



**THE USE OF BAMBOO-DANCING TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING SKILL IN
INTERPERSONAL CONVERSATION**

**(A Classroom Action Research at Grade VII Students of SMP IT
Insan Cendekia Semarang in the Academic Year of 2014/2015)**

a final project
submitted in partial fulfillment of the requirements
for degree of *Sarjana Pendidikan*
in English

by
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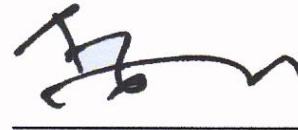
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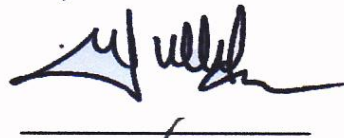
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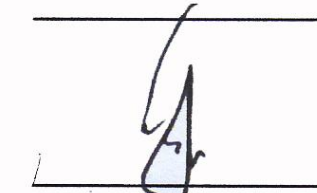
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COMPETENCE

(A Classroom Action Research at Grade VII Students of SMP IT Insan

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Saya tulis dalam rangka memenuhi salah satu syarat guna memperoleh gelar sarjana ini merupakan karya Saya sendiri yang Saya hasilkan melalui penelitian, pembimbingan, diskusi, pemaparan/ ujian. Semua kutipan yang langsung maupun yang tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Jika di kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, Saya bersedia menerima konsekuensinya.

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MOTTO AND DEDICATION

“Then which of the favours of your Lord will you deny?”

(Surat Ar-Rahman)

*For my beloved family especially for my
mother, my grandma, my brother, and
my fiance, and for all my best friends.*

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Finally, my special thanks go to everyone who has helped me in completing my final project but I fail to mention because of space limitation. I realize that this final project is still far from being perfect. I would welcome any suggestions for the improvement.

Linna Endah Nur Wahyuni

ABSTRACT

Wahyuni, Linna Endah Nur. 2015. THE USE OF BAMBOO-DANCING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL IN INTERPERSONAL CONVERSATION (A Classroom Action Research at Grade VII Students of SMP IT Insan Cendekia Semarang in the Academic Year of 2014/2015). Final Project. English Department. Faculty of Languages and Arts. Semarang State University. Advisor: Prof. Dr. Dwi Rukmini, M.Pd.

Key words: *bamboo-dancing technique, speaking skill, interpersonal conversation, action research*

Most students of Junior 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 itself. So, some techniques should be carried out to make speaking easier and interesting. "One of the techniques to teach speaking is bamboo-dancing technique which is one of cooperative learning technique, in which students are placed in two lines to see each other and make conversation (Suprijono, 2009:98)". The aim of this study is to find out how bamboo-dancing technique can be implemented in improving students' skill to master interpersonal conversation. In order to achieve the objectives, an action research was designed and carried out in this study.

The participants of this study were 28 students of class VII B of SMP IT Insan Cendekia Semarang in the academic year of 2014/2015. Questionnaires, observation guide, and speaking tests were used as the instruments for collecting the data.

The analysis results of the first and second questionnaires showed that bamboo-dancing technique was useful to most of students of SMP IT Insan Cendekia Semarang to improve their learning motivation and interest in interpersonal conversation. Their perception was changed positively after having the treatment. It meant that the use of bamboo-dancing technique could ease their problem in speaking English especially interpersonal conversation. The results of the study showed significant improvement of the students' achievement in mastering interpersonal conversation. It is proven by the average results in every test; pre cycle test (67), cycle 1 test (73), and post cycle test (79). Moreover, the result of the observation guide showed that bamboo-dancing technique changed the students' learning behaviour being better than before.

Based on the results of those research instruments, it can be concluded that the use of bamboo-dancing technique as a learning technique gives the improvement to students' speaking skill in interpersonal conversation in terms of motivation, attitude and mastery.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, purpose of the study, definition of the key words, significance of the study, and outline of the study.

1.1 Background of the Study

There are four basic skills in learning English, those are speaking, writing, reading, and listening. Speaking and writing are productive skills while listening and reading are receiving skills. Speaking skill is regarded as the productive skill where people or the learners acquire to convey meaning, as stated in Bailey (Bailey, 2005:2) that “the production skill consists of producing systematic verbal utterances to convey meaning”.

Speaking is regarded as a skill which is difficult to learn because people have to know how to pronounce, how to deliver the message of the speech when they speak to someone. Besides, they have to know how to use the rules of speaking. Speaking has some activities, and conversation is one of them. As we know conversation is when two people or more talk to each other in a formal and informal situation. Based on the current curriculum in our country that is 2013 curriculum, especially for the seventh grader students of junior high school, they learn about one kind of conversation that is interpersonal conversation.

In interpersonal conversation, the students learn how to socialize by using spoken language to interact with surrounding. Brown (2001: 274) says that “interpersonal conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information”. Interpersonal conversation includes the materials; for example, suggestions and offers, greeting and leave taking, asking and giving opinion, giving compliments and congratulations, etc. For this interpersonal conversation material, the students have to concentrate to the teacher’s explanation about the material and also the ways to practice it. In reality, the seventh graders students of junior high school get some problems in learning interpersonal conversation.

There are two common problems faced by the students in doing interpersonal conversation. First is they don’t know the expressions used for stating, asking, giving, and also responding to the conversation, and the second they also get confused in the turn taking, when they have to ask/ state and when they have to answer/ give responses. The fact that students in the seventh graders get difficulties in interpersonal conversation is experienced by the researcher while doing teaching practice in the SMP IT INSAN CENDEKIA Semarang. When the researcher asked the students to practice interpersonal conversation in pairs with the theme introducing to others, the students did not know who started the conversation first, what should be said at the first time, and what expressions must be used.

By seeing these problems, teachers should find other techniques in teaching interpersonal conversation. As we know that in speaking activities, it will

make the students always practice the conversation. So, to make them practice the conversation easily, it will be better to put the students in group work/ pair work as elaborated by cooperative learning technique in which students learn the material in a group work. Related to the difficulties faced by the students in interpersonal conversation, teachers need a cooperative technique which will make students really active and participate in the learning process as stated by Slavin (1995) that “cooperative learning is an instructional method in which students are put in small groups through which students work together to maximize their own and each other’s learning”.

Due to the reasons above, the writer intended to carry out a research on the use of bamboo-dancing technique to improve the students’ speaking skill in interpersonal conversation.

1.2 Reasons for Choosing the Topic

Some reasons why the writer chose the topic “The Use of Bamboo-Dancing Technique to Improve Students’ Speaking Skill in Interpersonal Conversation” are:

It is difficult for most English teachers to make their speaking class being attractive, interesting, fun, and not boring because most of them only use the conventional way of teaching when they teach interpersonal conversation. One of difficulties in teaching speaking is making the students active in teaching learning process because many teachers only give them material and explain it without asking the students to participate actively in the learning process.

The students in the seventh graders of junior high school like to imagine something, and bamboo dancing technique is expected to help the students enjoy the learning of interpersonal conversation because after they see the conversation samples given by the teacher, they will practice the conversation by using bamboo dancing technique confidently.

1.3 Research Questions

The problems investigated are stated as follows.

- 1) what are the problems related to the interpersonal conversation faced by the students in the seventh graders of SMP IT Insan Cendekia?
- 2) what technique is proposed to solve the problem?
- 3) how is the technique implemented in every cycle of this study?
- 4) what students' learning behavior is changed after the bamboo-dancing technique is implemented?

1.4 Purpose of the Study

The purposes of this study are stated as follows.

- 1) to describe the students' problems in the interpersonal conversation.
- 2) to explain the proposed technique to solve the students' problem in interpersonal conversation.
- 3) to describe how the bamboo-dancing technique is implemented in every cycle of the study.

- 4) to describe the students' learning behavior after the bamboo-dancing technique is implemented.

1.5 Definition of the Key Words

a) Interpersonal Conversation

“Interpersonal conversation is how to socialize by using the spoken language to interact with surrounding”. (Brown, 2001:247).

b) Bamboo-Dancing Technique

“Bamboo-dancing technique is one of the cooperative techniques which make the learners enjoy, be fun, and be active in the learning process and also helps the learners to practice interpersonal conversation easily”. (Suprijono, 2009:98).

1.6 Significances of the Study

After doing the research, the result of the study is expected to give the following advantages:

- 1) The teachers can use more strategies in teaching interpersonal conversation,
- 2) The students can learn interpersonal conversation by using another way that is by using bamboo-dancing technique, and
- 3) The result of the study can provide information for the readers about the students' improvement in interpersonal conversation practice after taught by using video and bamboo-dancing technique.

1.7 Outline of the Study

Chapter I presents the introduction that includes the background of the study, reasons for choosing the topic, research questions, purpose of the study, definitions of the key words, significances of the study, and outline of the study.

Chapter II presents the review of related literature, which discusses the general concept of speaking, general concept of interpersonal conversation, teaching interpersonal conversation, definition of the cooperative technique, definition of bamboo-dancing technique, characters of the junior high school students.

Chapter III presents the methodology of the study. It discusses how the writer gets the data.

Chapter IV discusses the analysis of the research.

Chapter V discusses the conclusion and the suggestions of the study.

1.8 Limitation of the Study

1.8.1 Limitation of the Subject Study

Subject study in this research is the seventh graders students in the SMP IT INSAN CENDEKIA in the academic year 2014/2015. There were 56 students which were divided in two classes, class A and class B. The writer chose the class B with 28 students as the sample in this research. This class had been randomized since the procedure applied by the school in the students' acceptance is regular. The regular system means that the school received the students from many elementary schools which have different background of students. The students'

score at that time was also heterogeneous. From the explanation above, that is why the researcher does not need to do the randomization again.

1.8.2 Limitation of the Technique

Since there are many cooperative techniques can be applied in the learning activities, in this study the writer applied the bamboo-dancing technique. In this technique, the writer will divide the 28 students in two groups. Group I and II will make two lines face each others. One student will get a partner to practice the conversation.

1.8.3 Limitation of the Material

This study is about using bamboo-dancing technique in teaching interpersonal conversation. The interpersonal conversation in the seventh graders has some materials, and in this study the writer chose some interpersonal conversation materials, these are: introducing to others, greeting and leave taking, and also apologizing.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the literature review related to the topic of the study namely general concept of speaking, conversation, interpersonal conversation, teaching interpersonal conversation, definition of cooperative learning technique, definition of bamboo-dancing technique, characteristic of junior high school students, and teaching interpersonal conversation by using bamboo-dancing technique for seventh graders students.

2.1 Review of Previous Study

There are several previous studies doing research in improving students' interpersonal conversation. Some of them are: Bastian Surya Adinegara in 2013 conducted a research entitled "*THE USE OF DIGITAL MOVING PICTURE TO ENHANCE THE MASTERY OF SPEAKING ABILITY IN INTERPERSONAL CONVERSATION*". It was resulted that the digital moving picture improved the students' ability in interpersonal conversation. Another was Aisyah Nurlailly Normayuita in 2011 also conducted a research entitled "*THE USE OF PUPPETS AS MEDIA IN TEACHING TRANSACTIONAL AND INTERPERSONAL CONVERSATION*". The result was same to Bastian Surya Adinegara that the puppet also improved student's understanding in interpersonal conversation. The third previous study was entitled "*CLASSROOM STRATEGIES IMPROVING THE INTERPERSONAL CONVERSATION SKILLS IN*

NURSINGSTUDENTS". This study was conducted by A. Bocchino, M.J from nursing university of Spain in 2012. From A. Bocchino, M.J' s research it also showed that there was improvement in the nursing students' speaking skill in interpersonal conversation after classroom strategy (cooperative technique) were applied there.

The same thing between those previous studies and mine is improving students' speaking skill in interpersonal conversation, while the difference between my research and those previous researches is in my research I will apply bamboo-dancing technique to improve students' speaking skill in interpersonal conversation.

