THE EFFECT OF USING BAMBOO DANCING METHOD ON STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF MAN 4 MEDAN IN 2017/2018 ACADEMIC YEAR
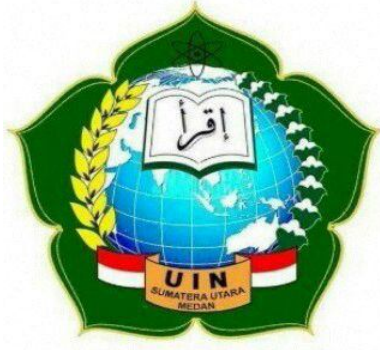
THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Scholar Degree of English Education

By:

INTAN MELATI

34.14.4.030

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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2018

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Assalamu 'alaikum Wr.Wb

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Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

Wassalamu 'alaikum Wr.Wb

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan yang semuanya telah saya jelaskan sebelumnya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar yang diberikan institute batal untuk saya terima.

Medan, 2 Juli 2018
Yang membuat pernyataan

INTAN MELATI
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ABSTRACT

INTAN MELATI. THE EFFECT OF USING BAMBOO DANCING METHOD ON STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF MAN 4 MEDAN IN 2017/2018 ACADEMIC YEAR.

Medan: Department of English Education, Faculty Of Tarbiyah Science and Teachers Training, State Islamic University Of North Sumatera,Medan 2018.

Keywords : Bamboo Dancing method, Speaking Ability

This research was intended to find out the effect of using Bamboo Dancing method on students' speaking ability. This research used experimental design. The population of this research was tenth grade students of MAN 4 Medan in academic year 2017/2018 which was divided in eleven classes and the total number was 337 students. The researcher used cluster random sampling to get the sample. The sample consisted of 54 students. The research was conducted by using experimental and control group. The experimental group was taught by using Bamboo Dancing method, while the control group taught without Bamboo Dancing method. The instrument of the collecting the data was speaking test. The data were analyzed by using t-test formula. The calculation shows that t-observed (3,293) is higher than t-table(2.009) or $t_{observed} > t_{table}$ (3,293> 2.009) at the level of significance 0.05 with the degree of freedom (df) 52. Therefore,the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that teaching speaking by using Bamboo Dancing method has more significant effect than teaching speaking without using Bamboo Dancing method.

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In the name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance to the writer, so that this *thesis* can be finished accordingly. Peace and blessing be upon the Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

The aim of finishing *thesis* is partial fulfillment of the requirement for S-1 program at English Department, Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera. I wrote this thesis under the title "**The Effect of Using Bamboo Dancing Method on Students' Speaking Ability At The Tenth Grade of MAN 4 Medan in 2017/2018 Academic Year**"

Relating to the completing of this thesis, I would like to express my sincere gratitude to:

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At last, this *thesis* is far from being perfect, but it is expected that this *thesis* will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this *thesis* better.

Medan, June 2018

The Writer

<u>**INTAN MELATI**</u>
NIM. 34.14.4.030

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

In modern area, speaking takes an important role in life. The students can tell or convey of their information or problems from their mind ideas through speaking. Speaking helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced. In addition, speaking is the way to express ideas and opinion, to send expression or desire to do something, to solve some a particular problem, and to maintain the relationship or friendship. So, speaking is an important skill of language which should have improves for the students. From the definition above it can be concluded that speaking is one skill must be mastered by students to send or to receive the information or message, to communicate and so on.

In reality, there are still many students difficult to speak in English especially for Senior High School student. Although they had studied and knew about speaking since primary school but their speaking is still low. In the school, they has given English lesson, but this is not maximum because the condition of classes do not support, for instance noisy class, students are not ready to learn and etc. In other way, part of techniques of teaching and learning are still monotones (teacher only explain material of the lesson and then give student some assignment). It causes the students are unless motivated to speak English.

Beside that, there are many problems in teaching speaking. First, students lacked motivation to speak. In addition, most of the students could not express themselves adequately and even found difficulty answering simple open-ended

questions. Students continued to make thesame errors even after being corrected many time.

Second, students were required only to answer some display questions following a reading text or guided by some structures which have no impaction improving their oral communication skills. Even in dialogue drills, students just memorized the whole dialogue and some were asked to act it out in front of the class as they learned it by heart. The last and the seriously problem is students are rarely practice to use English language to communicate.

Based on the writer observation at MAN 4 Medan, the problem appears in the Tenth Grade students of MAN 4 Medan is the student speaking ability is low because they are rarely practice to use English to communicate, they always use their mother tongue language in the classroom. Beside that students are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability, and the last the students are lack of vocabularies and make grammatical mistakes so they cannot express their ideas and they don't know what they want to say.

This problem is not only come from the students but also from the teacher. Most of the time, the teachers were obsessed with correcting their students' errors. This made the students passive recipients waiting for direction and afraid of making mistakes.

Ideal English classroom should be enjoyable and learning methods should be fun, so students fell enjoy during teaching learning process. Actually the teachers must give the suitable method so that the students can feel enjoy in learning process. They must look at the situation and context of the class while studying. They must understand what the students need.

By seeing these problems, teachers should find other techniques in teaching speaking. 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 speaking, teachers need a cooperative technique which will make students really active and participate in the learning process as stated by Slavin 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 others learning".

One of type cooperative learning is Bamboo dancing method. Learning process in Bamboo Dancing method is started by giving question to the students. Teacher does little discussion with students. In Bamboo Dancing method, students make two lines and stand up face to face like two bamboos, so they can be couple in conversation. When they finish conversation, they will move their position follow the strikes. So they find others couple. Finally, they get result from their discussion and they present in front of class to support their presentation

Bamboo Dancing method also provides opportunity for every student to talk, so there is no gap between students who are active to speak and those who are not. Furthermore, this technique will allow the students to practice their speaking and also give an equal opportunity for the students to speak during the learning process. Bamboo Dancing aims to motivate students to be brave in expressing opinion or say something, so this method appropriated for teaching speaking.

Based on the explanation above, the researcher is interested to conduct a research about **"THE EFFECT OF USING BAMBOO DANCING METHOD ON STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF MAN 4 MEDAN IN 2017/2018 ACADEMIC YEAR"**

B. **Statements of The Problems**

1. Student speaking ability is low because they are rarely practice to use English to communicate

2. Students are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability

3. Students are lack of vocabularies and make grammatical mistakes so they cannot express their ideas and they don't know what they want to say.

4. Bamboo dancing method needed long time because all of student get contribution in expressing their opinion in learning process.

5. Students must be tired when they must stand up and speak up with the partner too long.

6. Interaction learning not occurring along well

C. **Research Questions**

Based on the background of the study above, researcher's problem in this study is: " Is there any significant effect on the students' speaking ability by using bamboo dancing method ? "

D. **Purposes of the Study**

Based on the problem of study, purpose of the study is to find out the effect of bamboo dancing method on students' speaking ability.

E. **Significances of the Study**

1. For researcher, this study would be more important for their next career in teaching learning process after graduated from this University in the future.

2. For the teachers, the result of this study would be as one of the references for them who want to apply this method in this school.

3. For other researcher, hopefully this can be used as a reference in conducting the some study for obtaining better result.

F. **Limitations of the Study**

Based on the identification the researcher limits and focuses this research only on the effect of using bamboo dancing method on students' speaking ability .

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

To support the ideas of this research, some theories and some informations will be include to help the researcher design the research.

A.1. Bamboo Dancing Method

The theories cover the definition, the steps, the advantages, and the disadvantages of Bamboo Dancing.

A.1.1. Definition of Bamboo Dancing Method

Bamboo Dancing method is one of methods in cooperative learning. This method aims to enable students to share information at the same time with different partners in a short period of time on a regular basis. Although named bamboo dancing, do not use bamboo. Students lined are described as bamboo.

According to Suprijono learning process in bamboo dancing method is started by giving question to students[1]. Teacher does little discussion with students. After discussing, teacher will divide students into two groups. For example, there are 40 students in the class and teacher should make two big groups. Each group consists of 20 students. Then for member of each group has to stand face to face. Students must create short conversation.

Next, 20 students have to stand face to face. It means 10 students will stand in front of 10 students. They must make a line. So they can be couple in conversation. When they finish conversation, they will move their position follow the strikes. So they find others couple. Finally, they get result from their

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[1]Suprijono.,(2010). *Cooperative Learning Teori dan Aplikasi PAIKEM.* Yogyakarta: Pustaka Belajar. p.98

discussion and they present in front of class to support their presentation. Teacher must facilitate condition so the presentation can be learn for all students inside the class.

The purpose of bamboo dancing method is in order that students to share information at different times in a short time on a regular basis. This strategy is suitable for materials that require the exchange of experience of thoughts and information between students. [2]

A.1.2. Teaching Procedure of Bamboo Dancing Method

There are steps of Bamboo Dancing method that will be explained below: [3]

1) The study begins with the introduction of the topic by the teacher.

2) The teacher divides the class into two large groups that each group consists of 10 students (if possible).

3) The teacher handles out the topics and teacher gives enough time for the students to discuss the material well .

4) After the discussion, 20 students from every large group who face each other following lined slid a clockwise direction. Then, each student gets a new partner and share different information and so on. A move clockwise will stop when the first learners back into origin place .

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[2]Zainal Aqib.,(2013)*Model-model, Media, dan Strategi Pembelajaran Konstektual (Inovatif).* Bandung: Yrama Widya. p.45

[3]Ely Riana Nur Isnaeni., Dede Nurdiawati, (2017), *Journal of The Effectiveness of Using "Bamboo Dancing Method" to Improve The Students' Speaking Skill in Recount Text,* Sirampog: University Bumiayu.. p. 27-38

A.1.3. **The Advantages and Disadvantages of Bamboo Dancing Method**

According to Suprijono, 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 [4]

While Suprijono, 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.

A.2. **Method**

According to Harmer, method is the practical realisation of an approach. Approach this refer to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. An approach describes how language is used and how its constituent parts interlock – in other word it offers a model of language competence. An approach describes

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[4] Suprijono., (2010), *Cooperative Learning Teori dan Aplikasi PAIKEM*.op.cit, p.98

how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.[5]

In addition, Edward Anthony in H. Douglas Brown's book explained that method was described as an overall plan for systematic presentation of language based upon a selected approach.[6] He also states method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student role, behavior and secondary with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.[7]

The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organisation. Method include various procedures and techniques as part of their standard fare.

When method have fixed procedures, informed by a clearly articulated approach, they are easy to describe. The more all-embracing they become, however, the more difficult is to categorize them as real methods in their own right.

From the explanation above, it can be concluded that method is a way of working that is applying to facilitate the implementation of an activity in order to achieve the objective set. A method in teaching is very important to be mastered. The teaching and learning process can be successful by using good and suitable

[5]Jeremy Harmer (2001), The Practice of English Language Teaching Third Edition, Cambridge: Longman,p.78

[6]H. Douglas Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd ed.,* New York: Addison Wesley Longman, Inc., p.14

[7]*Ibid,* p.16

method, by applying the suitable method, the students will be easier to understand what the teacher conveys.

A.3. **Speaking**

A.3.1.**General Concept of Speaking**

According to Hall as quoted by Glenn Fulcher, speaking is an ability that taken for granted, learned as it is through a process of socialization through communicating.[8] Fulcher states that speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples.[9]

Speaking is complex matter. Anyone who wishes to speak a second language must learn the grammar and vocabulary of the language, and master its sounds. Planning what to say, formulating the utterances and producing them need to become automatic if what the learners says is to be considered 'fluent'. [10]

Speaking is the verbal use of language to communicate with other.[11]David Nunan states speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[12]

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[8]Glenn Fulcher. (2003), *Testing Second Language Speaking*. London: Pearson Longman. p.22

[9]*Ibid*., p.23

[10]*Ibid*., p.46

[11]*Ibid*.,p.79

[12]David Nunan, (2003), *Practical English Language Teaching,* New York: McGraw-HillCompanies, Inc., p.48

Speaking also explain in the Qur' an which in Q.S Ar-Rahman: 3-4[13]

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Meaning:

1. The Merciful, 2. He has taught the Qur'an, 3.He created man, 4.He taught him eloquent speech.

Based on pieces of the verses of the Qur'an above says that Allah SWT has created man and Allah SWT has taught him (human) speech (and intelligence). This means, our speaking ability comes from God Almighty.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time fo detailed planning. Therefore, the fluency is required to reach the goal of the conversation.[14]

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronounciation, accuracy and fluency. Students need to mastered all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

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[13] Muhammad Taqi Uddin Al-Hilali and Muhammad Muhsin Khan, (1993), *The Noble Qur'an in The English Language* , India: Maktaba Darul Qur'an, p.833

[14]Jeremy Harmer. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman. p. 269

A.3.2. **Functions of Speaking**

There have been numerous attempts made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Richards distinguishes the functions of speaking into three categories which are quite distinct in terms of form and function and requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance.[15]

1. *Talk as interaction* refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. People do the speaking activity in order to be friendly and to establish a comfortable zone of interaction with others. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the message.

