

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents some points related to this research. Those include background of the study, formulation of the research problem, research objectives, hypothesis testing, significance of the study, scope and limitation, and definition of key term.

#### **A. Background of the Study**

Language learning is important for human social development. As a language that is used by more than a half population of the world, English hold the key as International language. English is a tool of communication among people of the world to get trade: social-cultural, science and technology goals. Moreover, students need to understand and use English to improve their confidence to face global competition.

Now English is the most common language used throughout the world. English is one of language used as a means of communication among the speakers (Nurhayati and Fitriana, 2018). A distinction is often made that depends on how the language is learned: as a native language or as a foreign language. English is as a foreign language in Indonesia. Nowadays, English is getting more and more important. It is used as a mean of communication and development of knowledge, technology, culture, and art.

English plays an important role in international language. That is way the international government chooses English as the first foreign language to

be taught in schools (Ramelan, 1992:2). English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased (Nurhayati et al, 2016). We always use language to express our thoughts and to communicate with the other people.

Everyone has his or her own manner in communication. It depends on how language is usually used in his or her daily life, social, and cultural background where he or she lives. In preparing the main components of communication of communicative activities, the teacher should be sure that those activities are learning rich, varied interesting, since a teacher needs a quick warm up for the beginning to get the learners into the right mood or topics and game items to round off the learning activities with smile. On the other hand, the learners should be kept profitably busy in speaking English (Ur and Wright, 1992:128).

In English, there are some skills that students have to master. Those skills are speaking, listening, reading, and writing. One of the skills that play the important role in learning a foreign language, especially English, is speaking. Learning to speak foreign language requires more than knowing its grammatical and semantic rules language (Nurhayati, 2016). According to Brown (2004:172), the term of speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs. Speaking is one of important aspects in learning language because

speaking is a tool of communication. Speaking is very important in order to enable the students to communicate effectively.

So the teacher needs to give the opportunities to the student to practice their oral language especially speaking. The ability to communicate in a second language clearly and efficiently contributes to success of the learner in school and success later in every phase of life. One of the language skills that must be mastered by any foreign language learner is ability to speak or communicate target language fluently.

In teaching English in Senior High School, the class' atmosphere must be interesting. Especially in countries where English is not main language in communication (Nurhayati, 2008). The teacher must have a good technique to teach speaking. The interesting technique will make the students feel enjoy when they are learning. It is the teacher who should set up the objectives, decide the teaching materials with the teaching techniques, and choose the most appropriate evaluation (Nurhayati, 2015). So the effective technique for teaching speaking will give much more opportunities to explore their ability in speaking. The students take part actively in teaching and learning process, it will be easy for them to acquire the lessons. It also builds their creativity.

Learning a foreign language is not a simple work. It needs strong effort and discipline to find out new words, memorize them, understand the meaning, pronounce it correctly, and use them in the daily activities. Those activities are easy to make the learners feel tired and bored, even not understand enough about the materials. So, what is expected by most of the

language teacher is to find a simple way to transfer their knowledge which makes have to use an appropriate technique in teaching English speaking skill, to help the students get the understanding easily and confidently to speak up. One of them is by using cooperative learning model of bamboo dancing technique.

Cooperative learning is a teaching-learning strategy that emphasizes joint attitudes or behaviors in working or helping among others in a regular group structure of cooperation, consisting of two or more people. According to Macpherson (2007:1), cooperative learning is part of a group of teaching or learning techniques where students interact with each other to reach the learning goal for successful their learning. Cooperative learning is one of strategies to make students more enjoy and fun because the students are conditional to study with the other students. So in this way, teachers could coordinate and cooperate with the students as teamwork (Nurhayati, 2014). In the cooperative learning, many techniques can be used. The researcher is interested in conducting a research dealing with teaching speaking using Bamboo Dancing Technique.

Bamboo Dancing Technique is a good technique to teach speaking. With this technique, the students may use the target language in a fun way. It is given by the teacher. A little explanation related to cooperative learning model of learning bamboo dance technique that is basically a lesson that emphasizes on student interaction and cooperation in small groups. Huda (2012:147-148) argues that this model of cooperative learning techniques

from Bamboo Dancing can provide an opportunity for students to process information in teaching speaking. In addition, with the existence of a clear structure students can share information at the same time with brief and regular.