2.2 General Concept of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation,

and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

Since speaking is difficult which requires many aspects of language, such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*) as stated above, students in the seventh grade get some problems and difficulties in the speaking activities. Students' difficulties in speaking activities had been experienced by the writer in doing teaching practice program in SMP IT Insan Cendekia. Students got many problems when their teacher asked them to perform their dialog in front of the classroom. They felt difficult in using the correct expressions, turn taking, minding the grammar, and producing the correct pronunciation. This situation is in opposite with what expert says as follows:

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the

following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

From the explanation above it can be said that speaking is a complicated and challenging activities, in other words we can say that speaking is a difficult activities especially for the seventh grade students, so in teaching speaking we need more skill and strategies which can be used to monitor the learners' speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Savage's *New Ways in Teaching Speaking* (1994), and Lewis's *New Ways in Teaching Adults* (1997) offer suggestions for activities that can address different skills. Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (1994) lists six possible task categories:

1) Imitative

Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy;

2) Intensive

Drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;

3) Responsive

Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions;

4) Transactional

Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates;

5) Interpersonal

Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays; and

6) Extensive

Extended monologues such as short speeches, oral reports, or oral summaries.

From the six activities above, the most speaking activities found in the seventh grade students of SMP IT Insan Cendekia is number 5 (Interpersonal speaking). In the 2013 curriculum for the seventh grade students, most of the speaking material is interpersonal conversation with the simple material, such as introducing, greeting and leave taking, apologizing, and so on. From the 6 activities suggested above, we as a teacher can select one of them to be applied in the classroom.

2.3 General Concept of Conversation

We know that conversation is at least two persons that do communication activity. Besides, conversation can be defined as a dialogue between two persons

or more in a formal and informal situation. Then, it is important for the dialogue to contain patterns that the children can transfer to other situations, and instead of getting the children to memorize dialogue, and to train them how to make choices about what to say to express thoughts and feelings (Paul 2007: 77).

Brown and Yule (1983) distinguish conversation according to the language use into two kinds of conversation; those are transactional conversation and interpersonal conversation. Transactional conversation is used on the situations where the focus is on what is said or done. Focus of this conversation is making the listener or the receiver of the message understand clearly the point of the message or information, rather than the participants and how they interact socially with each other. Meanwhile, interpersonal language is the language that we use to build and maintain relationships. It can be compared to transactional language, which normally carries a message and is the language used to get things done. To maintain interaction, speakers use interpersonal strategies.

In the seventh grade students, most of the conversation material learned and practiced by the students is interpersonal conversation. The interpersonal conversation material given in the seventh grade students based on the curriculum 2013 have a purpose as stated by Brown and Yule above that is maintaining relationship between student and other students and also students and the teachers. The themes of the interpersonal conversation in the seventh grade students are so simple and based on the daily life, such as introducing, greeting and leave taking, and apologizing.

2.4 General Concept of Interpersonal Conversation

Brown (2001: 274) says that ‘interpersonal conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.’ Meanwhile, Bailey (2005: 97) states that ‘interpersonal conversation is communication for social purpose, including establishing and maintaining social relationship.’ Thus, if we talk about interpersonal conversation, we will learn how to socialize by using spoken language to interact with surrounding that involve talk action such as greeting and leave taking, asking and giving opinion, giving compliments and congratulations.

Interpersonal conversation serves a primarily social function. The focus of this conversation is more on the speakers and how they wish to present themselves to each other than on the message. So, the interlocutors on interpersonal conversation assume lots of shared knowledge or information and tend to be relatively inexplicit.

Brown and Yule (1983) described the main features of interpersonal conversation as follows: Has a primarily social function

1. Reflects role relationships
2. Reflects speaker’s identity
3. May be formal or casual
4. Uses conversational conventions
5. Reflects degrees of politeness
6. Employs many generic words
7. Uses conversational register
8. Is jointly constructed

For example:

Wulan : Good afternoon, Dian.

Dian : Good afternoon, Wulan. By the way, do you want to water the flowers?

Wulan : Yes, I do. Do you want to come with me?

Dian : Sure. Let’s go to the Garden!

(taken from “*Fokus*” fourth graders pages 31

Based on the 2013 curriculum, the seventh grade students perform the interpersonal conversation in pairs (between 2 students). The theme of the

interpersonal conversation in the seventh grade students is maintaining relationship between friends and also to the teachers, as like introducing, greeting and leave taking, apologizing, and many else. For example the introducing theme is used to introduce oneself to others, so it can be said that it maintains the relationship between friends. Greeting and leave taking theme can be used between student and other students, and also students and the teachers. Moreover the apologizing also can be used to say sorry to friends and to the teachers. So, the interpersonal conversation in the seventh grade students really maintains the relationship between friends and also between students and teachers.

Because of the main function of interpersonal conversation itself, I choose interpersonal conversation as the focus of this study. I wish after the end of the study, the students are expected to join to the conversation in appropriate way by mastering some important skills in interpersonal conversation.

Brown and Yule (1983) mentioned some skills that should be involved in interpersonal conversation as follows: 1. Opening and closing conversations 2. Choosing topics 3. Making small-talk 4. Joking 5. Recounting personal incidents and experiences 6. Turn-taking 7. Using adjacency pairs 8. Interrupting i. Reacting to others j. Using an appropriate style of speaking

From the aspects above, the students are sometimes getting difficulties in their pronunciation, expressions used, and also turn taking. Turn taking means that the students sometimes are confused when they have to start the conversation, reply to the other speaker expressions, and close the dialog. Moreover, they are difficult in memorizing the expressions should be used in their dialog. From the difficulties faced by the students, it made most of the students' speaking score is low or under the average.

2.5 Definition of Cooperative Learning Technique

(Barkley, Cross and Major, 2005), Cooperative learning techniques can be categorized by the skill that each enhances although it is important to recognize that many cooperative learning exercises can be developed to fit within multiple categories. Categories include: discussion, reciprocal-teaching, graphic-organizers, writing and problem solving. Each category includes a number of potential structures to guide the development of a cooperative learning exercise, as follows.

1) Discussion

"A good give-and-take discussion can produce unmatched learning experiences as students articulate their ideas, respond to their classmates' points, and develop skills in evaluating the evidence of their own and others' positions." (Davis, 1993, p. 63)

- a) Think-pair-share: As probably the best known cooperative learning exercise, the think-pair-share structure provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. Its simplicity provides instructors with an easy entry into cooperative learning and it is readily adaptable to a wide range of course constructs. (Example: Where Do I Begin? Using Think-Pair-Share to Initiate the Problem Solving Process)
- b) Three-step interview: This structure can be used both as an ice-breaker which introduces students to one another and to provide students with a venue for soliciting opinions, positions, or ideas from their peers. Students

are first paired and take turns interviewing each other using a series of questions provided by the instructor. Pairs then match up and students introduce their original partner. At the end of the exercise, all four students have had their position or viewpoints on an issue heard, digested, and described by their peers.

2) Reciprocal teaching: explaining, providing feedback, understanding alternative perspectives

Slavin (1996), in a review of hundreds of studies, concluded that "students who give each other elaborated explanations (and less consistently, those who receive such explanations) are the students who learn most in cooperative learning." (p. 53)

a) Note-taking pairs: Poor note-taking leads to poor performance. Designing an exercise which requires students to summarize their understanding of a concept based on notes taken (with directed questions such as what is the definition of a concept, how is it used, what are the three most important characteristics of a topic) and receiving reflective feedback from their partner provides students the opportunity to find critical gaps in their written records.

b) Jigsaw: For more complex problems, this structure provides students the opportunity to develop expertise in one of many components of a problem by first participating in a group solely focused on a single component. In the second stage of the exercise, groups are reformed with a representative

from each expert group who together now have sufficient expertise to tackle the whole problem.

3) Graphic organizers: discovering patterns and relationships

"Graphic organizers are powerful tools for converting complex information in to meaningful displays...They can provide a framework for gathering and sorting ideas for discussion, writing, and research." (Barkley, Cross and Major, 2005, p.205) See also, concept mapping.

- a) Group grid: Students practice organizing and classifying information in a table. A more complex version of this structure requires students to first identify the classification scheme that will be used.
- b) Sequence chains: The goal of this exercise is to provide a visual representation of a series of events, actions, roles, or decisions. Students can be provided with the items to be organized or asked to first generate these based on a predetermined end goal. This structure can be made more complex by having students also identify and describe the links between each of the sequenced components.

4) Writing: organizing and synthesizing information

The Writing Across the Curriculum Clearinghouse at Colorado State University encourages the use of written assignments across the campus because it teaches students to communicate information, to clarify thinking and to learn new concepts and information.

- a) Dyadic essays: Students prepare for the in-class portion of this exercise by developing an essay question and model answer based on assigned

reading. Students typically need to be guided to develop questions that integrate material across classes as opposed to ones that simply recite facts presented in the reading. In class, students exchange essay questions and write a spontaneous answer essay. Students then pair up, compare and contrast the model answer and the spontaneously generated answer. Subsequently, questions and answers can be shared with the larger class.

- b) Peer editing: As opposed to the editing process that often appears only at the final stage of a paper, peer editing pairs up students at the idea generation stage and peers provide feedback throughout the process. For example, the relationship begins as each student in the pair describes their topic ideas and outlines the structure of their work while their partner asks questions, and develops an outline based on what is described. See also, peer review.

5) Problem solving: developing strategies and analysis

Research by mathematics educators Vidakovic (1997) and Vidakovic and Martin (2004) shows that groups are able to solve problems more accurately than individuals working alone.

- a) Send-a-problem: Students participate in a series of problem solving rounds, contributing their independently generated solution to those that have been developed by other groups. After a number of rounds, students are asked to review the solutions developed by their peers, evaluate the answers and develop a final solution. (Example: Understanding the Impact of (Fiscal and Monetary) Policy)

b) Three-stay, one-stray: Even students working in groups can benefit from the feedback of additional peers. In this structure, students periodically take a break from their work (often at key decision making points) and send one group member to another group to describe their progress. The role of the group is to gain information and alternative perspectives by listening and sharing. The number of times the group sends a representative to another group depends on the level of complexity of the problem. This method can also be used to report out final solutions.

While from the other opinion, cooperative learning is the instructional use of small group so that students work together to maximize their own and each other learning (Suprijono, 2009: 54). Moreover, Slavin (1995) suggests that cooperative learning is an instructional method in which students are put in small groups through which students work together to maximize their own and each other's learning.

Based on the definitions above, we can say that cooperative learning technique is a technique that helps the teacher to deliver the learning materials; besides, it can help the students to maximize their own and each other's learning, to minimize the learning problems and difficulties, and also to acquire material which is taught by the teacher easier than before. Since the cooperative learning technique is done by making a small and big group between students, it will be very useful to gain their social relationship.

In gaining the knowledge by using the cooperative learning technique, the students will pay more attention to the materials, and being more active in the

learning activities. Especially in teaching interpersonal conversation using the cooperative learning technique will help the students to talk active between one student and other students.

2.5.1 Cooperative Learning Technique in Teaching Interpersonal Conversation

In teaching learning process, cooperative learning technique is very important. Cooperative learning technique helps teacher in delivering and explaining materials easier and clearer than before as stated in point 2.3 above. Besides, the cooperative learning technique helps teacher to deliver the message to the students. In teaching interpersonal conversations, we need a technique that can help students to see the interaction in the interpersonal conversations. Then, this cooperative learning technique can make students being actively participate and practice the interpersonal conversation, make them understand what response to give if someone ask or state something to them, and also make students notice when their turn to ask or state and when their turn to answer or give response.

From the explanation above, the writer applies one of cooperative learning techniques called bamboo-dancing to improve the students' interpersonal conversation competence.

2.6 Definition of Bamboo-Dancing Technique

Bamboo Dance or in the Philippine is called *tiniklingis* one of the most popular and well-known of traditional Philippine dances. Bamboo Dance is considered the national folkdance with a pair of dancers hopping between two bamboo poles held just above the ground and struck together in time to music.

Originated from Leyte Province, this dance is in fact a mimic movement of “tikling birds” hopping over trees, grass stems or over bamboo traps set by farmers. Dancers perform this dance with remarkable grace and speed jumping between bamboo poles.

In this Bamboo Dance technique, the class will be divided into two groups. These two groups will form a formation resembles two bamboos that used in Bamboo Dance from the Philippine. These two groups stand up face to face, so every student in the groups will get a partner to speak or practice the conversation. The topic for the conversation will be introduced first by the teacher, and then the students will use this technique to practice the conversation.

2.6.1 The Advantages and Disadvantages of Bamboo-Dancing Technique

According to Suprijono (2009:98), this method has some advantages, these are:

- 1) bamboo dancing method has a clear structure that makes students to share the information easier
- 2) bamboo dancing gives changes the students to get the information
- 3) bamboo dancing will make students more speak to certain topic
- 4) bamboo dancing method can make the learning process more enjoyable

While Suprijono (2009: 98), Bamboo Dance technique has some disadvantages as follows:

- 1) The students will feel panic when they must speak with their partner.
- 2) The students must be tired when they must stand up and speak up with the partner too long.