2. *Talk as transaction* refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3. *Talk performance* refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. This type of talk tends to be in the form of

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[15]Jack C. Richards, (2008), *Teaching Listening and Speaking: From Theory to Practice,* Cambridge: Cambridge University Press, p. 21-24.

monolog rather than dialog. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which is different from talk as interaction or transaction. Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.

A.3.3. **Basic Types of Speaking**

According to H.Douglas Brown, there are five basic types of speaking: imitative, intensive, responsive, interactive, and extensive. All of the basic types are described as follows:[16]

1. Imitative

At one end of a continum of types of peaking performance is the ability to imitate a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological

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[16]H.Douglas Brown, (2004) *Language Assessment Principles and Classroom Practices*, United States of America: Longman, p.141-142

relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks, including simple sequences; and translation up to the simple sentence level.

3. *Responsive.*

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

A. Mary   : Excuse me, do you have the time?

   Doug   : Yeah. Nine-fifteen.

B. T   : What is the most urgent environmental problem today?

   S   : I would say massive deforestation.

C. Jeff   : Hey, Stef, how's it going?

   Stef   : Not bad, and yourself?

   Jeff   : I'm good.

   Stef   : Cool. Okay, gotta go

4. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information,

or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. *Extensive (monologue).*

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non verbal responses) or ruled out all together. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

A.3.4.**Difficulties in Speaking**

According to Brown, there are eight factors in speaking that could make learners difficult to produce good English in oral communication as follows[17]:

1. *Clustering*. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. *Redundancy*. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

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[17]H. Douglas Brown, (2001),*Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd ed,* op, cit p.270-271

3. *Reduced forms*. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. *Performance variables*. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the "thinking time" is not silent, rather "fillers" such as *uh, um, well, you know, I mean, like,* etc.

5. *Colloquial language*. This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.

6. *Rate of delivery*. In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.

7. *Stress, rhythm, and intonation.* They are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students.

8. *Interaction*. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking..

A.3.5.**Types of Spoken Tests**

According Scoot Thornburny there are four the most commonly used spoken test types are these [18]:

1. Interview, there are relative easy to set up, especially if there is a room a part from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of the examination) while individuals are called out, one by one, for their interview.

2. Live monologue, the candidates prepare and present a short talk on pre-selected topic. This eliminates the interview effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interview. If other students take role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are like to need, e.g.if their purpose for learning English is business, law, or education.

3. Recorded monologue, learners can take turns to record themselves talking about a favorite sport or past time. The advantage of recorded tests is that the assessment can be done after the event, and the result can be triangulated that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

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[18]Scoot Thornburny, (2005), *How to Teach Speaking,* Longman Kanisius: Kesainc Blanc, p.125-126

4. Role plays, the role play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best.

A.3.6.**Assessment of Speaking**

. To know the students' speaking ability, there are some criteria that is considered. According to Brown there are four scoring components scale name: grammar, vocabulary, pronunciation, and fluency.

Table I
Oral proficiency scoring categories[19]

No	Categories	Aspects	Score
1.)	Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
		Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	2
		Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	3
		Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.	4

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[19] H.Douglas Brown, (2001), *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, New York: Longman. P. 406-407

		Equivalent to that of an educated native speaker.	5
2.)	Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	1
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Able to speak the language with sufficient vocabulary to participate effectively, vocabulary is broad enough that he rarely has to grope for a word.	3
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	5
3.)	Pronounciation	Errors in pronounciation are frequent	1
		Accent is intelligible though often quite faulty.	2
		Errors never interfere with understanding and rarely disturb the native speaker.	3
		Errors in pronounciation are quite rare.	4
		Equivalent to and fully accepted by educated	5

		native speakers.	
4.)	Fluency	(No specific fluency description. Refer to other four language areas for implied level of fluency)	1
		Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	2
		Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	3
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5
	Total Score		20

Student point : $\frac{\text{result score}}{\text{maximum score}} \times 100$

B. **Conceptual Framework**

Speaking is one of the important skills that should be mastered by the students. Ideally, in the teaching and learning process of speaking the students have to be given some opportunities to practice a target language and produce it in

the spoken form. They are expected to have the ability to express the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in the daily life context.

Moreover, there are some problems related to the students speaking ability. What mostly happen in school, students lacked motivation to speak, so students could not express themselves adequately and students continued to make the same errors even after being corrected many time.Beside that students are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability, and the last the students are lack of vocabularies and make grammatical mistakes so they cannot express their ideas and they don't know what they want to say.

Based on those problems above, Bamboo Dancing method could be applied in discussion activities during the learning process. Bamboo Dancing method can motivate students to be brave in expressing opinion or say something because this method provide the discussion session to share information or topics that are known by the students. This method can be used for sharing information to learn the others subject, this method doesn't take place in the competition, the students will share information and the discussion occurs to students in pairs .

By using this method, every student would have more opportunity to practice English orally and gradually would increase their speaking ability. Every student has a chance to speak, so there is no student dominated.

Hopefully, this method can help the teacher to be more creative during the learning process and create atmosphere where the students could decrease their fear on using English and motivate the students to be brave to speak up. It is

expected that there would be positive changes in the teaching speaking and learning process after applying this method.

C. **Hypothesis**

Based on the theoritical above and conceptual framework, the researcher formulates the following hypothesis :

- Ha : there is a significant effect by using bamboo dancing method on the students' speaking ability

- H_0 : there is no significant effect by using bamboo dancing method on the students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. **Research Design**

This study was conducted by using experimental research. In this research, the sample was divided into two groups, namely experimental group and control group. The experimental group is the group that received treatment by bamboo dancing method, while the control group is the group that did not receive treatment. The control group just receives conventional method. So the reseacher divided into two variable, there are : bamboo dancing as method (X-variable) and the students' speaking ability (Y-variable). The experiment design in this study is:

Table II

Design of Study

Group	Step 1	Step 2	Step 3
Experiment X-IPA 1	Pre-test	Treatment by using bamboo dancing method	Post test
Control X-IPA 2	Pre-test	Treatment by using conventional method	Post test

B. **Population and Sample**

1. Population

The larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of

people, events, or objects.[20] In this research, the population of study was the first year students of MAN 4 Medan in the academic year of 2017/2018 that consist of 337 students in eleven classes. It can be show at the following table:

Table III

The Population of Study

No.	Class	Total of Students
1	X-IPA 1	27
2.	X-IPA 2	27
3.	X-IPA 3	30
4.	X-IPA 4	32
5.	X-IPA 5	30
6.	X-IPS 1	28
7.	X-IPS 2	25
8.	X-IPS 3	28
9.	X-IA 1	33
10.	X-IA 2	42
11.	X-IA 3	35
TOTAL		337

2. Sample

The smaller group or subject of the population is the sample.[21] In selecting samples researcher used cluster random sampling. It means that the experimental and control class were chosen randomly by using a small pieces of paper and the name of each class was written in a small pieces of paper and then the papers rolled and shaken.

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[20]Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (2010), *Introduction to Research in Education 8th edition*, USA: Wadsworth Cengage Learning, p.148

[21]Louis Cohen, Laurence Manion& Keith Morison.(2007). *Research Method in Education*, London: Routledge.p.100

In doing the research, researcher got two parallel classes as the sample, they were X-IPA 1 as experimental class which consist of 27 students and X-IPA 2 as control class which consist of 27 students. So, total of sample are 54 students. It can be show at the following table:

Table 1V

The Sample Of Study

No	Class	Total of Students
1	X-IPA 1	27
2	X-IPA 2	27
TOTAL		54

C. **Data Collection**

In collecting data from the field of the study, the writer used the following instrument to require information is a test.

A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.[22] The aim of using the test is in accordance with the context, such diagnostic evaluation, selection and promotion, because eveyone has different ability, personality, interest and behaviour. The tests was administered to the students in both experimental and control group. They are pre-test and post-test.

The design of the test is orally speaking test that is recorded monologue, students can take turns to record themselves talking about past time. It is consist of two items. First, the researcher will explain about the way to do the test. Then the students will give the question based on the topic and they will answer based on their opinion and they will speak up in front of the class . The test must be

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[22]H.Douglas Brown (2004), *Language Assessment Principles and Classroom Practices*,op.cit. p.3

done directly in the class and the teacher give the limit of time to the students. It used to know the students' speaking ability.

D. **Data Analysis**

1. Validity

Validity was defined as the extent to which an instrument measured what it claimed to measure.[23] For obtain the validity of test, the face and content validity were used by adjusting the test with SKKD (Standar Kompetensi dan Kompetensi Dasar).

2. Reliability

Reliability is the extent to which measuring device is consistent in measuring whatever it measures. The reliability of characteristics of a good test refers to the consistency of the measurement. Then, to make the test reliable, an analytical scale is use as the students' assessment in speaking. It assesses some aspects, such as grammar, vocabulary, pronounciation, and fluency.

3. The Normality Test

To test the normality of data is used Liliefos test. The step of this test is :

− Calculating average and standard deviation by the formula :

$$X = \frac{\sum FiXi}{\sum Fi}$$

− Observating $x_1, x_2,...$ xn were made standard value zi, $z_1, z_2,...$zn with the formula:

$$Zi = \frac{xi - x}{s}$$

[23] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (2010), *Introduction to Research in Education 8th edition, op.cit.,* p.225

- For each standard coefficient, used absolute normal standard distribution, then the count the frequent the frequency

  $F(Zi) = p(z < zi)$

- Taking the highest value among the difference absolute values and mentioning the value by Lo. If Lo < Lt, which is got from critical value of the Liliefors test at real level $\alpha = 0,05$ hence the distribution is normal.

4. The Homogeneity Test

   To test ether variants of both homogenous sample, variants quality test, that is:

   $$F = \frac{\text{the biggest variants}}{\text{the smallest variants}}$$

   Here, after comparing to the $F_{table,}$ then both sample are homogenous.

   The statistic which was used to test the hypothesis was by using formula.

The formula:

$$\text{T-test} = \frac{x_1 - x_2}{\sqrt{\dfrac{S1^2}{n1} + \dfrac{S2^2}{n2}}} \quad {}^{24}$$

Where:

x_1	=	Mean of Post-test – Pre-test in experimental group
x_2	=	Mean of Post-test – Pre-test in control group
$s1^2$	=	Variant of Pre-test – Post-test in experimental group
$s2^2$	=	Variant of Pre-test – Post-test in control group
n1	=	Sample in experimental group
n2	=	Sample in control group

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[24] Santoso, (2016), *Statistika Hospitalis*, Yogyakarta: Deepublish, p.92

E. **Research Procedure**

1. Pre- Test

The pre-test was conducted before treatment. The same pre-test was given to both experimental and control group in order to investigate the students speaking ability. Both experimental and control group were asked to speak based on the topic given.

2. Treatment

The treatment was conducted after pre-test in the experimental group, the students were taught by applying Bamboo Dancing method while control group, the students were taught by using conventional method. Both experimental and control group were taught with the same material.

3. Post- Test

Post-test was given after the treatment has been completed. It is aimed to get the mean scores of experimental group and control group.

CHAPTER IV
FINDING AND DISCUSSION

A. **Findings**

Findings cover the data, calculation of normality test and calculation of homogeneity test.

1. **The Data**

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a speaking test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by using Bamboo Dancing method while control group with using conventional method.

The students' speaking test was scored by calculating the four component scale such as grammar, vocabulary, pronounciation, and fluency. After conducting the research, the researcher got the data of the students' score in pre-test and post-test from both experimental and control group. For more detail, it can be seen in the following table :

Table V

The Result Score of Experimental Class

No	Students' Initial	Pre-Test	Post-Test
1	ALT	55	75
2	AS	70	90
3	AHP	40	60
4	AA	55	75
5	AR	70	80
6	BS	40	75
7	C	55	70

The Result Score of Experimental Class

8	DAN	40	65
9	DO	60	75
10	DN	55	65
11	DR	40	60
12	DM	60	70
13	DN	70	80
14	EA	55	70
15	FA	50	70
16	HBM	70	80
17	I	40	60
18	IW	65	75
19	MFA	80	90
20	MFJ	65	75
21	MKF	55	70
22	MRG	70	80
23	M	50	75
24	N	55	70
25	RS	70	90
26	SA	60	70
27	UR	40	65
Total		$\sum = 1535$	$\sum = 1980$
Mean		56,85	73,33

From the table above, the students' speaking ability was taught by applying Bamboo Dancing method showed the minimum score of pre-test was 40, the maximum score of pre-test was 80 and the mean of pre-test was 56,85. On the other hand the minimum score of post-test was 60, the maximum score of post-test was 90, and the mean of pre-test was 73,33.

