ABSTRACT

Widiyanti, Irma Setya. 2011. *The Use of Backchanneling Strategy to Improve Students' Speaking Fluency in Transactional and Interpersonal Conversation (An Experimental Study of the Tenth Grade Students of SMA Negeri 4 Semarang in the Academic Year of 2010/2011).* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Supervisor: I. Dr. Djoko Sutopo, M.Si. II. Novia Trisanti, S.Pd, M.Pd.

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The main objective of this study is to find out how backchanneling strategy can improve students' speaking fluency. In this study, there are two hypotheses. The first hypothesis is the working hypothesis (Ha). The working hypothesis in this study is "the use of backhanneling strategy as a strategy in speaking is effective to improve the students' speaking fluency in transactional and interpersonal conversation". The second one is the null hypothesis (Ho). It is "the use of backchanneling strategy as a strategy in speaking is not effective to improve the students' speaking fluency in transactional and interpersonal conversation".

The population was the tenth grade students of SMA Negeri 4 Semarang in the 2010/2011 academic year. The subject was the students of class X-X. The research design used was one-group pre-test post-test experimental design. It was consisting of a pre-test measurement followed by a treatment and a post-test for one single group. This research was done in seven meetings. One meeting (first meeting) was the pre-test; four meetings (second, third, fourth, fifth meeting) were treatment; and two meetings (sixth and seventh meeting) were the post-test. During the treatment, the students were exposed to the use of backchanneling strategy in their conversation. I introduced them two kinds of back channel cues – verbal and non verbal cues, besides I explained how to apply these cues in the dialogue and practiced it as natural as possible. Before the treatment I conducted the pre-test whereas after the treatment I conducted the post-test. These tests had a purpose to find out the students' speaking fluency before and after the treatment. The result of the test was then analyzed using t-test formula.

In the pre-test the average of students' achievement was 62.3. While in the post-test the students got 72.9 which it meant it was higher than the pre-test. The t-data or t-value obtained was 2.52. Since the t-data is higher than the t-table, the working hypothesis is accepted. It means that the students developed their speaking fluency effectively by applying backchanneling strategy in their conversation practices. Moreover, they were more natural and confident in practicing a conversation with their partner. Based on this conclusion, the suggestion given is that the teacher may introduce backchanneling strategy as a strategy in speaking to improve students' speaking fluency since this strategy is easy to apply to make students speak naturally and fluently