- 3) It has time consuming to arrange the students to form this technique. From the descriptions above, it can be concluded that Bamboo Dance has some disadvantages. However, it is not a big problem as long as the teacher can conduct the class.

2.6.2 The Steps in Applying Bamboo-Dancing Technique

The steps of Bamboo Dance technique that paraphrased by Suprijon (2009: 98-99) as follows:

- a) Teacher gives the topic to the students.
- b) Teacher divides the class into two groups.
- c) Teacher asks a half of students in the class to form the first line and the other to form second line face to the first line.
- d) The first and the second line stand up face to face. This formation resembles two bamboos that are used in bamboo dance from the Philippine.
- e) In this formation, every student will have a partner.
- f) Teacher gives the task to the students for example teacher gives a topic and asks the students opinion about that topic.
- g) The first line will begin deliver their opinion first. After that the second line will deliver their opinion.
- h) Teacher asks the students from the second line to move one step to the left, so they will get a new partner and a new opinion. This movement resembles like the movement of Bamboo Dance from Philippine. The students move continuously until they are back to their first partner.
- i) Teacher and students discuss together.

From the explanation above, it can be concluded that in Bamboo Dance technique every student must speak up with their friends or with their group partners. They will talk active to share the idea about interpersonal conversation being taught today, such as expressions used in the dialog, pronunciation, grammar, and also they will try to practice to manage the time in turn taking (to start, to replay the dialog, and close the conversation). After practicing the interpersonal as those rules, it is predicted that the students' speaking ability will improve, in other word the students' interpersonal conversation competence will also improve.

2.7 Characteristics of Junior High School Students

Junior high school student is included in intermediate level student. They are between 12 and 14 years old. In this level, students can participate in short conversations, ask and answer questions; besides, find alternative ways to convey meaning, solicit information from others, and more (Brown 2001: 109).

Intermediate levels should be treated with a good and simple way which makes students enjoy in it. Intermediate level students are characterized by the speaker's ability to ask and answer questions, initiating and responding simple statements, and maintain face to face conversation, although in a highly restricted manner and with much linguistic inaccuracy (Brown 2001: 100). Those highly restricted manner and much linguistic inaccuracy are usually caused by the teacher's way in teaching. Teachers usually use teaching way which is not easy to

be understood by the students. That is why the new technique in teaching junior high school is needed for example by using cooperative learning technique.

As stated above that junior high is around the age 12 and 14 whose characteristic are initiating and responding simple questions, and also maintaining face to face conversation, we as a teacher should use any interesting and attractive learning technique or method as like cooperative learning technique to teach speaking, so the students can maximize their speaking ability being developed.

The learning technique used in speaking activities should be effective. Effective means that the cooperative learning technique makes the students talk active and speak up by the theme given. Furthermore, the cooperative learning used should give as many as changes to the students to practice the conversation or dialog being taught. Being so many changes to practice the conversation or dialog, it is expected that the students' speaking ability will improve.

More explanation about the junior high school students' characteristics can be seen by this theory: "Characteristics of Middle Grade Students," Caught in the Middle (1989). Sacramento: California Department of Education, pages 144-148.

a) Intellectual Development

- 1) Display a wide range of individual intellectual development as their minds experience transition from the concrete-manipulatory stage to the capacity for abstract thought.
- 2) Are intensely curious;
- 3) Prefer active over passive learning experiences; favor interaction with peers during learning activities;

- 4) Exhibit a strong willingness to learn things they consider to be useful; enjoy using skills to solve real life problems;
- 5) Are egocentric; argue to convince others; exhibit independent, critical thought;
- 6) Consider academic goals as a secondary level of priority; personal social concerns dominate thoughts and activities;
- 7) Experience the phenomenon of metacognition — the ability to know what one knows and does not know.
- 8) Are intellectually at-risk; face decisions that have the potential to affect major academic values with lifelong consequences.

b) Physical Development

- 1) Experience accelerated physical development marked by increases' in weight, height, heart size, lung capacity, and muscular strength;
- 2) Mature at varying rates of speed. Girls tend to be taller than boys for the first two years of early adolescence and are ordinarily more physically developed than boys;
- 3) Experience bone growth faster than muscle development; uneven muscle/bone development results in lack of coordination and awkwardness; bones may lack protection of covering muscles and supporting tendons;
- 4) Reflect a wide range of individual differences which begin to appear in prepubertal and pubertal stages of development. Boys tend to lag behind girls. There are marked individual differences in physical development for boys and girls. The greatest variability in physiological development and size occurs at about age thirteen;

- 5) Experience biological development five years sooner than adolescents of the last century; the average age of menarche has dropped from seventeen to twelve years of age;
- 6) Face responsibility for sexual behavior before full emotional and social maturity has occurred;
- 7) Show changes in body contour including temporarily large noses, protruding ears, long arms; have posture problems;
- 8) Are often disturbed by body changes: Girls are anxious about physical changes that accompany sexual maturation; Boys are anxious about receding chins, cowlicks, dimples, and changes in their voices;
- 9) Experience fluctuations in basal metabolism which can cause extreme restlessness at times and equally extreme listlessness at other moments;
- 10) Have ravenous appetites and peculiar tastes; may overtax digestive system with large quantities of improper foods;
- 11) Lack physical health; have poor levels of endurance, strength, and flexibility; as a group are fatter and unhealthier;
- 12) Are physically at-risk; major causes of death are homicide, suicide, accident, and leukemia.

c) Psychological Development

- 1) Are often erratic and inconsistent in their behavior; anxiety and fear are contrasted with periods of bravado; feelings shift between superiority and inferiority;

- 2) Have chemical and hormonal imbalances which often trigger emotions that are frightening and poorly understood; may regress to more childish behavior patterns at this point;
- 3) Are easily offended and are sensitive to criticism of personal shortcomings;
- 4) Tend to exaggerate simple occurrences and believe that personal problems, experiences, and feelings are unique to themselves;
- 5) Are moody, restless; often feel self-conscious and alienated; lack self esteem; are introspective;
- 6) Are searching for adult identity and acceptance even in the midst of intense peer group relationships;
- 7) Are vulnerable to naive opinions, one-sided arguments;
- 8) Are searching to form a conscious sense of individual uniqueness "Who am I?"
- 9) Have emerging sense of humor based on increased intellectual ability to see abstract relationships; appreciate the "double entendre";
- 10) Are basically optimistic, hopeful;
- 11) Are psychologically at-risk; at no other point in human development is an individual likely to encounter so much diversity in relation to oneself and others.

d) Social Development

- 1) Experience often traumatic conflicts due to conflicting loyalties to peer groups and family;

- 2) Refer to peers as sources for standards and models of behavior; media heroes and heroines are also singularly important in shaping both behavior and fashion;
- 3) May be rebellious towards parents but still strongly dependent on parental values; want to make own choices, but the authority of the family is a critical factor in ultimate decisions;
- 4) Are impacted by high level of mobility in society; may become anxious and disoriented when peer group ties are broken because of family relocation to other communities;
- 5) Are often confused and frightened by new school settings which are large and impersonal;
- 6) Act out unusual or drastic behavior at times; may be aggressive, daring, boisterous, argumentative;
- 7) Are fiercely loyal to peer group values; sometimes cruel or insensitive to those outside the peer group;
- 8) Want to know and feel that significant adults, including parents and teachers, love and accept them; need frequent affirmation;
- 9) Sense negative impact of adolescent behaviors on parents and teachers; realize thin edge between tolerance and rejection; feelings of adult rejection drive the adolescent into the relatively secure social environment of the peer group;
- 10) Strive to define sex role characteristics; search to establish positive social relationships with members of the same and opposite sex;

- 11) Experience low risk-trust relationships with adults who show lack of sensitivity to adolescent characteristics and needs;
- 12) Challenge authority figures; test limits of acceptable behavior;
- 13) Are socially at-risk; adult values are largely shaped conceptually during adolescence; negative interactions with peers, parents, and teachers may compromise ideals and commitments.

e) Moral and Ethical Development

- 1) Are essentially idealistic; have a strong sense of fairness in human relationships;
- 2) Experience thoughts and feelings of awe and wonder related to their expanding intellectual and emotional awareness;
- 3) Ask large, unanswerable questions about the meaning of life; do not expect absolute answers but are turned off by trivial adult responses;
- 4) Are reflective, analytical, and introspective about their thoughts and feelings;
- 5) Confront hard moral and ethical questions for which they are unprepared to cope;
- 6) Are at-risk in the development of moral and ethical choices and behaviors; primary dependency on the influences of home and church for moral and ethical development seriously compromises adolescents for whom these resources are absent; adolescents want to explore the moral and ethical issues which are confronted in the curriculum, in the media, and In the daily interactions they experience in their families and peer groups.

2.8 Teaching Speaking Using Bamboo Dance Technique

Bamboo Dance technique fosters a number relationship skills, including listening, reporting, sharing and resolving problem.

a. The Application of Bamboo Dance technique

There are some points that the teacher has to master for applying Bamboo Dance technique in the class, those points are:

- 1) The teacher asks the students in the class to make two line face to face resembles two bamboos that used in Bamboo Dance from Philippine.
- 2) The teacher gives the material to the students and the students in the first line will begin first, so they share each other about solving the problems, giving opinion or giving information from the material that had been given by the teacher.

b. The example of Applying Bamboo Dance technique in Speaking Activity:

- 1) The teacher asks the students to make two lines face to face.
- 2) The teacher gives a topic to the students and asks them to give their opinion.
For example, "Introducing"
- 3) Teacher asks the students in the first line to tell their opinion to the students on the second line. And then the students from the second line open the conversation by the topic. After students in the first line and the second line have a dialog each other, the students in the second line move one step to the left to get a new friend and new dialog and so on. For example: 14
(Student 1a is the first member in the first line. Student 2a is the first member in the second line. Student 2b is the second member of the second line.)

For example:

Student 1	: Hello..
Student 2	: Hello,
Student 1	: What is your name?
Student 2	: My name is Anna, what is yours?
Student 1	: My name is Eva
Student 2	: Where do you live?
Student 1	: I live in the West Semarang, and you?
Student 2	: I live in the East Semarang
Student 1	: Nice to meet you
Student 2	: Nice to meet you too
Student 1	: Good bye, see you later
Student 2	: Bye, see you soon

The students from the second line move one step to the left and so on until they back to their first partner.

4) After all the students have finished in practicing the dialog each other, it will be discussed.

From the steps explained above, the bamboo dancing technique is easy to be applied in the junior high school students. It can be said because the bamboo dancing steps are so clear and easy to do. Moreover, the bamboo dancing technique gives many changes to the junior high students to practice their conversation, so they will memorize and master their conversation easily.

2.9 Theoretical Framework

Elliot, John (1991:69) states that action research is defined as the study in a social situation and it has an action to improve the quality within it. It aims to build theories in real situations, and the validity of the theories itself not so much depends on the numeral and scientific data, but the main purpose is the usefulness in helping people to act more intelligently and skilfully in their area. In action

research ‘theories’ are not validated independently and then applied to practice. They are validated through practice.

Thus, conducting an action research is we observe the ‘process’ in the classroom. The final result is the improvement of the quality after giving the treatment.

From the statements above, the research will be conducted as action research and will use the figure based on Kemmis and McTaggart in Arikunto (2006: 92) defines that in action research will have four steps. The steps are:

(1) Planning

In this step, the researcher should identifies the issue or the problem, and develop a plan in order to bring the improvement in particular area of the research context.

(2) Acting

The researcher should execute the plan he/she made before. This is the implementation of the previous step.

(3) Observing

Here, the researcher observes the data collection during the action step. The step is used to find out the improvement through the action.

(4) Reflecting.