Table VI

The Result Score Control Class

No.	Students' Initial	Pre-Test	Post-Test
1	ASS	40	60
2	AI	40	60
3	AO	65	70
4	AAP	70	75
5	AZ	40	60
6	FR	40	55
7	FA	40	55
8	GM	45	50
9	MA	40	50
10	MHAM	50	60
11	MH	45	55
12	MHA	45	55
13	MAA	55	70
14	MP	45	65
15	MS	55	60
16	NP	55	65
17	NA	60	70
18	N	60	65
19	PA	60	65
20	RP	60	60
21	RP	55	65
22	SA	70	75
23	TA	70	75
24	T	65	70
25	WL	50	60
26	ZM	60	65
27	ZA	50	55
Total		$\sum = 1430$	$\sum = 1690$
Mean		52,96	62,59

From the table above, the students' speaking ability was taught without applying Bamboo Dancing method showed the minimum score of pre-test was 40, the maximum score of pre-test was 70 and the mean of pre-test was 52,96. On the other hand the minimum score of post-test was 50, the maximum score of post-test was 75, and the mean of pre-test was 62,59.

2. **The Calculation of Normality Test**
   a. **Normality Testing of Experimental Group**

Table VII

Frequency Distribution of Pre Test in Experimental Group

No.	Xi	Fi	Fi.Xi	Xi^2	$Fi.Xi^2$
1	40	6	240	1600	9600
2	50	2	100	2500	5000
3	55	7	385	3025	21175
4	60	3	180	3600	10800
5	65	2	130	4225	8450
6	70	6	420	4900	29400
7	80	1	80	6400	6400
Total		27	1535	26250	90825

Based on the data above, the result of $Fi.Xi^2$ is 90825 and FiXi is 1535. Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$x = \frac{\sum FiXi}{\sum Fi}$$

Where:
x   = Mean of variable x
ΣFiXi = Total number of score
ΣFi   = Number of sample

So,

$$x = \frac{\sum FiXi}{\sum Fi}$$

$$x = \frac{1535}{27}$$

$$= 56,85$$

b. **Variant**

Where:
S^2 = Variant
N = Number of sample

$$S^2 \quad = \quad \frac{n.\sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$= \quad \frac{27 \times 90825 - (1535)^2}{27(27-1)}$$

$$= \quad \frac{2452275 - 2356225}{27(26)}$$

$$= \quad \frac{96050}{702}$$

$$= \quad 136,82$$

c. **Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{136,82}$$

$$= 11,69$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality speaking can be seen in the following table:

Table VIII

Normality Testing of Pre Test in Experimental Group

No.	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	40	-1,44	0,074	0,22	-0,146
2	40	-1,44	0,074	0,22	-0,146
3	40	-1,44	0,074	0,22	-0,146
4	40	-1,44	0,074	0,22	-0,146
5	40	-1,44	0,074	0,22	-0,146

Normality Testing of Pre Test in Experimental Group

6	40	-1,44	0,074	0,22	-0,146
7	50	-0,58	0,28	0,29	-0,01
8	50	-0,58	0,28	0,29	-0,01
9	55	-0,15	0,44	0,55	-0,11
10	55	-0,15	0,44	0,55	-0,11
11	55	-0,15	0,44	0,55	-0,11
12	55	-0,15	0,44	0,55	-0,11
13	55	-0,15	0,44	0,55	-0,11
14	55	-0,15	0,44	0,55	-0,11
15	55	-0,15	0,44	0,55	-0,11
16	60	0,26	0,602	0,66	-0,058
17	60	0,26	0,602	0,66	-0,058
18	60	0,26	0,602	0,66	-0,058
19	65	0,69	0,754	0,74	0,014
20	65	0,69	0,754	0,74	0,014
21	70	1,12	0,868	0,96	-0,092
22	70	1,12	0,868	0,96	-0,092
23	70	1,12	0,868	0,96	-0,092
24	70	1,12	0,868	0,96	-0,092
25	70	1,12	0,868	0,96	-0,092
26	70	1,12	0,868	0,96	-0,092
27	80	1,98	0,976	1	-0,024
Total	1535	Lo = 0,014			
Mean	56,85	Lt = 0,173			

a. **Finding Z score**

Formula: $Zi\ 1 = \frac{xi - x}{s}$

Where,
xi = value
x = mean
S = standard deviation

$$\text{Zi } 1 = \frac{40-56,85}{11,69} = -1,44$$

$$\text{Zi } 2 = \frac{50-56,85}{11,69} = -0,58$$

$$\text{Zi } 3 = \frac{55-56,85}{11,69} = -0,15$$

$$\text{Zi } 4 = \frac{60-56,85}{11,69} = 0,26$$

$$\text{Zi } 5 = \frac{65-56,85}{11,69} = 0,69$$

$$\text{Zi } 6 = \frac{70-56,85}{11,69} = 1,12$$

$$\text{Zi } 7 = \frac{75-56,85}{11,69} = 1,98$$

b. **Finding S(Zi)**

$$S(Zi) = \frac{Fkum}{N}$$

$$S(Zi) = \frac{6}{27} = 0,22$$

$$S(Zi) = \frac{8}{27} = 0,29$$

$$S(Zi) = \frac{15}{27} = 0,55$$

$$S(Zi) = \frac{18}{27} = 0,66$$

$$S(Zi) = \frac{20}{27} = 0,74$$

$$S(Zi) = \frac{26}{27} = 0,96$$

$$S(Zi) = \frac{27}{27} = 1$$

From the table above, it can be seen that Liliefors observation or Lo = 0,014 with n = 27 and at real level α = 0.05 from the list of critical value of Liliefors table Lt =.0,173. It is known that the coefficient of Lo (0,014) < Lt (0,173). So it can be concluded that the data distribution of the student's ability in speaking is **normal.**

Table IX

Frequency Distribution of Post Test in Experimental Group

No	Xi	Fi	Fi.Xi	Xi^2	$Fi.Xi^2$
1	60	3	180	3600	10800
2	65	3	195	4225	12675
3	70	7	490	4900	34300
4	75	7	525	5625	39375
5	80	4	320	6400	25600
6	90	3	270	8100	24300
Total		27	1980	32850	147050

Based on the data above, the result of $Fi.Xi^2$ is 147050 and FiXi is 1980.

Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$x = \frac{\sum FiXi}{\sum Fi}$$

Where:
x = Mean of variable x
ΣFiXi = Total number of score
ΣFi = Number of sample

So,

$$x = \frac{\sum FiXi}{\sum Fi}$$

$$= \frac{1980}{27}$$

$$= 73,33$$

b. **Variant**

Where:
S^2 = Variant
N = Number of sample

$$S^2 = \frac{n.\sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$= \frac{27 \times 147050 - (1980)^2}{27(27-1)}$$

$$= \frac{3970350 - 3920400}{27(26)}$$

$$= \frac{49950}{702}$$

$$= 71,15$$

c. **Standard Deviation**

$$S = \sqrt{S^2}$$

$$= \sqrt{71,15}$$

$$= 8,43$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality speaking can be seen in the following table:

Table X

Normality Testing of Post Test in Experimental Group

No	Score	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Z_i) - S(Z_i)$
1	60	-1,58	0,057	0,11	-0,053
2	60	-1,58	0,057	0,11	-0,053
3	60	-1,58	0,057	0,11	-0,053
4	65	-0,98	0,163	0,22	-0,057
5	65	-0,98	0,163	0,22	-0,057
6	65	-0,98	0,163	0,22	-0,057
7	70	-0,39	0,348	0,48	-0,132
8	70	-0,39	0,348	0,48	-0,132
9	70	-0,39	0,348	0,48	-0,132
10	70	-0,39	0,348	0,48	-0,132

Normality Testing of Post Test in Experimental Group

11	70	-0,39	0,348	0,48	-0,132
12	70	-0,39	0,348	0,48	-0,132
13	70	-0,39	0,348	0,48	-0,132
14	75	0,19	0,575	0,74	-0,165
15	75	0,19	0,575	0,74	-0,165
16	75	0,19	0,575	0,74	-0,165
17	75	0,19	0,575	0,74	-0,165
18	75	0,19	0,575	0,74	-0,165
19	75	0,19	0,575	0,74	-0,165
20	75	0,19	0,575	0,74	-0,165
21	80	0,79	0,785	0,88	-0,095
22	80	0,79	0,785	0,88	-0,095
23	80	0,79	0,785	0,88	-0,095
24	80	0,79	0,785	0,88	-0,095
25	90	1,97	0,975	1	-0,025
26	90	1,97	0,975	1	-0,025
27	90	1,97	0,975	1	-0,025
Total	1980	Lo			-0,025
Mean	73,33	Lt			0,173

a. **Finding Z score**

Formula: $Zi\ 1 = \frac{xi - x}{s}$

Where,

xi = value

x = mean

s = standard deviation

$Zi\ 1 = \frac{60 - 73,33}{8,43} = -1,58$

$Zi\ 2 = \frac{65 - 73,33}{8,43} = -0,98$

$Zi\ 3 = \frac{70 - 73,33}{8,43} = -0,39$

$Zi\ 4 = \frac{75 - 73,33}{8,43} = 0,19$

$$Zi\ 5 = \frac{80-73,33}{8,43} = 0,79$$

$$Zi\ 6 = \frac{90-73,33}{8,43} = 1,97$$

b. **Finding S(Zi)**

$$S(Zi) = \frac{FKum}{N}$$

$$S(Zi) = \frac{3}{27} = 0,11$$

$$S(Zi) = \frac{6}{27} = 0,22$$

$$S(Zi) = \frac{13}{27} = 0,48$$

$$S(Zi) = \frac{20}{27} = 0,74$$

$$S(Zi) = \frac{24}{27} = 0,88$$

$$S(Zi) = \frac{27}{27} = 1$$

From the table above, it can be seen that Liliefors observation or Lo = -0,025 with n = 27 and at real level α = 0.05 from the list of critical value of Liliefors table Lt = 0,173. It is known that the coefficient of Lo (-0,025) <Lt (0,173). So it can be concluded that the data distribution of the student's ability in speaking is **normal.**

b. **Normality Testing of Control Group**

Table XI

Frequency Distribution of Pre Test in Control Group

No	Xi	Fi	Fi.Xi	Xi ^{2}	Fi.Xi ^{2}
1	40	6	240	1600	9600
2	45	4	180	2025	8100
3	50	3	150	2500	7500
4	55	4	220	3025	12100
5	60	5	300	3600	18000
6	65	2	130	4225	8450
7	70	3	210	4900	14700
Total		27	1430	21875	78450

Based on the data above, the result of Fi.Xi ^{2} is 78450 and FiXi is 1430.

Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$x = \frac{\sum Fixi}{\sum Fi}$$

Where:

x = Mean of variable x

ΣFiXi = Total number of score

ΣFi = Number of sample

So,

$$x = \frac{\sum Fixi}{\sum Fi}$$
$$= \frac{1430}{27}$$
$$= 52{,}96$$

b. **Variant**

Where:

S^2 = Variant

N = Number of sample

$$S^2 = \frac{n.\sum Fixi^2 - (Fixi)^2}{n(n-1)}$$

$$= \frac{2\,7x\,78450 - (1430)^2}{27(27-1)}$$

$$= \frac{2118150 - 2044900}{27(26)}$$

$$= \frac{73250}{702}$$

$$= 104{,}34$$

c. **Standard Deviation**

$$S = \sqrt{s^2}$$
$$= \sqrt{104{,}34}$$
$$= 10{,}21$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality speaking can be seen in the following table:

Table XII

Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	40	-1,26	0,103	0,22	-0,117
2	40	-1,26	0,103	0,22	-0,117
3	40	-1,26	0,103	0,22	-0,117
4	40	-1,26	0,103	0,22	-0,117
5	40	-1,26	0,103	0,22	-0,117
6	40	-1,26	0,103	0,22	-0,117
7	45	-0,77	0,22	0,37	-0,15
8	45	-0,77	0,22	0,37	-0,15
9	45	-0,77	0,22	0,37	-0,15
10	45	-0,77	0,22	0,37	-0,15
11	50	-0,28	0,389	0,48	-0,091
12	50	-0,28	0,389	0,48	-0,091
13	50	-0,28	0,389	0,48	-0,091
14	55	0,19	0,575	0,62	-0,045
15	55	0,19	0,575	0,62	-0,045
16	55	0,19	0,575	0,62	-0,045
17	55	0,19	0,575	0,62	-0,045
18	60	0,68	0,751	0,81	-0,059
19	60	0,68	0,751	0,81	-0,059
20	60	0,68	0,751	0,81	-0,059
21	60	0,68	0,751	0,81	-0,059
22	60	0,68	0,751	0,81	-0,059