Besides that, Bamboo Dancing Technique is one of the creative techniques in its application centered on students so that this technique requires students to be actively involved by issuing all the opinions and knowledge they have to then divide to their peers in groups, so that students will share information during the process learning. This is in accordance with the statement Ngalimun (2013: 173) which states that this learning technique provides an opportunity for students to share information at the same time with different couples on a regular basis. In this technique students play as experienced in their daily lives so that the applications of these technique students are more active in following the lesson.

Based on the explanation above, the researcher will try to teach speaking by using Bamboo Dancing Technique to make the students interested in teaching-learning process. Therefore, to investigate the use of Bamboo Dancing Technique in teaching speaking is effective or not, the research interest to conduct and choose the title of this paper “The Effectiveness of Using Bamboo Dancing Technique In Teaching Speaking of The Tenth Grade of SMAN 1 Ngunut”.

## **B. Formulation of the Research Problem**

Based on the background of the study, this study gives more information about The Effectiveness of Using Bamboo Dancing Technique In Teaching Speaking of The Tenth Grade at SMAN 1 Ngunut. So the problem of this study can be formulated as follows “Do the students have better score taught by using Bamboo Dancing Technique in teaching speaking than those students who learning speaking without using Bamboo Dancing Technique of the tenth grade at SMAN 1 Ngunut?”

## **C. Research Objectives**

Considering the problem above, this study tries to measure the effectiveness of using Bamboo Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut.

## **D. Research Hypothesis**

In this research, the hypothesis testing is used to test the hypothesis of the research. This research used standard significance 95% ( $\alpha = 0.05$ ) to test the hypothesis. The hypothesis testing of this research is as follows:

- a.  $H_0$  (Null Hypothesis) states that students who are taught by using Bamboo Dancing Technique in teaching speaking do not have better score than those students who are taught without using Bamboo Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut.

- b.  $H_a$  (Alternative Hypothesis) states that students who are taught by using Bamboo Dancing Technique in teaching speaking have better score than those students who are taught without using Bamboo Dancing Technique in teaching speaking of the tenth grade at SMAN 1 Ngunut.

### **E. Significance of the Study**

The researcher hopes that the research of using Bamboo Dancing Technique in speaking class will be useful for the reader, especially:

#### **1. Students**

Hopefully, this study can help students gain experience and motivation to learn better so as to make the students' speech more leverage and active in the class.

#### **2. Teacher**

This research is expected to help teachers in determining the technique that can support the success of learning speaking in order to be able to attract students and students motivated to learn so that students' speaking skills to be better.

#### **3. Further Researcher**

The findings of this research are expected to give valuable contribution and information on using Bamboo Dancing Technique in the English teaching-learning process.

## **F. Scope and Limitation**

There are many techniques given for the students in learning English. However, in fact, many students still get difficulties to learn English well. So, several ways are treated to create the new technique that will be used to learn English.

For this research, researcher limits the problem of research on the following points:

1. Researcher examined the speaking score in retelling the past event in the class X MIPA 2 and X MIPA 3 in the second semester at SMAN 1 Ngunut.
2. Learning model used in teaching speaking in retelling the past event is a model of Cooperative Learning Bamboo Dancing Technique in the class X MIPA 2 and X MIPA 3 in the second semester at SMAN 1 Ngunut.

## **G. Definition of Key Term**

### **1. Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

### **2. Teaching speaking**

Teaching speaking is to teach EFL learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words



and sentences according to the proper social setting, audience, situation and subject matter.

### 3. Cooperative Learning

Cooperative learning is a general term to strategies learning which it has been planned to bring up cooperative in group and interaction to the other students for each their purposes, Jacobsen et al (2009:13).

### 4. Bamboo Dancing Technique

Bamboo dancing technique is a technique to make students share each other at the same time with different partners in a short time with other. This technique is suitable with the material that needed exchange the idea and information inter students.