The researcher evaluates the treatment’s implementation. The result of the reflection will be the way, whether the research will be repeated or not. Those steps can be drawn in this graphic:

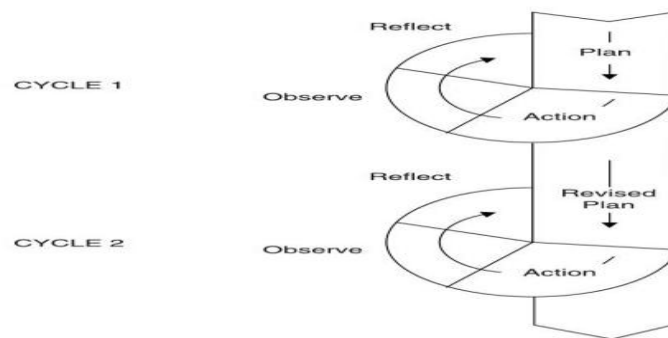


Figure 2.5: *Cyclical of Action Research Model by Kemmis and McTaggart (Cited in Arikunto, 2006:92)*

CHAPTER III

RESEARCH METHODOLOGY

To pursue the objectives of the study, the writer applies the following methodology which is divided into eight sections, they are research design, setting of the study, subject of the study, procedure of collecting data, instrument of the study, scoring technique, and procedure of analyzing data.

3.1 Research Design

The writer used action research in this study. “Action research is defined as a systematic study that combines action and reflection with the intention of improving practiced”. (Ebbutt 1985:156 in Cohen 1994:297). Action Research means the researcher does his or her research by teaching real students in the real class, using steps which are designed by him or herself. Besides, one of the characteristic of action research is problem solving oriented. Then, Wallace(1998) said that “action research is different from this in that it nearly always arises from some specific problem or issue arising out of our professional practiced, but it is very problem focused in its approach and every practical in its intended outcomes”. It means that researcher should discover something if he or she finds one or more problems in the learning activity in the class. In this action research, there were four phases in one cycle for doing classroom, there were planning, acting, observing, and reflecting (Hopkin 1985:50). Research design which was done in this study had two cycles. Each cycle consisted of two

meetings, then, each meeting consisted of four activities; planning, acting, observing, and reflecting as Hopki said above. It means that if the target was not achieved yet in cycle 1, the next cycle must be conducted after revising plan.

Continuing the definition of action research, here, I apply the four components; planning, acting, observing, and reflecting in each cycle. Then, this research has two cycles. The description will be drawn in graphic below:

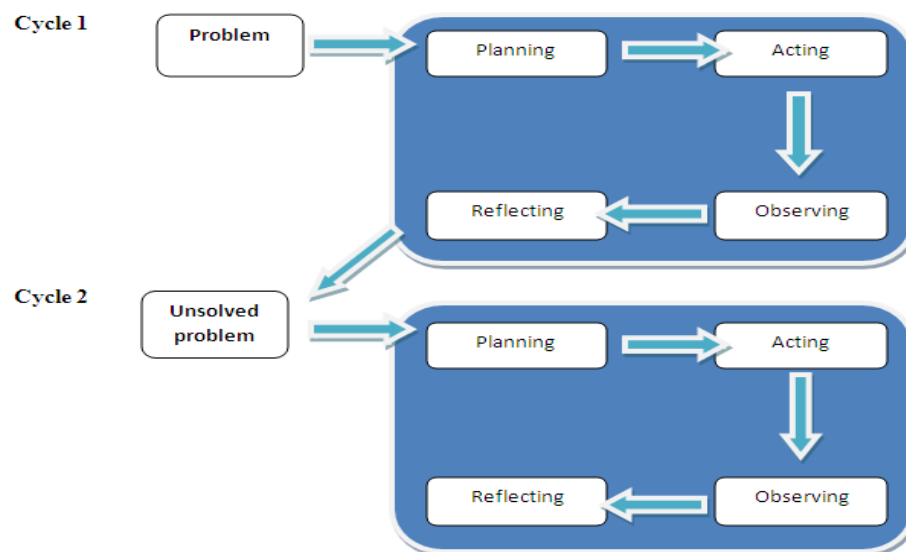


Figure 3.1: Design of Classroom Action Research (Adapted from Kemmis and McTaggart in Arikunto, 2006)

a. Planning

In this step, the writer explained about what, why, when, where, and how the action would be done. In planning step of the study, the writer prepared everything that would be needed and used in the study. The writer prepared the

lesson plan, teaching material, attendance list, observation guide, exercises, and also scoring technique (scoring sheet).

b. Acting

This step is the implementation of the planning. This step must follow the plan that had been planned in the planning steps. The writer, as the teacher, might do modification, but might not deviate from the planning. In this study, the writer conducted 2 cycles which each cycle consisted of 4 meetings. The writer used the same technique of teaching interpersonal conversation, that is using bamboo dancing technique for those cycles, but as stated before that the writer had to do modification in it when the writer conducted cycle 2. Its purpose was to improve the students' achievement.

c. Observing

Observing is execution of observation which is done by the observer. In this study, the person who acted as the observers is the real teacher of the subject study. The observer had to note what is happened when the writer did the action.

d. Reflecting

In this step, the observer had to reflect the action which had been done in this action research. If the result of the first cycle was not good enough, the writer should do the second cycle. To support the research, the writer used questionnaire and test to gather the data. Hopefully, this research could be conducted well and could achieve the objective of this research.

3.2 Subject of the Study

3.2.1 Population

“Population was all the possible members of a group defined by the researcher (Huck, Cormier, and Bounds 1974: 38 in Aisyah 2010)”. Population should be suitable with the writer’s need that could help the writer to get good data. Then, the population in this study was the first year students of Junior High School Insan Cendekia Semarang in the academic year 2014/2015 which consisted of 2 classes and each class consisted of 28 students. So, the population in this study was all seventh grades student of Junior High School InsanCendekiaSemarang. The total population was 56 students.

3.2.2 Sample

The number of population above is quite big, so to make it simple, it must be divided to a part of the whole population which is called sample. “Sample is a subgroup of a population”. (Huck, Cormier, and Bounds 1974 in Saleh 2010)

In this study, the researcher used random sampling technique. As stated by Huck, Cormier, and Bounds that “the accuracy of the researcher’s inference depends on how representative the sample is” (Huck, Cormier, and Bounds 1974 in Saleh 2010). Thus, to make the sample more representatives, most researchers select the sample from the population randomly. In random sample, each member of population had an equal chance or probability of being selected as a subject. In this study, the researcher took one class from two classes that became the member of population. It is done by the researcher because the school had applied the randomization in students’ acceptance. The learning experiencebackground of the

students is different between one and other students since they were from many different elementary schools. From the explanation above, that is why the writer did not need to hold the random sampling again, and the writer chose the class 7A as the sample of this study.

3.3 Instrument of the Study

3.3.1 Test

Brown (2004) says “a test is a method of measuring a person’s ability, knowledge, or performance in a given domain. In this study, the writer used achievement test”. “Achievement test was a test which had role to determine whether course objectives had been met and appropriate knowledge and skills acquired- by the end of a period of instruction” (Brown 2004: 48). It meant that this test measured how much students had mastered the material especially in interpersonal conversation that was given by the writer who acted as teacher.

In this study, the writer also used a test based on Murcia (2001) that said “that perhaps the most difficult aspect of spoken English was that it was almost always accomplished via interaction with at least one other speaker”. There were three tests which had been conducted during research; they were pre-test, treatment I test/ cycle1 test, and post test. The pre-test was given by giving some oral test; they were interaction test and comprehension test about interpersonal conversation. After doing pre-test, the writer did the cycle 1. In the end of cycle 1, students were given simple evaluation to check students’ improvement. The form of cycle 1 was the same with the pre- test form. Then the last test that had to be

conducted was post-test. The form of post-test was just the same with pre-test and cycle 1 test.

3.3.2 Observation Guide

In this action research, the writer used observation guide as one of research instruments. The observation guide has two forms. The first observation guide was filled by the writer to know the students' behavior changes as used in 2013 curriculum when they were taught before and after using bamboo- dancing technique in interpersonal conversation competence. The second observation guide was filled by the observer. This second observation guide had a purpose to know whether this action research is successful or not that. The observer of this study is Mrs. Aini as the real teacher in 7A class. These questionnaires were filled three times, in pretest, in cycle 1, and in cycle 2. The forms of the observation guide can be seen as follows.

Table 3.2.Students' Behavior Observation Guide

No	Students' name	Confidence	Active

a) Active

Direction:

4= always, if the students always do as the rules, **3** = often, if he students often do as the rules and sometimes don't do, **2** = sometimes, if the students sometimes do as the rules and often don't do, **1** = never, if the students never do it as the rules

No.	Aspects	Score			
		1	2	3	4
1	Doing the task as well as possible				
2	Socializing well in a team work				

3	Answering some questions in the learning process				
4	Helps friends in the learning process				

b) Confidence

Direction:

4= always, if the students always do as the rules, **3** = often, if the students often do as the rules and sometimes don't do, **2** = sometimes, if the students sometimes do as the rules and often don't do, **1** = never, if the students never do it as the rules

No.	Aspects	Score			
		1	2	3	4
1	Always doing the individual task individually				
2	Delivering opinion in team and class				
4	Asking what they don't understand yet				
5	Giving feed back or reward for others				

$$\text{Total Score} = \frac{\text{Score}}{\text{ScoreMax}} \times 4$$

Attitude competence conversion

NO.	SCORE	CATEGORY
1	$0,00 \leq \text{score} \leq 1,00$	D
2	$1,00 \leq \text{score} \leq 1,33$	D +
3	$1,33 \leq \text{score} \leq 1,66$	C -
4	$1,66 \leq \text{score} \leq 2,00$	C
5	$2,00 \leq \text{score} \leq 2,33$	C +
6	$2,33 \leq \text{score} \leq 2,66$	B -
7	$2,66 \leq \text{score} \leq 3,00$	B
8	$3,00 \leq \text{score} \leq 3,33$	B +
9	$3,33 \leq \text{score} \leq 3,66$	A -
10	$3,66 \leq \text{score} \leq 4,00$	A

(taken from: <http://dadangjsn.blogspot.com/2014/06/konversi-nilai-pengetahuan-keterampilan.html>)

Tabel 3.3. Teacher's Behavior Observation Guide

Teacher's name :
Class :
Day and date :
Cycle :

Direction used:

Circle the aspect number which is appropriate with what you observe in classroom activity. The score criterion is **0 = not appropriate; 1 = not really good; 2 = good enough; 3 = good; 4 = very good.**

No	Aspects	Score				
A	Preparation					
1	Teacher prepares the lesson plan	0	1	2	3	4
2	Stating the objectives of the lesson clearly	0	1	2	3	4
3	The material today can be integrated with the previous one	0	1	2	3	4
4	Teacher prepares the medium/ media	0	1	2	3	4
5	Teacher prepares the class setting	0	1	2	3	4
6	Teacher prepares the students' physic and mentality	0	1	2	3	4
B	Presentation					
1	Teacher states the objectives of the lesson today	0	1	2	3	4
2	Teacher motivates the students to follow the lesson well	0	1	2	3	4
3	Teacher explains the material clearly	0	1	2	3	4
4	The classroom activity done in structured steps	0	1	2	3	4
5	The material is explained and given based on students' ability	0	1	2	3	4
7	Teacher gives opportunities to the students to ask questions	0	1	2	3	4
8	Teacher always answers the students' question clearly	0	1	2	3	4
9	Teacher guides the students to conclude the lesson today	0	1	2	3	4
C	Methods					
1	Lesson given using variety of activities, so not boring	0	1	2	3	4
2	Teacher solves the problem appears in classroom effectively	0	1	2	3	4
3	Lesson given based on the lesson objectives	0	1	2	3	4
4	Teacher pays attention to the class wide and movement during the lesson	0	1	2	3	4
5	Teacher focuses to all the students	0	1	2	3	4
6	Teacher tries to know all the students' name	0	1	2	3	4
7	Teacher gives reinforcement	0	1	2	3	4
8	Teacher gives tasks effectively	0	1	2	3	4

D	Characteristic of the teacher					
1	Paying patient to the student	0	1	2	3	4
2	Encourage the students to be active	0	1	2	3	4
3	Wise towards the students	0	1	2	3	4
4	Teacher's appearance is good not boring	0	1	2	3	4
5	Using the good and right language	0	1	2	3	4
6	Showing that he/ she is creative and good to be imitated	0	1	2	3	4

3.3.3 Questionnaire

“Questionnaire itself had two kinds of question type; they were closed and open questions” (Wallace, 1998:134-135). In this study, the writer used closed questions type. “The advantage of this type is usually made the questionnaire easier and quicker to fill, and then quicker and more reliable scoring of the responses” (Wallace, 1998:135).