Normality Testing of Pre Test in Control Group

23	65	1,17	0,878	0,88	-0,002
24	65	1,17	0,878	0,88	-0,002
25	70	1,66	0,951	1	-0,049
26	70	1,66	0,951	1	-0,049
27	70	1,66	0,951	1	-0,049
Total	1430	Lo			-0,002
Mean	52,96	Lt			0,173

a. **Finding Z score**

Formula: Zi 1 $= \frac{xi - x}{s}$

Where,

xi = value

x = mean

s = standard deviation

Zi 1 $= \frac{40 - 52,96}{10,21} =$ -1,26

Zi 2 $= \frac{45 - 52,96}{10,21} =$ -0,77

Zi 3 $= \frac{50 - 52,96}{10,21} =$ -0,28

Zi 4 $= \frac{55 - 52,96}{10,21} =$ 0,19

Zi 5 $= \frac{60 - 52,96}{10,21} =$ 0,68

Zi 6 $= \frac{65 - 52,96}{10,21} =$ 1,17

Zi 7 $= \frac{70 - 52,96}{10,21} =$ 1,66

b. **Finding S(Zi)**

S(Zi) $= \frac{Fkum}{N}$

S(Zi) $= \frac{6}{27} = 0,22$

S(Zi) $= \frac{10}{27} = 0,37$

S(Zi) $= \frac{13}{27} = 0,48$

$$S(Zi) = \frac{17}{27} = 0,62$$

$$S(Zi) = \frac{22}{27} = 0,81$$

$$S(Zi) = \frac{24}{27} = 0,88$$

$$S(Zi) = \frac{27}{27} = 1$$

From the table above, it can be seen that Liliefors observation or Lo = -0,002 with n = 27 and at real level α = 0.05 from the list of critical value of Liliefors table Lt =.0,173. It is known that the coefficient of Lo (-0,002) < Lt (0,173). So it can be concluded that the data distribution of the student's ability in speaking is **normal.**

Table XIII

Frequency Distribution of Post Test in Control Group

No	Xi	Fi	Fi.Xi	Xi^2	Fi.Xi^2
1	50	2	100	2500	5000
2	55	5	275	3025	15125
3	60	7	420	3600	25200
4	65	6	390	4225	25350
5	70	4	280	4900	19600
6	75	3	225	5625	16875
Total		27	1690	23875	107150

Based on the data above, the result of Fi.Xi^2 is 107150 and FiXi is 1690. Then the following is the calculation of mean, variant and standard deviation.

a. **Mean**

$$x = \frac{\sum Fixi}{\sum Fi}$$

Where:
x   = Mean of variable x
$\sum$FiXi = Total number of score
$\sum$Fi   = Number of sample

So,

$$x = \frac{\sum Fixi}{\sum Fi}$$

$$= \frac{1690}{27}$$

$$= 62{,}59$$

b. Variant

Where:
S2 = Variant
N = Number of sample

$$S^2 = \frac{n.\sum Fixi^2 - (Fixi)^2}{n(n-1)}$$

$$= \frac{2\,7x\,107150 - (1690)^2}{27(27-1)}$$

$$= \frac{2893050 - 2856100}{27(26}$$

$$= \frac{36950}{702}$$

$$= 52{,}63$$

c. Standard Deviation

$$S = \sqrt{s^2}$$

$$= \sqrt{52{,}63}$$

$$= 7{,}25$$

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality speaking can be seen in the following table.

Table XIV

Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-1,73	0,041	0,07	-0,029
2	50	-1,73	0,041	0,07	-0,029
3	55	-1,04	0,149	0,25	-0,101
4	55	-1,04	0,149	0,25	-0,101
5	55	-1,04	0,149	0,25	-0,101
6	55	-1,04	0,149	0,25	-0,101
7	55	-1,04	0,149	0,25	-0,101
8	60	-0,35	0,363	0,51	-0,147
9	60	-0,35	0,363	0,51	-0,147
10	60	-0,35	0,363	0,51	-0,147
11	60	-0,35	0,363	0,51	-0,147
12	60	-0,35	0,363	0,51	-0,147
13	60	-0,35	0,363	0,51	-0,147
14	60	-0,35	0,363	0,51	-0,147
15	65	0,33	0,629	0,74	-0,111
16	65	0,33	0,629	0,74	-0,111
17	65	0,33	0,629	0,74	-0,111
18	65	0,33	0,629	0,74	-0,111
19	65	0,33	0,629	0,74	-0,111
20	65	0,33	0,629	0,74	-0,111
21	70	1,02	0,846	0,88	-0,034
22	70	1,02	0,846	0,88	-0,034
23	70	1,02	0,846	0,88	-0,034
24	70	1,02	0,846	0,88	-0,034
25	75	1,71	0,956	1	-0,044
26	75	1,71	0,956	1	-0,044
27	75	1,71	0,956	1	-0,044
Total	1690	Lo			-0,029
Mean	62,59259	Lt			0,173

a. **Finding Z score**

Formula: Zi 1 $= \frac{xi - x}{s}$

Where,

xi = value
x = mean
S = standard deviation

Zi 1 $= \frac{50 - 62,59}{7,25} = $ -1,73

Zi 2 $= \frac{55 - 62,59}{7,25} = $ -1,04

Zi 3 $= \frac{60 - 62,59}{7,25} = $ -0,35

Zi 4 $= \frac{65 - 62,59}{7,25} = $ 0,33

Zi 5 $= \frac{70 - 62,59}{7,25} = $ 1,02

Zi 6 $= \frac{75 - 62,59}{7,25} = $ 1,71

a. **Finding S(Zi)**

S(Zi) $= \frac{Fkum}{N}$

S(Zi) $= \frac{2}{27} = 0,07$

S(Zi) $= \frac{7}{27} = 0,25$

S(Zi) $= \frac{14}{27} = 0,51$

S(Zi) $= \frac{20}{27} = 0,74$

S(Zi) $= \frac{24}{27} = 0,88$

S(Zi) $= \frac{27}{27} = 1$

From the table above, it can be seen that Liliefors observation or Lo = - 0,029 with n = 27 and at real level α = 0.05 from the list of critical value of Liliefors table Lt = 0,173. It is known that the coefficient of Lo (- 0,029) < Lt (0,173). So it can be concluded that the data distribution of the student's ability in speaking is **normal.**

3. **Calculation of Homogeneity Test**

   a. **Homogeneity Testing of Pre Test**

$$F_{obs} = \frac{S1^2}{S2^2}$$

   Where : $S_1{}^2$ = the biggest variant
            $S_2{}^2$ = the smallest variant

   Based on the variants of both samples of pre-test found that:

   S^2ex = 136,82   N = 27

   S^2co = 104,34   N = 27

So,

$$Fobs \quad = \frac{S^2ex}{S^2co}$$

$$= \frac{136,82}{104,34}$$

$$= 1,31$$

Then the coefficient of F_{obs} = 1.31 is compared with F_{table}, where F_{table} is determined at real level α = 0.05 and the same numerator dk = N - 1 = 27 - 1 = 26 that was exist dk numerator 26, the denominator dk = n - 1 (27 - 1 = 26). Then F_{table} can be calculated $F_{0.05(26,26)}$ = 1,95.

So F_{obs}< F_{table} atau (1.31 < 1,95) so it can be concluded that the variant is homogenous.

   b. **Homogeneity Testing of Post Test**

$$F_{obs} = \frac{S1^2}{S2^2}$$

   Where : $S_1{}^2$ = the biggest variant
            $S_2{}^2$ = the smallest variant

   Based on the variants of both samples of post-test found that:

   S^2ex = 71,15   N = 27

   S^2co = 52,63   N = 27

So,

$$\text{Fobs} \quad = \quad \frac{S^2 ex}{S^2 co}$$

$$= \frac{71,15}{52,63}$$

$$= 1,35$$

Then the coefficient of $F_{obs} = 1,35$ is compared with F_{table}, where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator dk = N - 1 = 27 - 1 = 26 that was exist dk numerator 26, the denominator dk = n - 1 (27 - 1 = 26).Then F_{table} can be calculated $F_{0.05(26,26)} = 1,95$.

So $F_{obs} < F_{table}$ atau (1.35 < 1,95) so it can be concluded that the variant is homogenous.

B. **Data Analysis**

1. **Analyzing the Data by Using T-test Formula**

The result of calculation from t-test is made to find out the effect of Bamboo Dancing method on students' speaking ability.

Table XV

Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	75	55	20
2	90	70	20
3	60	40	20
4	75	55	20
5	80	70	10
6	75	40	35
7	70	55	15
8	65	40	25
9	75	60	15

Mean of Post-Test – Pre-Test in Experimental Group

10	65	55	10
11	60	40	20
12	70	60	10
13	80	70	10
14	70	55	15
15	70	50	20
16	80	70	10
17	60	40	20
18	75	65	10
19	90	80	10
20	75	65	10
21	70	55	15
22	80	70	10
23	75	50	25
24	70	55	15
25	90	70	20
26	70	60	10
27	65	40	25
$\sum$			445
Mean			16,48

From the calculation above, the total of decrease from the pre-test and post-test in experimental group is 445. Meanwhile the mean of pre-test and post-test in experimental group is 16,48.

Table XVI

Mean of Post-Test – Pre-Test in Control Group

No.	*Post-Test*	*Pre-Test*	*Decrease*
1.	60	40	20
2.	60	40	20
3.	70	65	5

Mean of Post-Test – Pre-Test in Control Group

4.	75	70	5
5.	60	40	20
6.	55	40	15
7.	55	40	15
8.	50	45	5
9.	50	40	10
10.	60	50	10
11.	55	45	10
12.	55	45	10
13.	70	55	15
14.	65	45	20
15.	60	55	5
16.	65	55	10
17.	70	60	10
18.	65	60	5
19.	65	60	5
20.	60	60	0
21.	65	55	10
22.	75	70	5
23.	75	70	5
24.	70	65	5
25.	60	50	10
26.	65	60	5
27.	55	50	5
$\sum$			260
Mean			9,62

From the calculation above, the total of decrease from the pre-test and post-test in experimental group is 260. Meanwhile the mean of pre-test and post-test in experimental group is 9,62.

So, the hypothesis testing in this research, it is used two average similarity test by using statistic, as follow :

$$\text{T-test} = \frac{x1 - x2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Where:

x1   = 16,48

x2   = 9,62

$S1^2$ = 65,67

$S2^2$ = 51,71

n1   = 27

n2   = 27

$$\text{T-test} = \frac{16,48 - 9,62}{\sqrt{\frac{65,67}{27} + \frac{51,71}{27}}}$$

$$= \frac{6,86}{\sqrt{2,43 + 1,91}}$$

$$= \frac{6,86}{\sqrt{4,34}}$$

$$= \frac{6,86}{2,08}$$

$$= 3,29$$

From the calculation above, it can be seen that $t_{observed}$ = 3,29. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the Ha is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 52 (df = N + N - 2) at the level of significant 0.05 that the critical value is 2,009 . So it can be seen that t_{table} = 2,009.

2. **Hypothesis Testing**

The basis for testing hypothesis is as following:

The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the Ha is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 52 (df = N + N - 2) at the level of significant 0.05 that the critical value is 2.009. So it can be seen that t_{table} = 2.009. (See Appendix K)

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table}. It can be seen as follow:

$t_{observed} > t_{table}(\alpha = 0.05)$ with df 52

3,293 > 2.009

From the result above, it shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. It means that Bamboo Dancing method affect students' speaking ability.

C. **Discussion**

After doing the research, the writer has found some problems on the students. The problem was the vocabulary of students is limited. It was make the students often grope for a word. Then, error in pronounciation are frequent. Many of students did not know how to pronounce well. Even so, there was a significant difference on students' speaking ability by using Bamboo Dancing method. The students that were taught by Bamboo Dancing method have higher score than were taught by conventional method.

Based on the data analysis it is found that students which are taught with Bamboo Dancing method gave improvement in their score. From the data were

collected the lowest score of pre-test was 40, and the highest score of pre-test was 80 and the mean of pre-test was 56,85. On the other hand the lowest score of post-test was 60, and the highest score of post-test was 90 and the mean of post-test was 73,33.

Whereas in control group, showed the lowest score of pre-test was 40, and the highest score of pre-test was 70 and the mean of pre-test was 52,96. On the other hand the lowest score of post-test was 50, and the highest score of post-test was 75 and the mean of post-test was 62,59.

Based on the explanation above, the mean score of the post-test of experimental group was higher than the mean score of post-test of the control group (73,33 > 62,59). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

Then, the result of the t-test showed that the t-observed was higher than t-table was (3,29 > 2.009). It shows that students' speaking ability by using Bamboo Dancing method was significant at 0.05. From the result, the researcher found that there was significant of the students' speaking ability that were taught by Bamboo Dancing method. This means that the students' speaking ability that were taught by Bamboo Dancing method was better than taught by conventional method.

CHAPTER V

CLOSING

A. **Conclusion**

From the data obtained it is seen that the result of the students' speaking ability by using Bamboo Dancing method is higher than that by using conventional method at the first grade of MAN 4 Medan. Bamboo Dancing method is significant to be used in improving the students' speaking ability. The result of $t_{observed}$ is 3,29 and t_{table} is 2.009 ($t_{observed}$> t_{table}, 3,29 > 2.009). It means that H_0 is rejected and H_a is accepted. There is a significant effect of Bamboo Dancing method on students' speaking ability.

