Kusmaryati. *Improving English Speaking Ability Through Classroom Discussion for Students of MA NU Banat Kudus*. (The lecturer of English Education Department FKIP UMK Kudus. 2009). (online). <http://jurnal.umk.ac.id/?page_id=422 > [accessed on January 16, 2012]

through pair work as a teaching strategy variation has brought a new nuance in English language teaching in improving their ability to speak English. He include two points in his research. The use of students' own pictures through pair work can increase their motivation in speaking English and there was a significant difference between the students' mean score of the speaking achievement of pre-test and post-test and of formative test of cycle 1 and cycle 2³⁶.

This research is different from the previous studies above. Some studies use different technique to improve speaking ability such as Role Play, Conversation Club, Debate, Discussion, Song, Contextual Teaching and Learning, Speaking Club, and Own Picture. But in this research, the researcher uses Bamboo dance to improve the students' speaking ability.

³⁶Sasmedi Darwis. *Improving the Students' Ability to Speak English Using Their Own Picture Through Pair Work*. (Lembaga penjaminan Mutu Pendidikan (LPMP) Sulawesi Selatan).(online). <http://www.lpmpsulsel.net/v2/index.php?option=com_content&view=article&id=101:improving-the-students-ability-to-speak-english-using-their-own-pictures-through-pair-work&catid=42:widyaiswara&Itemid=203> [accessed on January 16, 2012]