The writer also used the questionnaire as the procedure in collecting data. The questionnaire in this study presented some questions to know the effect of the research and it was done before and after the cycles. The questionnaire is used to find out the students' problem in speaking, especially in interpersonal conversation competence, the progress they get after the speaking activities, and the advantages which were gained through the action research.

In the questionnaire, I used eight multiple choice items in Bahasa Indonesia to make them understand clearly. There will be some questions relevance to the topic. Each of them had four options namely a, b, c, and d which showed the quality of each variable.

The questionnaire given before the cycle is used to know the students perception before they get the treatment and for the questionnaire given after the cycles is to know the students' achievement by using bamboo-dancing technique.

3.4 Scoring Technique

In this study, the writer used the scoring technique based on the 2013 curriculum. The classroom teacher did not only take the students' score in skill but also students' behavior changes. To measure the students' behavior changes before and after bamboo-dancing technique applied in learning interpersonal conversation, the researcher used the observation checklist as seen in table 3.2, while to measure the students' speaking skill in interpersonal conversation, the writer used the scoring technique based on curriculum 2013. Actually there are so many aspects should be scored in speaking activity, such as pronunciation, fluency, grammar, vocabulary, intonation, accuracy, and comprehension. However, the writer focused on 4 aspects/ criteria in speaking, those are: pronunciation, fluency, grammar, and vocabulary. The form of the scoring sheet is as follows.

Table 3.4. Scoring Sheet for Students' Speaking Skill

Students' name	Pronunciation	Fluency	Grammar	Vocabulary
S1	1- 4	1-4	1-4	1-4
S2	1-4	1-4	1-4	1-4
S3	1-4	1-4	1-4	1-4

SCORE CLASSIFICATION:

- 4 : Very Good
- 3 : Good
- 2 : Not Bad
- 1 : Bad

SCORE ANALYSIS:

Aspects	Category	Score
Pronunciation	• Pronunciation is mostly clear	4
	• Pronunciation is clear but there is some Indonesian interference	3
	• Pronunciation is mostly unclear	2
	• Pronunciation is unintelligible	1
Grammar	• All the grammar is correct	4
	• Most of the grammar is correct	3
	• There are a lot of grammatical mistakes	2
	• Most of the grammar is incorrect	1
Vocabularies	• Mostly use correct and appropriate vocabularies	4
	• Use a few inappropriate vocabularies	3
	• Use inappropriate vocabularies many times	2
	• Vocabularies are mostly incorrect, so conversation is hard to understand	1
Fluency	• Speech is very fluent without unnatural pauses	4
	• Speech is fluent with a few unnatural pauses	3
	• Speech is jerky with a lot of unnatural pauses	2
	• Speech is fragmentary and meaningless	1

(It was adapted from: http://www.cal.org/caela/esl_resources/digests/Speak.html)

3.5 Criterion of the Assessment

In this action research, the writer used the criterion of passing assessment that was used in SMPIT INSAN CENDEKIA Semarang. The criterion of passing assessment in SMP IT INSAN CENDEKIA Semarang was 75. In speaking class, many students still got lower score than the passing grade. After the bamboo-dancing technique was applied in SMP IT InsanCendekia, it was hoped that the result of Post test could achieve that criterion or more than it.

3.6 Indicators of the Study

In this action research, the writer used 3 instruments that would be the indicators of the study. It meant that all of the instruments had to achieve the maximum score. It would show whether the action research was success or not. In this study, the first instrument that was used by the writer was test that was assessed by the certain rating scale as stated before, and then the result of post test had to achieve the criterion of passing assessment of SMP IT Insan Cendekia or more than it. In this action research, the writer used the criterion of passing assesment that is used in SMP IT Insan Cendekia. As stated before that the criterion of passing assessment of SMP IT InsanCendekia in English is 75.

The second instrument was observation guide that was filled by the observers and the writer. This observation guide has two forms. The first observation guide was to know whether this action research is successful or not that was assessed by the observer, Miss. Aini. Then, the second observation guide was filled by the writer herself to know the students' behavior changes in learning interpersonal conversation. The form of two observation guides can be seen as written in table 3.2, and table. 3.3.

After the writer measured the result of this study by using those two kinds of indicators, the writer also measured the result based on the students' point of view using questionnaire. This questionnaire was aimed to get information about students' opinion and perception on the speaking class before and after used bamboo dancing technique as a cooperative learning technique in teaching interpersonal conversations. Thus, the writer not only got the result based on the

point of view of herself and the observers but also from the students as the subject of the study. Then this questionnaire had to achieve certain criteria of score that would support this action research's success.

In general, this action research would be called success if it achieved the three kinds of indicators. It meant that the average score of the test achieved the criterion of passing assessment that is 75 or more, the observation guide had to show students' behavior being better than before the action, moreover, the questionnaire had to show that the students like the English class better after the treatment.

3.7 Procedure of Collecting Data

This classroom action research was conducted in two cycles and four phases; there were planning, acting, observing, and reflecting in each cycle. But, before making a plan of the action, the researcher must compose a syllabus which consists of learning material, learning activity, indicators, etc based on standard competence and basic competence of the Junior High School curriculum in curriculum 2013. Then, the researcher could do the activities which were done during the research such as follows.

3.7.1. Pre-Test

The first activity of this study is called pre-test. Pre-test was done on 1 September 2014. The aim of this activity is to know how well students' speaking skill in interpersonal conversation. The material for the pre-test was spoken self-introduction as stated in syllabus point 3.2 (Memahami fungsi sosial, struktur teks,

dan unsur kebahasaan pada ungkapan pengenalan diri, serta responnya, sesuai dengan konteks penggunaannya) and 4.2 (Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon pengenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks) curriculum 2013. Since this study was based of the curriculum 2013, the activities of pre-test followed the six activities of scientific approach as explained bellow.

Apperception (5 minutes)

- 1) Greeting
- 2) The teacher Checks the students' attendance
- 3) The teacher Shows the visual aid related to the topic of today
- 4) The teacher builds up the basic knowledge for the material today

Main activities (70 minutes)

Students	Teacher	Time
Observing		
Watching the videos	Showing some videos related to self-introduction material	5 minutes
Writing the expressions used in the videos	Asking the students to make a list of the expressions used in the videos	5 minutes
Modeling the correct pronunciation of the expressions used in the videos	Repeating the teacher	5minutes
Questioning		

Listening to the teacher's explanation	Explaining the social function of the self- introduction dialog	5 menit
Exploring		
Trying to say their spelling name, address, hobbies, etc	Checking the students' spelling name, address, hobbies, etc	5 menit
In pairs making a dialog for self- introduction	Checking the students' dialog	10 menit
Associating		
Comparing the spelling name in Indonesia and English	Advising the students	5 menit
Communicating		
Practicing the dialog in front of the class	Taking the students' score in speaking activity	45 menit

Closing (5 minutes)

- 1) Students and the teacher are brainstorming the lesson today
- 2) Teacher explains the lesson for the next meeting
- 3) The teacher closes the lesson

3.7.2. First Cycle

After doing pre-test, the writer did the first cycle on 8 and 11 September 2014. There were four phases in doing the first cycle, they are: planning, acting, observing, and reflecting. In this cycle, the writer gave the greeting and leave taking material as stated in curriculum 2013. The main different activity from the pre-test and first cycle, there was a treatment for the students. The treatment given

was applying the bamboo-dancing technique in learning interpersonal conversation material. The treatment was given before the students practice the dialog or conversation. The treatment had a purpose to improve the students' speaking skill in interpersonal conversation. Following the scientific approach of 2013 curriculum, here were the activities in doing first cycle:

a) Planning

In order to get optimal result, it was necessary to have a well plan. In this step, the writer provided the visual aid, some videos, some interpersonal conversation scripts, and the steps in applying the bamboo dancing technique.

b) Acting

After the plan was done well and ready, the writer taught the students by using following activities:

Apperception (5 minutes)

- 1) Greeting
- 2) The teacher Checks the students' attendance
- 3) The teacher Shows the visual aid related to the topic of today
- 4) The teacher builds up the basic knowledge for the material today

Main activities (70 minutes)

Students	Teacher	Time
Observing		
Watching the videos	Showing some videos related to self-introduction material	5 minutes
Writing the expressions	Asking the students to make a	

used in the videos	list of the expressions used in the videos	5 minutes
Modeling the correct pronunciation of the expressions used in the videos	Repeating the teacher	5minutes
Questioning		
Listening to the teacher's explanation	Explaining the social function , structure of greeting and leave taking dialog	10 minutes
Listening to the teacher's explanation	Explaining and trying to give example about turn taking and expressions used in greeting and leave taking dialog	15 minutes
Exploring		
Trying to produce the expression used for the greeting and leave taking dialog in pairs	Checking the students' pronunciation	10 minutes
In pairs making a dialog about greeting and leave taking	Checking the students' dialog	20 minutes
Associating		
Comparing the way to greet someone in Indonesia and English	Advising the students	10 minutes
Communicating		
Practicing the bamboo-dancing technique	Advising the students practicing bamboo-dancing technique	15 minutes
Practicing the dialog in their seat	Paying attention and taking note to the students' dialog	15minutes
Practicing the dialog in front of the class	Taking the students' score in speaking activity	60 minutes

Closing (5 minutes)

- 1) Students and the teacher are brainstorming the lesson today.
 - 2) Teacher explains the lesson for the next meeting
 - 3) The teacher closes the lesson.
- c) Observing

In this phase, the observed aspect during the action research were the students' behavior and also the writer's teaching activities as illustrated in point 3.3.2. Besides, the researcher gave a test to the students too.

d) Reflecting

Reflecting was the analysis of the observation result and evaluation of the steps in cycle 1. It was held after the writer finished conducting cycle 1. In these steps, the writer evaluated steps in cycle 1 and discussed the results of the test for the improvement in the next cycle.

3.7.3 Second Cycle

In this study, second cycle was started on 16 and 19 of September 2014. The material for the second cycle was apologizing as written in curriculum 2013 point 3.1. (Memahami teks lisan berupa sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya) and point 4.1. (Menyusun teks lisan untuk mengucapkan dan merespon sapaan, pamitan, ucapan terima kasih, dan permintaan maaf, dengan unsur kebahasaan yang benar dan sesuai konteks.).Here, there were also four phases; they were planning, acting, observing, and reflecting as follows.

a) Planning

The second cycle was similar to the first cycle. Actually, the second cycle was aimed to overcome the problem in the cycle 1, gave more opportunities for students to understand the turn taking and what response to give when they do interpersonal conversations. In order to get a better result, it was necessary to have a better and more complete plan. They were better planning in applying the bamboo dancing technique, providing some interpersonal conversation script, planning the students to learn about turn taking and what response to give in doing interpersonal conversation using bamboo-dancing technique, planning students to practice grammar, pronunciation, intonation, and stress, planning the students to work in pairs to act out interpersonal conversation.

b) Acting

Apperception (5 minutes)

- 1) Greeting
- 2) The teacher Checks the students' attendance
- 3) The teacher Shows the visual aid related to the topic of today
- 4) The teacher builds up the basic knowledge for the material today

Main activities (70 minutes)

Students	Teacher	Time
Observing		
Watching the videos	Showing some videos related to self-introduction material	5 minutes
Writing the expressions used in the videos	Asking the students to make a list of the expressions used in the videos	5 minutes

Modeling the correct pronunciation of the expressions used in the videos	Repeating the teacher	5minutes
Questioning		
Listening to the teacher's explanation	Explaining the social function , structure of apologizing dialog	10 minutes
Listening to the teacher's explanation	Explaining and trying to give example about turn taking and expressions used in apologizing dialog	15 minutes
Exploring		
Trying to produce the expression used for the apologizing dialog in pairs	Checking the students' pronunciation	10 minutes
In pairs making a dialog for apologizing	Checking the students' dialog	20 minutes
Associating		
Comparing the way to apologize in Indonesia and English	Advising the students	10 minutes
Communicating		
Practicing the bamboo-dancing technique	Advising the students practicing bamboo-dancing technique	15 minutes
Practicing the dialog in their seat	Paying attention and taking note to the students' dialog	15minutes
	Taking the students' score in	

Practicing the dialog in front of the class	speaking activity	60 minutes
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Closing (5 minutes)

1) Students and the teacher are brainstorming the lesson today.