B. **Recommendation**

Based on the conclusion of the study, the result of the findings contribute valuable recommendation for those who are interested in teaching speaking.

1. The English teachers are recommended to apply Bamboo Dancing method in teaching speaking, because this method can motivate students to be brave in expressing opinion or say something.

2. It is also to recommended for headmaster of the school to apply Bamboo Dancing method in teaching speaking in their school.

3. The students are expected to use Bamboo Dancing method by themselves to encourage their confidence in speaking.

C. **Implication**

Based on the conclusion of the study, the implication of doing this research as follows :

1. Theoritically

This reseach is useful for English learners to add new information toward the way to improve their speaking ability and useful for English Teacher to find a new theory to increase student's interest, motivation and skill in speaking.

2. Practically

The result of this research can useful for English learners to improve their speaking ability. It is useful for English Teacher to apply Bamboo Dancing method to improve students speaking ability. And then, this research is useful for other researchers who will conduct related research.

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APPENDIX A

<div align="center">

PRE TEST

</div>

Name :

Class :

Instruction !

Now I'd like to hear your ideas about the topics the below. Be sure to say as much as you can in responding to question. After I ask the question, you may take a few minute to prepare your answer, and then begin speaking when you're ready and your duration to speak during two minutes.

1) Please tell me about an exciting or interesting experience you've had !

(minimal 100 words) .

_____

_____

_____

_____

_____

_____

_____

APPENDIX B

POST TEST

Name :

Class :

Instruction !

Now I'd like to hear your ideas about the topics the below. Be sure to say as much as you can in responding to question. After I ask the question, you may take a few minute to prepare your answer, and then begin speaking when you're ready and you only have two minutes to answer the question.

1) Please tell me about sad experience you've had !

(minimal 100 words) .

_____

_____

_____

_____

_____

_____

APPENDIX C

KEY ANSWER OF PRE TEST

Last month,my friend and I went to Taman Air Percut. We spent our holiday there. We went to Taman Air Percut by Grab-car. We arrived in Percut at 12.45 am. The ticket price was only Rp.10.000. We prayed zuhur firstly, after that we just looking for a place to eat. We felt very upset because almost an hour waiting for food did not come too, because very many customers while the employees only a few person. Finally we decided to go from there, because we are so hungry we finally buy pop noodles as our lunch.

. When we wanted to go home, we did not find a Grab, so we decided to walk until we got a grab signal. I felt like a very unfortunate person at the time because because no one wants to help us. Do you know, we walk very far, we are so tired to walk. then finally we got a grab signal. So, we went to home by Grab. It was the most exciting for us.

APPENDIX D

KEY ANSWER OF POST TEST

I went to school early in the school. I used to do my usual activity. I showed up at 12.30 pm I came home to my grandmother's house. After arriving at my grandmother's house I rushed to my grandmother's room. I changed my clothes and ate lunch. After finishing lunch I prayed in the mosque. usually m I and my grandmother praying but my grandmother is being treated in hospital. after finished praying I also lay down to my grandmother's bed.

I fell asleep, time showed at 15.00. I was awakened by my aunt. After I wake up I've seen my aunts crying. I did not dare ask her. I also obey all my aunt's orders. We went to the hospital. After arriving at the hospital I saw my dad cry, so I cry too.I asked my father who happened. My grandmother left me forever. may my dear grandmother be accepted by Allah. Dear grandmother hopefully accepted by Allah

LESSON PLAN I

(Experimental Group)

School   : MAN 4 Medan

Class/ Semester   : X/II

Subject   : English

Skill   : Speaking

Allocated time   : 2 x 35 minutes

A. Standard Competence

Expressing meaning in transactional and interpersonal conversations in the context of everyday life

B. Basic Competence

Speaking

Expressing meaning in official and unofficial, informal and informal conversations in official, unofficial, and acceptable transactional conversations (official and informal conversations) using simple oral language in the context of everyday life and engaging in speech acts: thinking, praising and pronouncing congratulations.

C. Indicator

1. Able to speaking English related to the lesson material.
2. Able to speak by using correct pronunciation.
3. Able to talk about daily activity in dialog.

D. Objective of Learning

1. The students are able to speaking English related to the lesson material.
2. The students are able to speak by using correct pronunciation.
3. The students are able to talk about daily activity in dialog.

E.Material

Recount Text

Recount is a text which retell events or experiences in the past. Its purpose is either to inform or to entertain the audience.

F.Teaching Method

Conventional method

G. Source /Media of Learning

Relevant textbooks

English Dictionary

H.Teaching and Learning Activities

Apperception

      a. Greet a friendly greeting to students when entering the classroom

      b. Checking student attendance

Motivation

      a. Provide information about the purpose and benefits of learning the material to be learned.

      b. The teacher motivates students to explore their speaking ability and be more active in learning process.

Core Activity (70 ')

Exploration :

Teacher's activities in confirmation :

    a. Provide stimulus in the form of giving material.

    b. Discuss material with students

    c. Provide an opportunity for learners to communicate orally or present a dialogue in front of the class

Elaboration

Teacher's activities in elaboration:

    a. Familiarize students with various short functional oral texts

b. Facilitating the students through the assignment of doing the exercises on the existing questions in the English textbook to be done individually.

Confirmation

Teacher's activities in confirmation:

a. Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.

b. Confirms the work done by the students through other book sources.

c. Facilitate students to reflect to get the learning experience that has been done.

d. Provide motivation to students who are less and can not follow in the material..

End Activity (10 ')

a. Students are asked to make a summary of the material

b. Students and teachers reflect on activities that have been implemented.

c. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of instrument
1. Able to speaking English related to the lesson material. 2. Able to speak by using correct pronunciation. 3. Able to talk about daily activity in dialog.	Oral Test	Performance	Please tell me about an exciting or interesting experience you've had !

School   : MAN 4 Medan

Class/ Semester   : X/II

Subject   : English

Skill   : Speaking

Allocated time   : 2 x 35 minutes

A.Standard Competence

Expressing meaning in transactional and interpersonal conversations in the context of everyday life

B.Basic Competence

Speaking

Expressing meaning in official and unofficial, informal and informal conversations in official, unofficial, and acceptable transactional conversations (official and informal conversations) using simple oral language in the context of everyday life and engaging in speech acts: thinking, praising and pronouncing congratulations.

C.Indicator

4. Able to speaking English related to the lesson material.
5. Able to speak by using correct pronunciation.
6. Able to talk about daily activity in dialog.

D.Objective of Learning

4. The students are able to speaking English related to the lesson material.
5. The students are able to speak by using correct pronunciation.
6. The students are able to talk about daily activity in dialog.

E.Material

Recount Text

Recount is a text which retell events or experiences in the past. Its purpose is either to inform or to entertain the audience.

F.Teaching Method

Bamboo Dancing Method

G. Source /Media of Learning

Relevant textbooks

English Dictionary

H.Teaching and Learning Activities

Initial Activity (10 ')

Apperception

      c. Greet a friendly greeting to students when entering the classroom

      d. Checking student attendance

Motivation

      c. Provide information about the purpose and benefits of learning the material to be learned.

      d. The teacher motivates students to explore their speaking ability and be more active in learning process.

Core Activity (70 ')

Exploration :

Teacher's activities in confirmation :

      a. Holding question and answer with students about what they know about the material

      b. Divide the class into 2 large groups (if in the class there are 40 people, then each big group consists of 20 people).

      c. Arrange in such a way in each big group of 10 people standing in line facing each other with 10 other people who are also in parallel standing position. Thus in each of the big groups pairs of each other.

      d. Dividing assignments on each pair to discuss and discuss.

e. After the discussion, 20 people from each of the big groups shifted clockwise, in this way each student will get a new partner to share information, and so on. A clockwise will stops when each student returns to origin place.

Elaboration

Teacher's activities in elaboration :

    a. Keep an eye on the course of student discussions

    b. Teacher helps students who don't understand in discussion.

Confirmation

Teacher's activities in confirmation :

    a. Provide feedback to students by giving reinforcement in the form of oral to students who have been able to complete the task.

    b. Facilitate students to reflect to get the learning experience that has been done.

    c. Provide motivation to students who are less and can not follow the material.

End Activity (10 ')

    d. Students are asked to make a summary of the material

    e. Students and teachers reflect on activities that have been implemented.

    f. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of instrument
4. Able to speaking English related to the lesson material. 5. Able to speak by using correct pronunciation. 6. Able to talk about daily activity in dialog.	Oral Test	Performance	Please tell me about your sad experience you've had !

Rubric of Assessment

Name of Students	Pronunciation	Fluency	Grammar	Vocabulary	Total Score

Student point   :   result score   × 100
                      maximum score

Medan,   April 2018

Researcher

Intan Melati

34144030

LESSON PLAN I

(Control Group)

School   : MAN 4 Medan

Class/ Semester   : X/II

Subject   : English

Skill   : Speaking

Allocated time   : 2 x 35 minutes

A.Standard Competence

Expressing meaning in transactional and interpersonal conversations in the context of everyday life

B.Basic Competence
Speaking

Expressing meaning in official and unofficial, informal and informal conversations in official, unofficial, and acceptable transactional conversations (official and informal conversations) using simple oral language in the context of everyday life and engaging in speech acts: thinking, praising and pronouncing congratulations.

C.Indicator
7. Able to speaking English related to the lesson material.
8. Able to speak by using correct pronunciation.
9. Able to talk about daily activity in dialog.

D.Objective of Learning
7. The students are able to speaking English related to the lesson material.
8. The students are able to speak by using correct pronunciation.
9. The students are able to talk about daily activity in dialog

E.Material

Recount Text

Recount is a text which retell events or experiences in the past. Its purpose is either to inform or to entertain the audience.

F.Teaching Method

Conventional method

G. Source /Media of Learning

Relevant textbooks

English Dictionary

H.Teaching and Learning Activities

Apperception

  e. Greet a friendly greeting to students when entering the classroom

  f. Checking student attendance

Motivation

  e. Provide information about the purpose and benefits of learning the material to be learned.

  f. The teacher motivates students to explore their speaking ability and be more active in learning process.

Core Activity (70 ')

Exploration :

Teacher's activities in confirmation :

  d. Provide stimulus in the form of giving material.

  e. Discuss material with students

  f. Provide an opportunity for learners to communicate orally or present a dialogue in front of the class

Elaboration

Teacher's activities in elaboration:

  c. Familiarize students with various short functional oral texts

  d. Facilitating the students through the assignment of doing the exercises on the existing questions in the English textbook to be done individually.

Confirmation

Teacher's activities in confirmation:

e. Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.

f. Confirms the work done by the students through other book sources.

g. Facilitate students to reflect to get the learning experience that has been done.

h. Provide motivation to students who are less and can not follow in the material..

End Activity (10 ')

g. Students are asked to make a summary of the material

h. Students and teachers reflect on activities that have been implemented.

i. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of instrument
7. Able to speaking English related to the lesson material. 8. Able to speak by using correct pronunciation. 9. Able to talk about daily activity in dialog.	Oral Test	Performance	Please tell me about an exciting or interesting experience you've had !

LESSON PLAN II

(Control Group)

School   : MAN 4 Medan

Class/ Semester   : X/II

Subject   : English

Skill   : Speaking

Allocated time   : 2 x 35 minutes

A.Standard Competence

Expressing meaning in transactional and interpersonal conversations in the context of everyday life

B.Basic Competence
Speaking

Expressing meaning in official and unofficial, informal and informal conversations in official, unofficial, and acceptable transactional conversations (official and informal conversations) using simple oral language in the context of everyday life and engaging in speech acts: thinking, praising and pronouncing congratulations.

C.Indicator

10. Able to speaking English related to the lesson material.
11. Able to speak by using correct pronunciation.
12. Able to talk about daily activity in dialog.

D.Objective of Learning

10. The students are able to speaking English related to the lesson material.
11. The students are able to speak by using correct pronunciation.
12. The students are able to talk about daily activity in dialog.

E.Material

Recount Text

Recount is a text which retell events or experiences in the past. Its purpose is either to inform or to entertain the audience

F.Teaching Method

Conventional method

G. Source /Media of Learning

Relevant textbooks

English Dictionary

H.Teaching and Learning Activities

Apperception

    g. Greet a friendly greeting to students when entering the classroom

    h. Checking student attendance

Motivation

    g. Provide information about the purpose and benefits of learning the material to be learned.

    h. The teacher motivates students to explore their speaking ability and be more active in learning process.

Core Activity (70 ')

Exploration :

Teacher's activities in confirmation :

    g. Provide stimulus in the form of giving material.

    h. Discuss material with students

    i. Provide an opportunity for learners to communicate orally or present a dialogue in front of the class

Elaboration

Teacher's activities in elaboration:

    e. Familiarize students with various short functional oral texts

f. Facilitating the students through the assignment of doing the exercises on the existing questions in the English textbook to be done individually.

Confirmation

Teacher's activities in confirmation:

i. Provide feedback to students by giving reinforcement in verbal form to students who have completed their work.

j. Confirms the work done by the students through other book sources.

k. Facilitate students to reflect to get the learning experience that has been done.

l. Provide motivation to students who are less and can not follow in the material..

End Activity (10 ')

j. Students are asked to make a summary of the material

k. Students and teachers reflect on activities that have been implemented.

l. The teacher provides the conclusions.

I. Evaluation

Indicator	Type of Assessment	Form of Instrument	Example of instrument
10. Able to speaking English related to the lesson material. 11. Able to speak by using correct pronunciation. 12. Able to talk about daily activity in dialog.	Oral Test	Performance	Please tell me about your sad experience you've had !

TRANSCRIPT OF STUDENTS SPEAKING

Pre-test Control Class (X IPA-2)

1. Afina Sarah Salim Pulungan

   Assalamu'alaikum wr.wb. My name is Afina Sarah Salim Pulungan. I live in Jl.Platina 7 A. My hobby is swimming. I want to tell about my experience. My experience is I did not forget when I was a great by teacher not homework. Assalamu'alaikum.

   ⇨ m/ɑI/ /neim/ /iz/ Afina Sarah Salim Pulungan. /ai/ /liv/ /in/ Jl.Platina 7 A. /mai/ /'habie/ /iz/ /swimming/. /ai/ /wɔnt/ /tuw/ /tel/ /ə'bawt/ /mai/ /ek'spirieəs/ . /mai/ /ek'spirieəs/ /iz/ /ai/ /did/ /nat/ /fər'get/ /hwen/ /ai/ /wʌs/ /ei/ /greit/ /bai/ /'tiecər/ /nat/ /howm'wərk/.

2. Aldi Indrawan

   Assalamu'alaikum wr.wb. My name is Aldi Indrawan. I live in Belawan. My hobby is football. I want to tell about my experience. Holiday in Jambi. Holiday Jambi beautiful place. Assalamu'alaikum wr.wb.

   ⇨ m/ɑI/ /neim/ /iz/ Aldi Indrawan. /ai/ /liv/ /in/ Belawan. /mai/ /'habie/ /iz/ /'fut'bɔl/ . /ai/ /wɔnt/ /tuw/ /tel/ /ə'bawt/ /mai/ /ek'spirieəs/. /halədei/ /'in/ Jambi. /halədei/ /'in/ Jambi /byuwtəfəl/ /pleis/.

3. Aliyah octavia

   Assalamu'alaikum wr.wb. My name is Aliyah octavia. I live in Martubung. I want to tell about my experience. My experience is lazy day. My hobby is writing. Last weekend, I spent all day lying in my bed.

It was an I wake up at 08.00 am in the morning. Wassalamu'alaikum wr.wb.

⇨ m/ɑI/ /neim/ /iz/ Aliyah octavia. /ai/ /liv/ /in/ Martubung. /ai/ /wɔnt/ /tuw/ /tel/ /ə'bawt/ /mai/ /ek'spirieəs/. /mai/ /ek'spirieəs/ /iz/ /'leizie/ /dei/ /mai/ /'habie/ /iz/ //raItŋ/. /lǽst/ /wiek'end/ /ai/ spent/ /al/ /dei/ /'laiing/ /in/ /mai/ /bed/ /it/ /wʌs/ /ǽn/ /ai/ /weik/ /ʌp/ ǽt/ 08.00 am /in/ /Thie/ /mɔrning/.

4. Anisa Amalia Putri

   My name is Anisa Amalia Putri. I live in Marelan. My hobby is singing and now, I want to tell you about my experience. Oneday, when I get, when the just I meant MAN 4 Medan. I have no friend. So everything like so strange and the first friend that I meet her name is Anisa sms like me. We like bestfriend, we eat together and until the time that divided direction and I get IPA direction and she is get IPS direction. Assalamu'alaikum wr.wb.

   ⇨ m/ɑI/ /neim/ /iz/ Anisa Amalia Putri. /ai/ /liv/ /in/ Marelan/. /mai/ /'habie/ /iz/ /singing/ /ǽnd/ /naw/ , /ai/ /wɔnt/ /tuw/ /tel/ /ə'bawt/ /mai/ /ek'spirieəs/. /wʌndei/, /hwen/ /ai/ /get/, /hwen/ /Thie/ /jʌst/ /ai/ /mien/ MAN 4 Medan. /ai/ /hǽv/ /no/ /frend/. /sow/ /'evriething/ laik/ /sow/ /streinj/ /ǽn/ /Thie/ /fərst/ / frend/ /THǽt/ /ai/ /miet/ /hər/ /neim/ /iz/ /anisa/ /sms/ /laik/ /mie/. /wie/ /laik/ /bestfrend/, /wie/ /iet/ /tə'geTHər/ /ǽn/ /ʌn'til/ /Thie/ /taim/ /THǽt/ /də'vaid/ /də'reksyən/ /ǽn/ /ai/ /get/ IPA/ /də'reksyən/ /ǽn/ /syie/ /iz/ /get/ IPS/ /də'reksyən/. Assalamu'alaikum wr.wb.

5. Aminatu Zahriah

Assalamu'alaikum wr.wb. My name is Aminatu Zahriah. I live in Panah Hijau Yong Panah Hijau, Lingkungan 4, Kecamatan Medan Marelan. At experience I did not forget with my friends at the food relax damage.

6. Fadliya Rangga

Assalamu'alaikum wr.wb. My name is Fadiya Rangga. I live in Marelan. I want to tell about my experience. My experience great holiday for me is when I meet with he.

7. Fahmi Akbar

My name is Mhd.Fahmi Akbar. I live in Martubung. I want to tell about my experience. I own swam with my friend in the in our playing football in the pool. In the middle of game there was my friend who do not and we laughed .

8. Gibran Maulana Tanjung

My name is Gibran Maulana Tanjung. I live at Jl.Chingwan. My hobby is fishing. One day, experiment in my Bogor city was my foodtasion in go to zoo. I am, I then ke Jakarta. I up Bogor and Jakarta. I go to Duffan and Dunia Fantasi. Thank you.

9. Mhd.Adamsyah

Assalamu'alaikum wr.wb. My name is Mhd.Adamsyah. I live in Beringas Pulau Marelan city. I want to tell about my experience. My experience one Sunday, my mother want to shopping at local Supermarket to by they limit, wait my father and I did to house together. I usually waste my...............

10. Mhd.Hafiz Arif Maulana

My name is Mhd.Hafiz Arif Maulana. I live in Kampung Tempel. Only my name and address that I give address is confidentil. My most beautiful experience is to meet the money and I want to take it. It was first taken is it's an owner there. I feel happy because happy not for my not for others also feel resil. Thank you.

11. Mhd.Husein

Assalamu'alaikum wr.wb. My name is Mhd.Husein. I live in Payarumput. My hobby is playing football. I want to tell about my experience. My experience is playing football. I went happy with many friends.

12. Mhd.Husein Alfarizy

Assalamu'alaikum wr.wb. My name is Mhd.Husein Alfarizy. I live in Hamparan Perak. My experience I playing happy football because I meet with the friends.

13. Mutia Ananda Sinaga

My name is Mutia Ananda Sinaga . I live in Sungai Mati Lingkungan 12 Lorong 1. I want to tell about my experience. My experience is my friend now. I will tell my semester holiday at home. The last holiday, I cost to spent the time at home just because I want to help a lot of time hanging out with my family at home.

14. Mutia Putri

Assalamu'alaikum wr.wb. My name is Mutia Putri. I live in Belawan. I want to tell about my experience. My experience is first go to

school meet and meet with friend and friendly. We always together and playing. Assalamu'alaikum wr.wb.

15. Mutia Salsabila

Assalamu'alaikum wr.wb. My name is Mutia Salsabila. I live in Martubung. My hobby is cooking. I want to tell about my experience. My experience is holiday with my family. Oneday, go to Brastagi with my family. In there very Brastagi beautiful, and strawberry very cold, I like strawberry.

16. Nadila Putri

Assalamu'alaikum wr.wb. My name is Nadila Putri. I live in Marelan. I want to tell about my experience. My experience is one day to first time is I at in MAN 4 . I am in group nine. Now, I am religion direction in there in good many friend.

17. Nurul Aini

My name is Nurul Aini. I live in Kampung Besar, Lingkungan 4. I want to tell about my experience. My experience is falt from bicycle. A few years ago, me and my friends played bike together, because we were to excited, we ride to at hard and in the end I had... Assalamu'alaikum wr.wb.

18. Nurrahman

Assalamu'alaikum wr.wb. My name is Nurrahman. I live in Hamparan Perak Dusun 2 Desa Selemak. I want to tell about my experience. My experience is when I was twelve years old I have great a champhion in Tilawah Qur'an Deli Serdang Sumatera Utara. This are. Thank you.

19. Putri Andini

Assalamu'alaikum wr.wb. My name is Putri Andini. I live in Jl.Haidir Lingkungan 8, Kelurahan Nelayan Indah. My hobby is reading. I want to tell about my experience. My experience when just Senior High School on the first day I was confused because none of my friend from Junior High School who entered this school until I meet the new friend. We were...in..

20. Rizky Panggabean

Assalamu'alaikum wr.wb. My name is Rizky Panggabean. I live in Martubung . My hobby is playing football. My experience is playing football. I have I am happy. I have work on tournament in Martubung. Assalamu'alaikum wr.wb.

21. Rizki Pauliza

Assalamu'alaikum wr.wb. My name is Rizki Pauliza. I live in Sei Mati. I want to tell about my experience. My experience is diligent at my home. My hobby is badminton. One Sunday when I was again diligent after I wake up...

22. Silvi Aulia Ramadina

Assalamu'alaikum wr.wb. My name is Silvi Aulia Ramadina. I live in Griya Martubung. My hobby is singing. I want to tell my experience. Last time, I have a cute little cat. He have a brown hair and blue eyes. His so sweet. I am so love it. My mother and my sister don't love it and then my mother and my sister drave out he at home. I'm so sad because lost my cat.

23. Tasya Aura

My name is Tasya Aura Sari. I live in Marelan Tanah 600. I want to tell about my experience is about first time I met with my friend. First time I met them and I was so with nervous when I met each other, because when it was the first time I went to school in drug one Senior High School and the experience I remember was be think to know one time friend were we were in the same departement religion direction.

24. Tondini

Assalamu'alaikum wr.wb. For the information, my name is Tondini Alif Harahap. I live in Martubung. My hobby is playing football. I want to tell about my experience. My experience is I never participation in the stand up comedy race. I was pecimistic but I talk I want, because before race, I prayer of Dhuha, that is the power of Dhuha.

25. Wulandari Lubis

Assalamu'alaikum wr.wb. My name is Wulandari Lubis. I live in Jl.Marelan Raya Tanah 600. I want to tell about my experience. My experience is I did not forget when for alone. My hobby is reading book. Thanks.

26. Zakki Mubarak

Assalamu'alaikum wr.wb. My name is Zakki Mubarak. I live in Yong Panah Hijau, Lingkungan 9, Gang Dahlia. I want to tell about experience. My experience is I am eat in the class. Oneday is I eat in the class and I am angry by the teacher and I am in law to stand in front of the frogpale with respect. Assalamu'alaikum wr.wb

27. Zulkhairi Amri

Assalamu'alaikum wr.wb. My name is Zulkhairi Amri. I live in Hamparan Perak Dusun 6 Pulagas. I want to tell about my experience. My experience is holiday in Tangkahan. One day, I and my my family have a plan to spend our holiday in a place that I never forgettin.

Pre-test Experiment Class (X IPA-1)

1. Afifah Lutfiah Tantri

Assalamu'alaikum wr.wb. My name is Afifah Lutfiah Tantri. I live in Mabar. I want to tell about my experience. When I was holiday in Simarjarunjung with my family. My family and I went by car. While looking at the scenery. I really happy because the scenery is beautiful and the air is cold. Assalamu'alaikum wr.wb.

2. Agria Sari

Assalamu'alaikum wr.wb. My name is Agria Sari. I live in Griya Martubung as street Pancing 1. I want to tell you about my interesting experience. When I was ten years old, I have joined a competition. It was a spelling bee in Marelan. I fighted my friend and many students from the other school. I school in Hangtuah II, Titipapan. In there so many students from Wahidin. I know Wahidin is favorite school but I want to try and I think I can and then the happiest moment come to me. I don't know I was lucky or whatever but I was so happy because I won the second winner. It was so happy. My mom so surprised and of course me to. It was the best experience in my life.

3. Ahmad Hammuda Pohan

Assalamu'alaikum wr.wb. My name is Ahmad Hammuda Pohan. I live in Payarumput. My experience is holiday in Semarang family together. Wassalamu'alaikum wr.wb.

4. Anisa Afrianti

Assalamu'alaikum wr.wb. My name is Anisa Afrianti. I want to tell you about my interesting experience in my life. Last year holiday of Lebaran. I went to Binjai visiting my grandmother and grandfather . I missed them so much because I lived with them when I was child. I'm so happy if I was there. I think enough. Assalamu'alaikum.