2) Teacher explains the lesson for the next meeting

3) The teacher closes the lesson.

c) Observing

(1) observing teaching learning process

(2) observing students' behavior changes compared to cycle I

(3) giving cycle 2 test and compared it to cycle I test

d) Reflecting

(1) evaluating the steps in teaching learning process and discussing the result of the cycle 2

3.7.4 Post Test

Post test (19 of September 2014) was conducted after the material and the treatment in cycle 2 was done by the writer. In this activity, the students were evaluated by giving a post test. The post test was aimed to check how well bamboo dancing practice gave contribution to students' improvement in understanding the interpersonal conversation especially in turn taking and what response to give.

The form of post-test given was just the same as the pre- test and cycle1 test form; they were speaking test about interpersonal conversation.

3.7.5 Observation Guide

The observation guide was filled in every cycle in this study. The observer in students' behavior observation was the writer herself, while the observer in researcher's behavior was the teacher class of 7B SMP IT Insan Cendekia Semarang.

3.7.6 Questionnaire

In this activity, the writer gave questionnaire to the students before and after the treatment (1 and 19 of September 2014). The questionnaire was aimed to know the students' opinion about the treatment given. There were 8 multiple choice questions in the questionnaire. Then, the students only chose one of the options: a, b, or c for each question.

3.8 Procedures of Reporting Data

After gathering data, the step that had to be done was analyzing data. There were three data which had to be analyzed: achievement test, observation guide, and questionnaire.

3.8.1. Test Reporting

Since the study is a qualitative descriptive study, the result of the test will be reported by comparing the result of the pre-test and posttest with the mean of them. The formula is as follow.

$$\text{Mean} = \Sigma x / N$$

Σx = the total scores

N = number of students

then, $M1 : M2$

M1 = mean of pre- test

M2 = mean of post test

3.8.2. Observation Guide Reporting (Students' Behavior)

The observation guide for students' behavior will be reported as follows.

$\text{Students' behavior} = [\text{score: total score}] \times \text{score max}$

Total score = 8

Score max = 4

Then the result of students' learning behavior in observation guides were compared in pretest, cycle 1, and cycle 2.

3.8.3. Observation Guide Reporting (Writer's Teaching Behavior)

The observation guide for the writer's teaching behavior will be reported as follows.

- 1) Taking the percentage of writer activity in every cycle
- 2) Comparing the percentage in pretest, cycle 1, and cycle 2
- 3) Finding the improvement of the teacher's teaching bahaviour

3.8.4. Questionnaire Reporting

Then, the questionnaire will be reported with following steps:

The questionnaire was given to students at the beginning and at the end of the action. It consisted of eight multiple-choice questions for each questionnaire. The questions and responses were written in Bahasa Indonesia to make students understand well about the questions. They had to choose the most appropriate responses based on their own feelings. The students' responses towards this research were concluded to make description of their interest, like and dislike, and

their impression during teaching and learning process. It would also be linked up with the fact happened during the implementation to give more objective conclusion. The steps in analyzing the questionnaire are:

1. Taking the percentage in every question in questionnaire 1
2. Describing the students' opinion from the result no 1
3. Taking the percentage in every question in questionnaire 2
4. Describing the students' opinion from the result no 2
5. Comparing the students' opinion in questionnaire 1 and questionnaire 2
6. Concluding the result of both questionnaires

CHAPTER V

CONCLUSION AND SUGGESTIONS

The last chapter presents the conclusion of what have been discussed in the previous chapters and also the suggestions for language learning.

5.1 Conclusion

The first aim of this study is to give information to the writer that there was a problem or not in students' speaking skill in doing interpersonal conversation. Students' problem in speaking was noticed by the writer when she gave the pre test in the first time of this study. The writer found that most of the students got difficulties in doing interpersonal conversation, including their pronunciation, fluency, grammar, and their mastery in vocabularies. Moreover, they also got difficulties in turn taking and memorizing the expressions used in the dialog.

Knowing that most of seventh graders students in SMP IT Insan Cendekia got difficulties in doing interpersonal conversation, the writer then proposed a technique to improve students' speaking skill in interpersonal conversation. The technique proposed by the writer was called bamboo-dancing technique. Bamboo-dancing technique is one of the cooperative learning techniques which foster the students to be active in speaking activity.

Then, the second aim of this study was to investigate the use of bamboo-dancing technique in improving students' speaking skill in interpersonal

conversation at seventh grade students of SMP IT Insan Cendekia Semarang. The students' achievement could be seen from the analysis in the test including pre test, cycle 1 test, and post test. The result showed that the implementation of bamboo-dancing technique could improve students' speaking skill, especially in interpersonal conversation. The students' improvement in speaking skill is including some aspects of speaking (pronunciation, fluency, grammar, and vocabularies). The mean of students' score from pre test to cycle 1 test improved from 67 to 73. The next improvement was showed by the mean of the student's result from cycle 1 to post test, which is 73 to 79. Both cycles showed good result and positive progress which indicated that bamboo-dancing technique improved students' speaking skill in interpersonal conversation very much at seventh grade students in SMP IT Insan Cendekia Semarang.

The last aim of this study was to investigate the students' learning behaviour before and after bamboo-dancing technique was implemented. The first evidence could be seen from the questionnaire. From the questionnaire, the students showed what being expected in this study. Based on the questionnaire, it showed that the students' interest in learning English improved, bamboo-dancing technique improved the students' motivation in learning interpersonal conversation materials, the use of bamboo-dancing technique helped the students very much to improve their interpersonal conversation, students felt many differences in their speaking ability before and after bamboo-dancing technique had been implemented, the technique was very important to the students so that they wanted it to be done continuously. Second evidence, students' behaviour

changes was showed by the observation guide. Students' learning behaviour had been changed from pre test to cycle 1, and from cycle 1 to cycle 2 or post-test. The students' behaviour had changed including their active and also their confidence. In pre test most of the students got C in their behaviour score, and in cycle 1, most of them improved their attitude in B score. Not only in cycle 1, in cycle 2 or post test, students also showed their behaviour improvement from B to A score. The students' behaviour improvement was concluded very good.

5.2 Suggestions

Referring to the conclusion above, some suggestions are presented as follows.

First, for English teachers, they can use bamboo-dancing technique as one of technique to teach speaking especially interpersonal conversation.. Furthermore, they should be more creative in using any technique to teach speaking, they should not be afraid of the wave of learning style changes (method and technique); it will help the teachers to overcome their problem in teaching because the students were interested in a new way of teaching. They will become more motivated because they are curious about something they do not know before. In addition, the teachers are encouraged to use some new techniques such as *bamboo-dancing technique* which will guide them to master the interpersonal conversation easier. By doing this, students will understand the structure and expressions used in interpersonal conversation easily. The English teachers can find other various ways to teach in the class. What teacher should be aware is they

need to diligently revise and modify their technique and media until they find the best way in improving the class condition.

Second, hopefully, the results of this study give valuable experience in teaching and alternative way for English teachers to teach speaking especially in interpersonal conversation. The writer also suggest another researchers to explore other studies on bamboo-dancing technique as a technique to improve the students' speaking skill and try to apply this technique in different skills.

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APPENDICES

Appendix 1

Participants of the Study

STUDENTS OF SMP IT Insan Cendekia Semarang ACADEMIC YEAR 2014/2015

NO	NISN	Nama	L/ P	Agama
1	0010534806	Ade Lina Damayanti	P	Islam
2	0026878081	Alif Agung Prasetya	L	Islam
3	0023130612	Ana Azzahroh Sholihah	P	Islam
4	0010162065	Anjas Maulana	L	Islam
5	0021255639	Ayuna Maharani	L	Islam
6	0033456731	Azzahra Shaatiya N	L	Islam
7	00168333372	Dilla Ayu Puspita Sari	P	Islam
8	0010161391	Dwi Sintianingsih	P	Islam
9		Fuad Hanif Syarifudin	L	Islam
10	0010162085	Hanif Fairuusa Farrasiva	L	Islam
11	0026877646	Kartika Nur Cahyani	P	Islam
12	0010164852	Krisna Anugrah Ady P	L	Islam
13	0023955375	Latifa Khoirunisa	P	Islam
14	0010161538	Mahfud Fajar Anggoro	L	Islam
15	0008979269	Mohammad Rizky Irawan	L	Islam
16	0010534820	Muhammad Alfin Qoirul Rizal	L	Islam
17	0010162092	Muhammad Bima Setiadi	L	Islam
18	0026774889	Muhammad Fahbian Hizbullah	L	Islam
19	0010535183	Muhammad Iqbal Iqbal Insyira	L	Islam
20	0020194638	Muhammad Lukman Alfares	L	Islam
21	0024150386	Muhammad Yusuf Triatma	L	Islam
22	0010534848	Nadila Rachmania Suryani	P	Islam
23	0026878851	Narendra Rio Juliansyah	L	Islam
24	0025739796	Nia Dwi Anindya	P	Islam
25	0026878056	Rahma Nur Lutfianti	P	Islam
26	0026878844	Ryo Jordy Mursalin	L	Islam
27	0026877638	Yuliana Nur Azizah	P	Islam
28		Noor Abdul Gani	L	Islam

Appendix 2

Questionnaires

Questionnaire 1

Nama :

Kelas :

No :

Jawablah pertanyaan di bawah dengan cara memberikan tanda silang pada pilihan yang disediakan!

1. Apakah kamu menyukai pelajaran bahasa Inggris?
 a. Tidak suka b. Tidak terlalu suka c. Suka d. Sangat suka
2. Apakah menurut kalian pelajaran bahasa Inggris itu susah?
 a. Sangat susah b. Susah c. Tidak susah d. Mudah
3. Apakah pembelajaran bahasa Inggris di kelas menyenangkan?
 a. Tidak sama sekali b. Cukup menarik c. Menarik d. Sangat menarik
4. Apakah kamu menyukai kegiatan berbicara dalam pelajaran bahasa Inggris?
 a. Tidak suka b. Cukup suka c. Suka d. Sangat suka
5. Apakah berbicara dalam bahasa Inggris susah menurutmu?
 a. Sangat susah b. Susah c. Tidak susah d. Mudah
6. Apakah penjelasan materi interpersonal conversation di kelas jelas?
 a. Tidak b. Cukup c. Jelas d. Sangat jelas
7. Apakah kamu pernah praktik berdialog di depan kelas?
 a. Tidak b. Pernah c. Kadang d. Sering
8. Apakah kamu ingin mengetahui suatu teknik untuk belajar berdialog dengan mudah?
 a. Ya b. Tidak c. Sudah tahu d. Tidak perlu tahu

Questionnaire 2

Nama :

Kelas :

No :

Jawablah pertanyaan di bawah dengan cara memberikan tanda silang pada pilihan yang disediakan!

1. Apakah kamu menyukai pelajaran bahasa Inggris menggunakan bamboo-dancing teknik?
 - a. Tidak suka b. Cukup suka c. Suka d. Sangat suka
2. Apakah pembelajaran menggunakan bamboo-dancing membuatmu lebih antusias?
 - a. Tidak b. Cukup c. Ya d. Pastinya iya
3. Apakah bamboo-dancing technique membantumu dalam menguasai materi interpersonal conversation?
 - a. Tidak sama sekali b. Cukup c. Membantu d. Pastinya sangat membantu
4. Apakah bamboo-dancing membantumu mengingat ungkapan-ungkapan ekspresi dalam interpersonal conversation?
 - a. Tidak sama sekali b. Cukup c. Membantu d. Pastinya sangat membantu
5. Apakah kamu menemukan perubahan sebelum dan sesudah menggunakan bamboo-dancing teknik dalam materi interpersonal conversation?
 - a. Tidak ada b. Hanya sedikit c. Ya d. Sangat ada perbedaan
6. Apakah teknik bamboo-dancing bisa digunakan seterusnya dalam pelajaran bahasa Inggris?
 - a. Tidak b. Ya c. Penting untuk digunakan d. Sangat penting digunakan
7. Apakah kalian menemukan kesulitan menggunakan teknik bamboo-dancing dalam materi interpersonal conversation?
 - a. Sedikit b. Ya c. Sangat sulit d. Tidak sulit
8. Setelah menggunakan bamboo-dancing teknik, apakah kegiatan berbicara dalam bahasa Inggris kalian menjadi lebih mudah?
 - a. Tidak sama sekali b. Sedikit c. Menjadi lebih mudah d. Menjadi sangat mudah

Appendix 3

Surat Keterangan Penelitian



**YAYASAN PENDIDIKAN MUSLIM INDONESIA (YPMI)
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
"INSAN CENDEKIA"**

Sekretariat : Jl. Menoreh Raya No.83 Kel. BendanDhuwur, Kec. Gajahmungkur Semarang
Telp. 024-86451739 E-mail : smpinsancendekiasmg@gmail

Yang bertanda tangan di bawah ini Kepala SMP IT Insan Cendekia Semarang, menerangkan bahwa:

1. Nama : Linna Endah Nur Wahyuni
2. NIM : 2201411072
3. Jurusan : Bahasa Inggris
4. Jenjang Program : S1
5. Tahun Akademik : 2014-2015
6. Perguruan Tinggi : Universitas Negeri Semarang

Telah melaksanakan penelitian, pada bulan Agustus sampai dengan bulan September 2014, dengan judul "THE USE OF BAMBOO DANCING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL IN INTERPERSONAL CONVERSATION COMPETENCE" (A Classroom Action Research at the Grade VII STUDENTS' OF SMP IT Insan Cendekia Semarang in the Academic Year of 2014/2015).

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 1 Oktober 2014

Kepala Sekolah



Aproni, S.Pd

Appendix 4

Questionnaire Analysis

First Questionnaire

Students' Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
C-1	B	B	B	A	A	C	B	B
C-2	B	B	B	A	A	C	B	B
C-3	B	B	B	B	A	B	B	B
C-4	B	B	B	B	A	B	B	B
C-5	B	B	B	B	A	B	B	B
C-6	B	B	B	C	A	B	B	B
C-7	B	B	B	B	A	B	B	B
C-8	B	B	B	B	A	B	B	B
C-9	C	B	B	B	B	B	B	B
C-10	C	B	B	B	B	B	B	B
C-11	B	B	B	C	B	C	B	B
C-12	B	B	B	B	B	B	B	B
C-13	B	B	B	B	B	B	B	B
C-14	B	A	B	B	A	B	B	B
C-15	B	A	B	B	A	B	B	B
C-16	B	B	B	B	A	B	B	B
C-17	C	B	B	B	A	B	B	B
C-18	B	B	B	C	A	B	B	B
C-19	C	B	B	B	A	B	B	B

C-20	C	B	B	C	A	B	B	B
C-21	B	B	B	B	A	B	B	B
C-22	B	B	B	B	B	B	B	B
C-23	B	B	B	B	B	B	B	B
C-24	B	B	B	B	A	B	B	B
C-25	B	B	B	B	A	B	B	B
C-26	B	B	B	B	B	B	B	B
C-27	B	B	B	B	A	B	B	B
C-28	B	B	B	B	A	B	B	B

Second Questionnaire

Students' Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
C-1	D	C	D	C	D	C	A	D
C-2	D	C	D	C	D	D	A	C
C-3	C	C	D	C	C	D	A	C
C-4	C	C	D	C	C	D	B	C
C-5	C	C	D	C	C	C	B	C
C-6	C	C	D	D	D	C	A	C
C-7	C	C	D	D	D	D	A	D
C-8	D	D	D	D	D	D	A	C
Students' Code	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
C-9	D	D	C	D	C	C	A	C

C-10	D	D	C	D	C	C	A	C
C-11	C	C	C	C	C	C	B	C
C-12	C	C	C	C	C	C	B	D
C-13	C	C	D	C	D	C	A	D
C-14	C	C	D	C	D	D	A	C
C-15	D	C	D	D	D	D	A	C
C-16	D	D	D	D	D	D	B	C
C-17	D	D	D	D	D	C	A	C
C-18	C	D	C	C	C	D	B	D
C-19	C	D	C	C	C	D	A	C
C-20	C	D	D	D	C	C	B	C
C-21	C	D	D	D	C	C	A	C
C-22	C	C	D	D	D	C	A	C
C-23	C	C	C	C	D	C	A	C
C-24	D	C	C	C	D	C	A	C
C-25	C	C	C	D	D	C	A	C
C-26	C	C	C	D	C	C	A	C
C-27	C	C	D	C	C	C	A	C
C-28	C	C	D	C	C	C	A	C

Appendix 5

Students Speaking Score in Pre Test

1 Sept 2014.

SCORING GUIDANCE Pretest

	NAME/ NAMA	FLUENCY	PRONUNCIATION	VOCABULARIES AND EXPRESSIONS USED	GRAMMAR
1	B-1	3	3	2	3
2	B-2	2	3	3	3
3	B-3	3	2	2	3
4	B-4	3	3	2	3
5	B-5	3	3	2	3
6	B-6	2	3	2	3
7	B-7	3	2	3	3
8	B-8	2	3	2	3
9	B-9	3	3	2	2
10	B-10	3	3	3	3
11	B-11	3	3	2	3
12	B-12	2	2	2	3
13	B-13	2	3	2	3

68,75
68,75
62,5
68,75
68,75
62,5
68,75
62,5
62,5
75
68,75
56,25
62,5

	F	P	V	G	
14	3	3	2	3	68.75
15	3	2	2	3	62.5
16	3	3	3	3	75
17	2	3	2	3	62.5
18	3	3	3	3	75
19	3	3	3	3	75
20	3	2	2	3	62.5
21	2	3	2	3	62.5
22	3	3	3	3	75
23	2	2	3	3	62.5
24	3	3	3	3	75
25	3	3	2	2	62.5
26	2	3	2	3	62.5
27	3	2	2	3	62.5
28	3	3	3	3	75

$$K = 1874, 75 / 28$$

$$= 67$$

Appendix 6

Students' Speaking Score in Cycle 1

8 2 11 Sept 2014.

SCORING GUIDANCE Cycle I.

	NAME/NAMA	FLUENCY	PRONUNCIATION	VOCABULARIES AND EXPRESSIONS USED	GRAMMAR
1	C-1	4	3	3	3
2	C-2	3	2	3	3
3	C-3	2	3	3	3
4	C-4	3	4	3	3
5	C-5	3	4	3	3
6	C-6	3	3	3	3
7	C-7	2	3	3	3
8	C-8	3	3	3	3
9	C-9	2	3	2	3
10	C-10	3	3	3	3
11	C-11	2	2	3	3
12	C-12	3	2	3	3
13	C-13	4	3	3	3

81,25
68,75
68,75
81,25
81,25
75
68,75
75
62,5
75
62,5
68,75
81,25

14	6-14	3	3	3	3	75
15	6-15	3	3	3	3	75
16	6-16	3	2	3	3	68,75
17	6-17	2	3	3	3	68,75
18	6-18	2	2	3	3	62,5
19	6-19	3	3	3	3	75
20	6-20	3	3	3	3	75
21	6-21	4	4	3	3	62,5
22	6-22	3	2	3	2	84,5
23	6-23	3	3	3	3	75
24	6-24	4	3	3	3	81,25
25	6-25	2	2	2	3	56,25
26	6-26	3	3	3	3	75
27	6-27	3	3	2	3	68,75
28	6-28	3	3	3	3	75

$$M = 2031,75/28$$

$$= 73$$

Appendix 7

Students' Speaking Score in Post Test

16 & 19 Sept 2014

SCORING GUIDANCE *Post Test*

	NAME/ NAMA	FLUENTLY/ KELANCAR- AN	PRONUNCIATI -ON/ PENGUCAPAN	KOSA KATA & EKSPRESI	GRAMMAR	
1	E-1	3	3	4	3	81,25
2	E-2	3	3	3	3	75
3	E-3	3	3	3	3	75
4	E-4	4	3	3	3	81,25
5	E-5	4	3	3	3	81,25
6	E-6	3	3	4	3	81,25
7	E-7	3	3	3	3	75
8	E-8	4	3	3	3	81,25
9	E-9	3	3	3	3	75
10	E-10	4	3	3	3	81,25
11	E-11	3	3	3	3	75
12	E-12	3	3	4	3	81,25
13	E-13	3	3	3	3	75
14	E-14	4	3	4	3	87,5
15	E-15	4	3	3	3	81,25
16	E-16	3	3	3	3	75
17	E-17	4	3	3	3	81,25

		F	P	V	G	
18	E-18	3	3	3	3	75
19	E-19	3	3	3	4	81,25
20	E-20	4	3	3	3	81,25
21	E-21	3	3	3	3	75
22	E-22	4	3	3	4	87,5
23	E-23	3	4	3	3	81,25
24	E-24	4	4	3	3	87,5
25	E-25	3	3	3	3	75
26	E-26	3	3	3	3	75
27	E-27	4	3	3	3	81,25
28	E-28	3	3	3	4	81,25

$$M = 2225 / 28$$

$$= 79$$

SCORE NOTE:

- 4 : Very Good
 3 : Good
 2 : Not Bad
 1 : Bad

Appendix 8

Attitude/ Behaviour Score in Post Test

PENILAIAN SIKAP Pos test

NAMA SISWA	JUJUR	PERCAYA DIRI	DISIPLIN	TANGGUNG JAWAB
C-1	3	3	3	3
C-2	3	3	3	3
C-3	3	4	3	4
C-4	3	3	2	3
C-5	3	3	3	4
C-6	3	3	3	3
C-7	3	4	4	4
C-8	3	3	4	4
C-9	3	4	4	4
C-10	3	3	3	3
C-11	3	3	3	3
C-12	3	3	4	4
C-13	3	3	4	4
C-14	3	3	3	3
C-15	3	4	3	4
C-16	4	4	4	4
C-17	3	3	3	3
C-18	3	4	3	4
C-19	3	4	4	4
C-20	3	3	3	4
C-21	3	4	3	4

	Jujur	Percaya Diri	Disiplin	Tanggung Jawab
C-22	4	4	4	4
C-23	3	3	3	3
C-24	3	4	3	3
C-25	3	3	3	3
C-26	3	3	3	3
C-27	3	4	4	3
C-28	3	3	3	3

Appendix 9

Students' Dialog Draft

Name : Kartika nur cahyani

Class : VII^a

No. Absen : 11.

Transcript video 1

Complete this transcript as you heard in the dialog

Elephant : Hello..

Girrafe : Hello,

Elephant : What is your ~~name~~?

Girrafe : ~~My name~~ is Girrafe, what is your?

Elephant : My name is Elephant

Girrafe : ~~Where~~ do you live?

Elephant : I live in the jungle, and you?

Girrafe : I live in the ~~jungle~~.

Elephant : ~~Nice to meet you~~

Girrafe : Nice to meet you too

Elephant : Good bye, see you later

Girrafe : Bye, ~~see you soon~~ you soon

name	Where	Nice to meet you
see you soon	Jungle	My name

Kartika = Hello ...

lutpi = Hello ...

Kartika : what is your name ?

lutpi : my name is lutpi, ~~what~~ what is your?

Kartika : my name is KARTIKA.

lutpi : ~~where~~ do you live ?

Kartika : I live in the Jl tugu suharto and you?

lutpi : I live in the Jl Gunung talang .

Kartika : nice to meet you

lutpi : nice to meet you too

Kartika : Good bye, see you later

lutpi : Bye, see you soon.

Handwritten English vocabulary notes on lined paper. The notes are organized into two columns. The left column lists various expressions and their meanings, while the right column lists more expressions and their meanings. The notes are written in blue ink and include a large 'AB' in a circle at the bottom right.