5. Aurelia Rengganis

My name is Aurelia. I want to tell about my interesting experience. Last weekend, my friends and I went camping. We build the camp next to a small river. It was getting darker and colder, so we build a fire camp. At night, we sang, dance, read poetry, play magic tricks. I think it is my most interesting experience.Thank you.

6. Bella Sofiana

Assalamu'alaikum wr.wb. My name is Bella Sofiana. I live in Martubung Medan. I want to tell about my interesting experience. Not along ago, I go to Sumatra Island. I can see the Sumatera of the sentence of clause and Sumatra Island is so very very beautiful.Terima kasih.

7. Chairunnisa

My name is Chairunnisa. I live in Martubung. I want to tell you about my experience. When I was holiday in Siantar. I went to beach, mountain in around Siantar. I really happy because this place is so beautiful and Siantar is so cold. Assalamu'alaikum wr.wb.

8. Deby Ayu Nugraha

   Assalamu'alaikum wr.wb. My name is Deby Ayu Nugraha. I live in Jl.Tempirai Lestari Blok 5 Griya Martubung. I want to tell about interesting infer computation experience. When I was fourteen years old, I follow MTQ competition and got the first position. I am very happy.

9. Denisa Octavia

   Assalamu'alaikum wr.wb. My name is Denisa Octavia. I want to tell you about my interesting experience. Oneday, when the Ramadhan month, I'm so happy because at the time, my mother bought the new clothes for Idul Fitri. I'm very happy shopping with my mother. I think enough. Thank you.

10. Dian Novitri

    Assalamu'alaikum wr.wb. My name is Dian Novitri. I live in Griya Martubung street Permai 1. I want to tell about interesting experience. I am follow competition speech Socia Islamic. When it was continue, I feel nervous . when finish I was so surprised because I won the first winner.

11. Dimas Rizky

    Assalamu'alaikum wr.wb. My name is Dimas Rizky. I live in Martubung. My hobby is playing football. I never forget policy ticket in the field tree. I begged is polio to refrain my friend and the hard time was my experience the had never forgetten.

12. Dina Mahdini

    My name is Dina Mahdini. I live in Martubung. I want to tell about my interesting experience. Holiday to Stabat. I and my family, my best friend go to Stabat. Stabat is beautiful city. When I around Alun-alun

Stabat, I feel happy and I am happy can to Stabat. Assalamu'alaikum wr.wb

13. Dina Nadifah

Assalamu'alaikum wr.wb. My name is Dina Nadifah. I live in Martubung. I want to tell you about my interesting experience. When I was join in the competition of Archery yesterday. There was so many people that attend and follow this competition. I was nervous because there, in there so many rivals and this is first time I join in this competition. So after I did this competition, I was waiting the result and I success to becoming champion. Assalamu'alaikum wr.wb.

14. Elsa Amanda

Assalamu'alaikum wr.wb. My name is Elsa Amanda. I live in Martubung. I want to tell you about my interesting experience. My interesting experience is when I go to beach, because I'm happy to go to beach, because the beach is beautiful place and I like to selfie selfie in the beach. I always go to the beach with my friend. This is my interesting experience. Assalamu'alaikum wr.wb

15. Fitri Anjani

My name is Fitri Anjani. I live in Martubung. I want to tell about my experience. Not along ago, I go to Brastagi with my family. I'm very happy because Brastagi is so beautiful place. Assalamu'alaikum wr.wb

16. Hadijah Bunga Maharani

Assalamu'alaikum wr.wb. My name is Hadijah. I want to tell about my interesting experience. Last year, I climbed to Sibayak mountain. I went to there with my friends. It was first time I climbed the mountain.

Sibayak is really cold and the view of Sibayak is so beautiful. I took many picture with my camera.

17. Ilhamudin

Assalamu'alaikum wr.wb. My name is Ilhamudin. I live in Payarumput.I want to tell about my experience. When I playing football, I like to be goal keper and I'm very happy when my group win. Thanks.

18. Indah Warandah

Assalamu'alaikum wr.wb. My name is Indah. I live in Martubung, Gang Rela. I want to tell about my interesting experience. When I was to following the sing competition. I'm very happy because I can to the following the competition, the sing competition. I sing a song on stage in the first time. I feel nervous but I try to calm to sing a song very well. Alhamdulillah, but finally I lost in the competition. It's ok no problem. Maybe I'm not to luck.

19. Mhd.Farhan Abdullah

I want to tell you about my interesting experience. Last holiday, I went to Bandung city with my father, mother, and my brother. Bandung city for my family is favorite place for holiday. Apart from location for holiday in Bandung city also famous for shopping and many places for delicious kulinery. My family is hold in Bandung for three days. During our holiday in Bandung city wish take with my cousin in Bandung. They were very nice to my family is name uncle Jaja, aunty Hevi. My aunty also three children; Deveni, Vidia, and Zalfa. On the first day, they want. I and my family went to kulinery tour in Dago street. There were a lot kulinery, ranging from Sunda kulinery up to Arab kulinery. All kulinery is delicious

maybe. On second day, I and my family went for shopping. Bandung city is famous for shopping place. One of the famous for shopping place. I and my family bought clothes, such as shirt, pants, jacket and some accecorries. On the last day, I and my family went to refresh to Bandung zoo. At the Bandung zoo, there was many time zone anymore from species birds including the peacock, can be seem at Bandung zoo . There were anymore like bird, dragon, elephant, tiger, camel, zebras and primate iclude Siamang. That is very interesting moment for me. I hope I will do it again for next time, next year, and maybe anyway. Thank you for hearing my story. Thank you very much.

20. Mhd.Fazlan Johan

My name is Mhd.Fazlan Johan. I live at Hamparan Perak. I want to tell you about my experience. When I entered this school, I have memorized that aren't forgetten. At the time,of student orientation in this school, I met many great and get a lot of knowledge from their success such great people are police, army, businessman, members of the BNN, prosecutors.Thanks.

21. Mhd.Kafin Fawwas

Assalamu'alaikum wr.wb. I   want to tell about my interesting experience.

My interesting experience is when I got money in the road. Oneday, when I was walking alone, I meet the money and nothing people around me and I see the money is fifty thousand . Then, I take the money and I run to my home quickly. I'm happy get the money and I buy snack in the market.

22. Mhd.Ragil Gilang

Assalamu'alaikum wr.wb. I want to tell about my interesting experience. I had an amazing holiday. I went to Mickey Holiday with my big family. I felt very happy because it is the first holiday that I went to Mickey Holiday. I saw many games like roaller coaster, biang lala, and others. I took picture with clown. The clown is very cute.

23. Muzdalifah

Assalamu'alaikum. My name is Muzda. I want tell my experience. Oneday, when I want to pay tuision, my money is gone and I am very worried and I tell it to my friend and they help to find my money and then my money is found. Assalamu'alaikum. Just it.

24. Nabila

I want to tell you about my interesting experience. I have the cute a cat. My cat is black and white colour. I so beloved my cat, because it is so cute and clever. The high is small and I so beloved and we always together, it is like to play with me. I think enough, that is my experience.

25. Rizka Safira

Assalamu'alaikum wr.wb. My name is Rizka Safira. I live in Marelan Pasar V. I want to tell you about my experience. When I was eleven years old, I have a speech competition in Asrama Haji. It done for three days. In there, I did manything with my newfriends without my parents. In our room there were about six people and meeting we do together. Start from take a bath, had a breakfast, had a lunch, had a dinner until we of course traine our speech together and I think the it was experience that never I forget.

26. Siti Atiqoh

Assalamu'alaikum wr.wb. My name is Siti Atiqoh. I want to tell about my interesting experience. My interesting experience is when I went to Sipolha with my friend. I'm so happy, because the view of Sipolha is really beautiful and many tree. There is orange tree and we put the orange from the tree.

27. Utami Rahma Sari

Assalamu'alaikum wr.wb. My name is Utami Rahma Sari. I live in Mabar Pasar 2. I want to tell you about my experience.Not along ago, I am attended a seminar in Medan City with my friends. I'm really happy because the seminar is ... Assalamu'alaikum wr.wb.

Post-test Experiment Class (X IPA – 1)

1. Afifah Lutfiah Tantri

Assalamu'alaikum wr.wb. My name is Afifah Lutfiah Tantri. I want to tell about my sad experience. My sad experience is my mother angry with me and pour water to me, because I did not want to go to Arab school. I was lazy because no one my friend to go to school. I always go alone. Previously, many my friend which school in Arab school, but now one by one was quit, because the distance of school enough far. I also want to quit, but my mother don't give allow.

2. Agria Sari

Hello my friend. My name is Agria Sari. I live in Griya Martubung. I want to tell about my sad experience. When I was fifteen years old, that is one year ago exactly. In the Ramadhan month, I was pray Taraweh with

my friend, distance from my house to mosque not too far but the road is dark, nothing lamp. After I finished Taraweh, I shocked because nothing friend again. All of my friend is came back early. I am very afraid and sad, because I must walk alone in the dark road. Finally, I walk alone and then I am crying. Just it. Thank you.

3. Ahmad Hammuda Pohan

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock did not go off. Then, I was in such a harry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get 9.30 bus, but of course I missed it. I wanted to take a taxi, but I did not have enough money. Finally, I walked the tree miles to my school only to discover that it was Sunday. I hope I never have a day as the one I had yesterday.

4. Anisa Afrianti

Assalamu'alaikum wr.wb. My name is Anisa Afrianti. I want to tell you about my sad experience. My sad experience is when I went to beach with my friends last year. I was forget bring money. I told to my fiends. My friends laughed me. They said that "calm down" there is us. Alhamdulillah, my friens is kind to me, but I felt ashamed. I think enough. Assalamu'alaikum wr.wb.

5. Aurelia

My name is Aurelia. I want to tell about my sad experience. My sad experience is left alone in my house. It is occurs when I was in elementary school. My mother, my father and my sister went to uncle's house because

there is a party wedding. I can not join because in the day, I was examination. Actually, I want to go, but I can not go. I am so sad alone in my house. I ate alone and watching television all day.

6. Bella Sofiana

I want to tell about my sad experience. I had a cat that I call Kitty. I really love my cat. Kitty is the on I play with when no one around me. But unfortunately, Kitty is died. Last week, my family went to my grandmother's birthday, we spent one day at her house. But when we arrived at home, Kitty was not at home. I have been searching Kitty. My neighbour came to my house and told me that Kitty was hit by a car, and my neighbour burried Kitty near tree in front of my house. I am about to cry that time.

7. Chairunnisa

I want to tell you about my sad experience. I have very ugly teacher but I really like her. She was never angry at class even students were lazy doing homework. She always teach slowly so that we could good understanding. Oneday when I was at third grade of Junior High School, we all get bad news. Our best teacher passed away because cancer in her head. I am very sad. There was no class that day, we all were crying for her, we all were praying for her

8. Deby Ayu Nugraha

Assalamu'alaikum wr.wb. My name is Deby Ayu Nugraha. I live in Jl.Tempirai Lestari Blok 5 Griya Martubung. I want to tell about my sad experience. When I was walking the road with my friend, I accidentally passed the path that there is a ferocious dog. I venture to pass the road. But

the thing that I fear was really happened. There was a fairly large dog approached me and my friend. I feel frightened because the dog is famous malignant. My friend and I ventured the way and suddenly the dog was chasing us. There my heart seemed to beat fast I run and my friend also follow up run, but our direction is different. I immediately ask the owner dog to catch dog. Alhamdulillah, the dog can be caught and put into his house immediately. After that I was very scared when I passed that place again.

9. Denisa Octavia

Assalamu'alaikum. My name is Denisa Octavia. I want to tell you about my sad experience. Onenight, I have ever met with vagrant in the road. He is old man. He used wheel chair. He was fall asleep. At the time, I and my mother through the road from market. We felt so pity to him and then we decided to give blanket to him. I think it's my sad experience. Assalamu'alaikum.

10. Dian Novitri

Oneday I have group to dance and we follow the inter school event competition. We have six members. When we practiced really sincerely, really hope to achieve victory. Then when the day, we performed we have given the best, but everything is set up. We did not win the dance event. At the time, we are very sad.

11. Dimas Rizky

Falling rom there, when I was kid, I felt out of my friends mango tree. At the time, my friends and I wanted to eat mango in front of my friend's house. The tree was very high. We could not climb it because at

the time we were little. Because no one dared to climb the tree, I braced my self to climb it. I knew that I could not climb the tall tree. However, I want to show them that I was great. Then, I climbed the tree. Having reach the top, I started looking for fruit which I would take. I saw my friends from the bottom praised me. Great, you are awesome, said one of my friend. Fetch the fruit, begged my friend. However, when I was to pick it up, the trunk where I stand broken. I felt from the tree. Gubrakk, my body crushed the ground. I cried in pain. I see blood was coming out of my head.

12. Dina Mahdini

My name is Dina Mahdini. I live in Martubung. I want to tell about my sad experience. I was often played in semak-semak in the back of my house. In the back of my house, there are many sugar cane and my friend and I often take and eat sugarcane in there. Oneday, I was alone and I want to eat sugar cane, and the last I went to semak-semak alone. In the road, I was bitten by scorpion. It is really sick. I am crying loudly. Thank you. Wassalamu'alaikum wr.wb.

13. Dina Nadifah

I want to tell you about my sad experience. I have very kind techer. She was never angry at class even students were lazy doing homework. She always teach slowly so that we could good understanding. Oneday when I was at third grade of Junior High School, we all get bad news. Our best teacher passed away because cancer in her head. I am very sad. There was no class that day, we all were crying for her, we all were praying for her.

14. Elsa Amanda

Assalamu'alaikum wr.wb. My name is Elsa Amanda. I want to tell you about my sad experience. My sad experience is when I was in elementary school, I was smart student. Many my friends see my answer when we examination. But one day, I am so sad because my ranking is down and my friend is got the ranking higher than me. My feel is so sad and I want to crying, becaus she is got ranking and my ranking is down. I think it is my sad experienc. I think enough. Assalamu'alaikum wr.wb.

15. Fitri Anjani.

My name is Fitri Anjani. I live in Martubung. I want to tell you about my sad experience. At the time, I was sitting in the six grade of elementary school. After completion of Nasional exam, we also had a varial event. At the time, I was very sad because my friend and I was spelt up to continue there education.

16. Hadijah

My name is Hadijah. I want to tell about my sad experience. My sad experience when I was child, I have one friend. We always playing together, eat together and she often sleep in my home. But, I am really sad when my friend move to another place. She moved to another country because his father and until now, I never met her again. I was so miss her so much. I think enough. Wassalamu'alaikum wr.wb. Bye bye.

17. Ilhamudin

I want to tell you about my sad experience. My sad experience is about dog. I was ever bite by dog when I was elementary school. At the time, I and my friend there is a homework to make handmade and then we

decided to make bracelet from the seed when we want to comeback, there is a dog followed us. We run quickly, because I am very afraid. I am crying in the run. It is my sad experience. Thanks.

18. Indah Warandah

I want to tell about my sad experience. When I was in Junior High School, my phone is stolen in the public transportation. The passenger of public transportation is only me and there is a man. In my heart, I have felt uneasy. Because I think the man has negative thinking to me and my feel is right. Suddenly, in the road that lonely, he take my phone and get out from public transportation. I shouted "maling-maling", but no one that can help me. I crying loudly and left from public transportation. I really sad at the time.

19. Mhd.Farhan Abdullah

I want to tell you about my sad experience. When I was Junior High School, I have first love. I like her very much. She was beautiful, especially she wore white shirt. She was tall, clever, and she was kind and friendly. Her name was Natali. I know her because she was my classmate and her house not too far from my home. So, she often visit my home to do homework together. Every day she was pick me up and went to school together. She was very attentive to me and I felt something that different, maybe that called love. I wondered and I was very confused. "Did she feel like I feel ?" "Did she like me ?" . These questions always in my head everyday. The next day, when she pick me up, I ask her, "Nat, yesterday when I was in city park I saw you with a boy. Was he ?" and she answered, "oh, he is my boyfriend. I would like to know him to you but I

forgot." I just said, "oh, nevermind. Maybe next time." I was shocked very much. Oh no ! She had a boyfriend. How about me? She broke my heart. I said in my heart, since that moment I would like to forget Natali. Thank you very much.

20. Mhd.Fazlan Johan

My name is Mhd.Fazlan Johan. I want to tell about my experience. I have sad experience when I part with my close friend. At the moment, all friend suddened by party with close friend, jogging friend, and with teacher who thad talk so many things, because we remember the first class atmosphere there is always compact in learning wherever it's homework or the exam. In the classroom atmosphere is always noisy if there is no teacher, laughed together with teacher of the person and minimal can't mention one by one. At the time, we grade our teacher, teacher who has graded and we also make our later to them as a memorable memorize for most noisy class in the school. However, it is one of always to remember us when we comeback and can be people.

21. Mhd.Kafin Fawwas

I want to tell about my sad experience. Oneday, I went to the market. In the market, I buy cake, bread, and fruit. I am very excited to be spending all food. I went with my brother. After shopping we went to the cashier to pay for my food which I buy. I really shocked because my money was not in my purse. I was panic and afraid. Then I told to cashier that I lost my money but he angry with me and he said I must pay for all food that I taken. I am crying because I am sad and then I call my mother. Finally, my mother come in and payed.

22. Mhd.Ragil Gilang

I want to tell you about my sad experience. When I was in elementary school, I and my friend always climb guava tree because we are very like it guava. But oneday, when we are climbing guava tree, suddenly I saw a monkey at the jungle walking near to us. We are very afraid and we decided to climb down the tree. Unfortunately, I was bitten by monkey. I am crying because my foot really sick. I think, it is really my sad experience.

23. Muzdalifah

Assalamu'alaikum. My name is Muzda. I live in Hamparan Perak. I want to tell my experience. Yesterday, our full kelas X IPA-1 was punished by the teacher because we did not march in the field and we were order to read Suratul Kursi in the field. When the teacher was watching us. The teacher show me did not go to field. Actually, at the time I want to read but when the teacher show I was.....like.... and finally, me and one of my friend in order to read again. Unfortunately, at the time the field was lonely.

24. Nabila

Assalamu'alaikum wr.wb. I want to tell about my sad experience. I am the person that easy to cry. I have ever watching film. I am forget what the title is. That I know, that is India movie. I watched with my friend. From the start, we do not know this is sad ending movie. We are cying together when the one of actor in the film died. I think India movie successed made me sad and crying. Thank you. Assalamu'alaikum wr.wb.

25. Rizka Safira

Assalamu'alaikum wr.wb. My name is Rizka Safira. I live in Marelan Pasar V. I from IPA-1. I want to tell you about my sad experience. When I go to progress report in my school. I knew that I have the clever friends but I never think that I will got the four rank, because during my junior high school, I never of from top three, but in Senior High School, I got the nine position, of course for the first time I knew and heard about it. I feel so shocked and I crying of course and I still remember that the first people that I talk about it is my best friend, and I crying with her in our mosque near our school and I think I crying with her about one hour until that we go to our home together. But from there, I knew that the competition is stronger than before. I think that is my sad experience. Thank you for attention. Assalamu'alaikum wr.wb.

26. Siti Atiqoh

I want to tell about my sad experience. At the time, my father is lost his job, because my father di PHK from their company. I and my mother really sad because only my father is source of our life. Finally, my family make trade. The trade is jualan bakso. My father sold the bakso in market. Not along ago, finally my father get the job. Alhamdulillah.

27. Utami Rahma Sari

Assalamu'alaikum wr.wb. My name is Utami Rahma Sari. I live in Mabar. I want to tell you about my sad experience. When I was a kid. I went to my hometown on Stabat with my mother on public transport. Traveling were about an hour. We went 09.09 am and go there 10.30 am. After I was stayed there, we went home. While on the Megawati street, the

public fycle we were travelling had accident. One of the public tires was lost and public fycle was up side down. Every one in the ficle was to .... and very sad.

APPENDIX G

THE STUDENTS' INITIAL AND REAL NAME OF EXPERIMENTAL

GROUP (X-IPA 1)

No	Initial Name	Real Name
1	**ALT**	Afifah Lutfiah Tantri
2	**AS**	Agria Sari
3	**AHP**	Ahmad Hammuda Pohan
4	**AA**	Anisa Afrianti
5	**AR**	Aurelia Rengganis
6	**BS**	Bella Sofiana
7	**C**	Chairunnisa
8	**DAN**	Deby Ayu Nugraha
9	**DO**	Denisa Octavia
10	**DN**	Dian Novitri
11	**DR**	Dimas Rizky
12	**DM**	Dina Mahdini
13	**DN**	Dina Nadhifah
14	**EA**	Elsa Amanda
15	**FA**	Fitri Anjani
16	**HMB**	Hadijah Bunga Maharani
17	**I**	Ilhamudin
18	**IW**	Indah Warandah

19	MFA	Mhd.Farhan Abdullah
20	MFJ	Mhd.Fazlan Johan
21	MKF	Mhd.Kaffin Fawwaz
22	MRG	Mhd.Ragil Gilang
23	M	Muzdalifah
24	N	Nabila
25	RS	Rizka Safira
26	SA	Siti Atiqoh
27	UR	Utami Rahmasari

APPENDIX H

THE STUDENTS' INITIAL AND REAL NAME OF CONTROL GROUP

(X-IPA 2)

No	Initial Name	Real Name
1	ASS	Afina Sarah Salim
2	AI	Aldi Indrawan
3	AO	Aliyah Octavia
4	AAP	Anisa Amalia Putri
5	AZ	Aminatu Zahriah
6	FR	Fadliya Rangga
7	FA	Fahmi Akbar
8	GM	Gibran Maulana
9	MA	Mhd.Adamsyah
10	MHAM	Mhd.Hafiz Arif Maulana
11	MH	Mhd.Husein
12	MHR	Mhd.Husein Alfarizy
13	MAS	Mutia Ananda Sinaga
14	MP	Mutia Putri
15	MS	Mutia Salsabila
16	NP	Nadia Putri
17	NA	Nurul Aini
18	N	Nurrahman

19	**PA**	Putri Andini
20	**RP**	Rizky Panggabean
21	**RP**	Rizky Pauliza
22	**SA**	Silvi Aulia
23	**TA**	Tasya Aura
24	**T**	Tondini
25	**WL**	Wulandari Lubis
26	**ZM**	Zakki Mubarak
27	**ZA**	Zulkhairi Amri

APPENDIX I

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

APPENDIX J

TABLE OF F DISTRIBUTION

Fp : Baris Atas untuk p = 0,05 dan Baris Bawah untuk p = 0,01)

v_2 = dk penyebut	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52
	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12
4	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,60
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
	9,33	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,59	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,15
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
	8,86	6,51	5,56	5,03	4,69	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,08	2,07
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92
	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,84	2,78	2,71	2,68	2,62	2,59	2,57
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
	8,10	5,85	4,94	4,43	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
	7,88	5,66	4,75	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17

df	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,67	1,65
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76	1,72	1,69	1,66	1,64	1,62
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24	2,16	2,13	2,07	2,03	2,01
32	4,15	3,30	2,90	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	1,98	1,96
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,99	1,93	1,87	1,82	1,78	1,72	1,69	1,65	1,62	1,59	1,56	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08	2,00	1,97	1,90	1,86	1,84
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64	1,60	1,57	1,54	1,51	1,49
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	1,72	1,66	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	2,15	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	1,71	1,65	1,62	1,57	1,54	1,51	1,48	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	2,13	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	1,70	1,64	1,61	1,56	1,53	1,50	1,47	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	2,11	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,46	1,43	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,63	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,24	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,23	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	2,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,46	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,84	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,61	1,54	1,44	1,38	1,28	1,19	1,11
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,59	1,52	1,41	1,36	1,25	1,12	1,00

Source: Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

PERCENTAGE POINTS OF T DISTRIBUTION

DF	A P	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768

24			1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25			1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26			1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27			1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28			1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29			1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30			1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31			1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32			1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33			1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34			1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35			1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36			1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37			1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38			1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39			1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40			1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42			1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44			1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46			1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48			1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50			1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60			1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70			1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80			1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90			1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100			1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391

120			1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150			1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200			1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300			1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500			1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
∞			1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

APPENDIX L

VALIDATION SHEET

A. Identity of Lesson

    1.Lesson   : English

    2. Skill   : Speaking

    3.Class/Semester   : X/II

B. Direction

1. Based on your opinion give an assessment: I (Invalid); LV; Less Valid; SV(Simply Valid); V(Valid).

2. Based on your opinion give an assessment: UI (Unintelligible); LU (Less Understandable); U(Understandable); VU (Very Understandable)

3. As a direction to fill out the table, note the following :

    a. Content Validity

        1. The question according to syllabus (SK/KD/Indikator)

        2. The question are formulated briefly and clearly

        3. The writing instructions are clearly written

    b. Languange and Writing Problem

        1. The question are formulated according to grammar

        2. The question of using communicative language is easy to understand and does not lead to multiple interpretations

4. Fill in the following table with (√)

Number of Question	Content Validity				Language and Writing Problem			
	I	LV	SV	V	UI	LU	U	VU

C. Suggestion

_____

_____

D. Recommendation

Assessment in general (put (√)

a. Worthy to use without revision

b. Worthy to use with revision

c. No worth using

Know

Medan, April 2018

Validator,

English Teacher

Sri Juli Erwanti, S.Pd
NIP.19770710 200212 2 015

Documentation

Pict 1. The students of experimental group are doing pre-test

Pict 2. The researcher is giving explanation about the topic to the students
of experimental group

Pict 3. The students of experimental group are doing post-test

Pict 4.The students of control group are doing pre test

Pict.5 MAN 4 Medan