Left Column:

- 1. Never Mind
- 2. No Problem
- 3. That's alright
- 4. Not At All
- 5. S.O (zero)
- 6. Dialog Sorry
- 7. Sorry : Never Mind
- 8. I'm Sorry : It's okay
- 9. I'm Really Sorry : No Problem
- 10. I do apologize : Not At all
- 11. Forgive me : That's Alright
- 12. Student : "I'm Sorry For my Fighting"
- 13. Teacher : "It's Okay. Don't do that Again"
- 14. Student : "Thanks You"
- 15. Teacher : "Thanks You / you're welcome"

Right Column:

- 1. P = Good day
- 2. K = Good day... how are you?
- 3. P = Fine, thanks... and you?
- 4. K = I'm good, thanks
- 5. P = What are you doing here?
- 6. K = I'm reading book, how about you?
- 7. P = I'm going to the library
- 8. K = See you later
- 9. P = See you ~~you~~

Bottom Right:

AB

Appendix 10

Dokumentation



Appendix 11

RPP Pre Test

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPIT Insan Cendekia Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VII/1 (satu)
Materi Pokok	: Teks lisan sederhana untuk menanyakan dan Merespon perkenalan diri berbentuk dialog
Alokasi Waktu	: 2 JP (1x Pertemuan)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar		Indikator Pencapaian Kompetensi
1	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1. Siswa antusias dalam mengikuti pembelajaran 1.1.2. Siswa semangat dalam mengikuti pembelajaran 1.1.3. Siswa berpartisipasi di dalam kelas
2.	2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Siswa jujur dalam berkomunikasi memperkenalkan diri dengan guru dan teman di sekolah 2.2.2. Siswa percaya diri dalam berkomunikasi memperkenalkan diri dengan guru dan teman di sekolah 2.2.3 Siswa bertanggung jawab dalam berkomunikasi memperkenalkan diri dengan guru dan teman di sekolah
3.	3.2	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	3.2.3 Siswa dapat menyebutkan fungsi sosial dan struktur teks dalam dialog perkenalan diri 3.2.4 Siswa dapat merespon pertanyaan guru dan teman (partner) dalam dialog perkenalan diri
4.	4.2	Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek	4.2.1 Siswa terampil dalam berkomunikasi untuk memperkenalkan diri dengan guru dan teman di lingkungan sekolah

		dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
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B. Tujuan Pembelajaran

Kompetensi Sikap Spiritual dan Sikap Sosial

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat:

- 1.1. Mengikuti pembelajaran dengan antusias, semangat, dan berpartisipasi dalam berkomunikasi di kelas
- 2.2. Berkomunikasi secara jujur, percaya diri dan bertanggung jawab guru dan teman di sekolah.

Kompetensi Pengetahuan dan Ketrampilan

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat:

- 3.2 Siswa dapat menyebutkan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks lisan sederhana berbentuk dialog untuk menanyakan dan merespon pengenalan diri
- 4.2. Terampil dalam berkomunikasi untuk pengenalan diri dengan guru dan teman di lingkungan sekolah

C. Materi Pembelajaran

1. Penayangan beberapa video yang berisi tentang pengenalan diri untuk di amati.

Sumber video dari Youtube (lampiran 1)

- www.youtube.com//How to Introduce yourself-Basic English Speaking Course To Practice
- www.youtube.com//Real English6-introduce yourself
- www.youtube.com//What's your name-can you spell it

2. Pertanyaan diharapkan datang dari siswa tentang:
 - a. fungsi sosial dan struktur teks lisan sederhana berbentuk dialog (**lampiran 2**)
 - b. pengejaan (**lampiran 3**)
3. Latihan-latihan (**lampiran 4**)
4. Perbandingan video-video dialog pengenalan diri (**sama dengan lampiran1**)
5. Pengenalan diri di depan kelas (variasi dialog dari siswa)

D. Metode Pembelajaran

Scientific Approach dengan strategi :

- ★ Discovery Based Learning
- ★ Tanya Jawab
- ★ Latihan

E. Media, Alat, dan Sumber Pembelajaran

1. Media

Video-video pengenalan diri

2. Alat-alat

- LCD dan laptop
- Cambridge Dictionary aplikasi digital
- Speaker aktif
- Buku paket

3. Sumber Pembelajaran

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.
- b. Video-video dari YouTube

F. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (5 menit)

- 5) Siswa merespon salam yang diberikan guru (*greeting*);
- 6) Pemeriksaan kehadiran siswa;
- 7) Siswa siap secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 8) Siswa mendengarkan penjelasan guru tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 9) Siswa mendengarkan penyampaian guru mengenai cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Siswa	Guru	Waktu
Mengamati		
Mengamati ungkapan-ungkapan serta respon dalam video-video pengenalan diri	Meminta siswa mengamati ungkapan-ungkapan serta respon dalam video-video pengenalan diri	5 menit
Menyebutkan ungkapan-ungkapan serta respon dalam video-video pengenalan diri	Meminta siswa menyebutkan ungkapan-ungkapan serta respon dalam video pengenalan diri	5 menit
Menyebutkan ejaan yang ada dalam video-video pengenalan diri	Meminta siswa menyebutkan ejaan yang ada dalam video-video pengenalan diri	5 menit
Mempertanyakan		
Mempertanyakan fungsi sosial dan struktur teks dalam dialog pengenalan diri	Menjelaskan fungsi sosial dan struktur teks dalam dialog pengenalan diri	5 menit
Mengeksplorasi		
Berlatih mengeja nama sendiri dalam dialog pengenalan diri	Menilai pengejaan siswa dalam dialog pengenalan diri	10 menit
Berlatih menyusun dialog pengenalan diri secara berpasangan	Mendampingi, membimbing, mengarahkan siswa serta Menilai proses kerja siswa	15 menit
Mengasosiasi		
Membandingkan cara pengejaan nama yang ada	Membimbing dan mengarahkan siswa	5 menit

	C
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Keterangan:

Jujur :

- 1=Belum Terlihat (belum menunjukkan tanda tanda kejujuran).
- 2= Mulai Terlihat (menunjukkan tanda tanda kejujuran).
- 3=Mulai Berkembang (mulai konsisten menunjukkan kejujuran).
- 4=Membudaya Konsisten (konsisten menunjukkan kejujuran).

Percaya diri :

- 1=Belum Terlihat (belum menunjukkan tanda tanda percaya diri).
- 2= Mulai Terlihat (menunjukkan tanda tanda percaya diri).
- 3=Mulai Berkembang (mulai konsisten menunjukkan percaya diri).
- 4=Membudaya Konsisten (konsisten menunjukkan percaya diri).

Tanggung Jawab :

- 1=Belum Terlihat (belum menunjukkan tanda tanda tanggung jawab).
- 2= Mulai Terlihat (menunjukkan tanda tanda tanggung jawab).
- 3=Mulai Berkembang (mulai konsisten menunjukkan tanggung jawab).
- 4=Membudaya Konsisten (konsisten menunjukkan tanggung jawab).

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

Konversi Kompetensi Sikap

Predikat	Nilai Kompetensi	
	Skor	Sikap
A	4	SB
A-	3.66	
B+	3.33	B
B	3	
B-	2.66	
C+	2.33	C
C	2	
C-	1.66	
D+	1.33	K
D-	1	

2) Pengetahuan

- a. Teknik Penilaian : Tes Lisan
- b. Bentuk Instrumen : Oral test
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Siswa dapat merespon pertanyaan teman (partner) dalam pengenalan diri	Give response!
2.	Siswa dapat memberikan umpan balik (bertanta) terhadap partner nya dalam pengenalan diri	And you?

d. Instrumen: *Lampiran penilaian pengetahuan (Lampiran 4)*

e. Pedoman Penilaian:

- Setiap jawaban benar diberi skor 1
- Setiap jawaban salah di beri skor 0

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

Konversi Kompetensi Pengetahuan

Predikat	Nilai Kompetensi Pengetahuan
A	4
A-	3.66
B+	3.33
B	3
B-	2.66
C+	2.33
C	2
C-	1.66
D+	1.33
D-	1

3) Keterampilan

- a. Teknik Penilaian : Unjuk Kerja
 b. Bentuk Instrumen : Tes Keterampilanberbicara

c. Kisi-kisi:

Keterampilan/Indikator	Butir Instrumen
Berbicara	
Siswa terampil berkomunikasi dalam dialog pengenalan diri di depan kelas	Practice the dialog in front of the class!

d. Instrumen: *Lampiran 4* (Lampiran penilaian pengetahuan)

e. Pedoman penilaiantes keterampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

Konversi Kompetensi Keterampilan

Predikat	Nilai Kompetensi
	Keterampilan
A	4
A-	3.66
B+	3.33
B	3
B-	2.66
C+	2.33
C	2
C-	1.66
D+	1.33
D-	1

Semarang, 1 September 2014

Mengetahui
Kepala SMP IT Insan Cendekia
Pelajaran

Guru Mata

Abroni, S.Pd
N W

Linna Endah

LAMPIRAN-LAMPIRAN

Lampiran 1

Video 1



Transcript video 1

Elephant : Hello..

Girrafe: Hello,

Elephant : What is your name?

Girrafe: My name is Girrafe, what is your?

Elephant : My name is Elephant

Girrafe: Where do you live?

Elephant : I live in the jungle, and you?

Girrafe: I live in the jugle too

Elephant : Nice to meet you

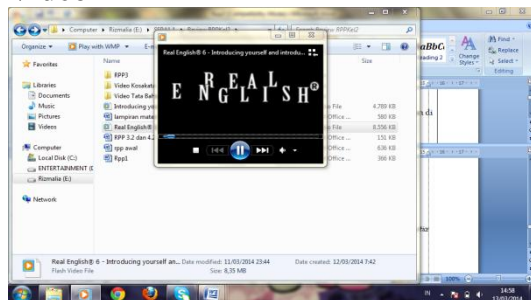
Girrafe: Nice to meet you too

Elephant : Good bye, see you later

Girrafe: Bye, see you soon

Source:www.youtube.com//How to Introduce yourself-Basic English Speaking Course To Practice

Video 2



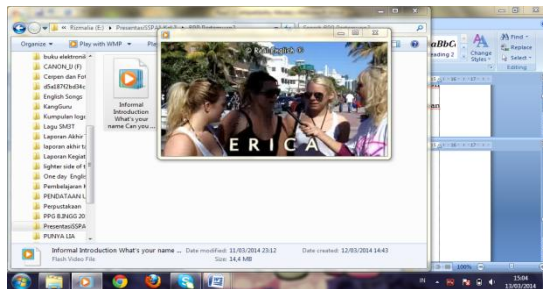
Source:www.youtube.com//Real English6-introduce yourself

Transcript video 2

Reporter : Excuse me, what's your name?
 Jessica : Jessica
 Reporter : Can you spell your name?
 Jessica : J-E-S-S-I-C-A

.....

Video 3



Source: www.youtube.com//What's your name-can you spell it
 Transcript video 3

Joanne : Hi, my name is Joanne. What's your name?
 Lina : Lina
 Joanne : Can you spell that?
 Lina : L-I-N-A
 Joanne : And your name?
 Linda : Linda
 Joanne : Can you spell that?
 Linda : Yeah. L-I-N-D-A
 Joanne : Where are you from?
 Lina : Sweden
 Erica : Sweden
 Linda : And, Swede

Lampiran 2

1. Fungsi Sosial

- Menanyakan dan merespon ungkapan-ungkapan pengenalan diri dengan teman
- Menanyakan dan merespon ungkapan-ungkapan pengenalan diri dengan guru

2. Struktur teks

Contoh dialog transkrip dari video yang berjudul “How introduce yourself”

Elephant	: Hello..	}	
Girrafe	: Hello, Opening		
Elephant:	What is your name?	}	
Girrafe	: My name is Girrafe, what is your?		
Elephant:	My name is Elephant		
Girrafe	: Where do you live? Negotiation		
Elephant:	I live in the jungle, and you?		
Girrafe	: I live in the jugle too		
Elephant:	Nice to meet you	}	Closing
Girrafe	: Nice to meet you too		
Elephant	: Good bye, see you later		
Girrafe	: Bye, see you soon		

Lampiran 3

Pengejaan



Lampiran 5**LEMBAR PENILAIAN PENGETAHUAN**

No.	Nama Siswa	Questions				Total Skor
		1		2		
		T	F	T	F	

Keterangan:

Question 1 : What is Your name?

Question 2 : Can you spell your name?

T : True Answer

F : False Answer

Lampiran 4**Instrumen Penilaian Sikap**

No.	Nama Siswa	Jujur				Percaya Diri				Tanggung Jawab			
		1	2	3	4	1	2	3	4	1	2	3	4
	
	
	

Semarang, 1 September 2014

Guru Mata Pelajaran

Linna Endah N W

Lampiran 5 Instrument Penilaian Keterampilan Berbicara

Lembar Kerja Siswa

Work in pairs and create an introduction dialogue !

Lembar Kerja Siswa

Kelompok.....

Nama Anggota:

1.....

2.....

Work in pairs and create an introduction dialogue !

Lampiran 6

LEMBAR PENILAIAN KETERAMPILAN BERBICARA

No	Nama Siswa	Aspek yang di nilai			
		1	2	3	4

Keterangan:

ASPEK	KETERANGAN	SKOR
Pelafalan (1)	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa (2)	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata (3)	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

Kelancaran (4)	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1