

THE USE OF BAMBOO DANCING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL

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ABSTRACT: English is a global language which is very important in this world. It consisted of four skill which needed by the students especially speaking skill. Students need that skill to communicate with other people around the world. It also can improve the students' ability in English. But, there were so many problems in students especially in students' speaking skill. This study aimed to find out whether Bamboo Dancing Technique can improve students' speaking skill and to describe how Bamboo Dancing Technique implemented in XI IPA 2 of MAN 1 Surakarta in 2019/2020 Academic Year. The method of the study was classroom action research. It consisted of two cycles including the steps of classroom action research. There were planning, implementing, observing, and reflecting. The test that used in this study was oral test and non-test to collect the data. The non-test were observation, interview, and documentation. The result of this study showed that there was an improvement by implementing Bamboo Dancing Technique to improve students' speaking skill. The mean score of pre-test was 55,86. Meanwhile in the post-test 1 in cycle 1, it improved to 65,29. In the post – test 2 the score had improved to 81. It can be concluded that Bamboo Dancing Technique was appropriate to improve students' speaking skill.

Keywords: Classroom Action Reseach, Bamboo Dancing Technique, Speaking Skill.

INTRODUCTION

Human are social being who need each other. This process is need an interaction in order to get same understanding. The tools that used to communicate is language. The function of language is used for deliver the infomation from one people to another people. In this world many languages that used to communicate with each other. One of language that important is English.

There are four basic skills in learning English, there are writing, speaking, reading and listening. Speaking and writing are productive skill while reading and listening are receiving skill. Speaking is how to express the opinion to someone that has a certain purpose. According to Harmer (2007:48) speaking is main skill that has an important role in learning foreign language because the main purpose of foreign language

is the ability to communicate using target language. If want to speak up we must know how to speak well, how to pronounce, how to deliver a message to another people.

To describe about speaking skill, the researcher showed the definition of speaking skill. It defines as follows:

Speaking is the important skill that should be mastered by the students. According to Fulcher (2003: 22) Speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Another expert states that speaking is the productive skill aural or oral skill. It consists of producing systematic verbal utterances to convey meaning (Nunan, 2003: 48). According to Bygate (1987: 11) the main features of speaking which can be attracted to processing conditions of communication involve the time factor. The words are being spoken as they are being decided and as they are being understood.

Based on the explanation above, the researcher concluded that Speaking is process of socialization

to express meaning to other people. By speaking, someone can communicate with other people by expressing idea and sharing some information. Speaking should be mastered by all of students. Speaking is important for our life especially speaking English. Speaking English have to be mastered because we can speak English well we can communicate with the other people in the world. To achieve the literacy in speaking skills, students have good abilities in pronunciation, grammar, fluency, and expressing the ideas fluently with the appropriate word choices.

Based on the observation at MAN 1 Surakarta at eleventh grade especially at XI IPA 2, the fact in class showed that the learners had problem in their speaking skill. The students' problems in speaking skill were: (1) they were lack in vocabulary (2) they had difficulties in expressing the ideas and opinion orally because they were afraid of making mistakes and not confident to speaking English. (3) They still had difficulties pronounce words correctly. (4) Their competencies in

grammar were also poor, they preferred to be silent and not fully participate in the classroom activities.

Besides the problems in speaking skill, there were also problem in class condition and situation that found by the researcher in the observation: 1) The classroom was hot (2) the classroom activities were less motivating the students in learning. (3) The classroom was monotonous and less fun learning activities. (4) The students were busy on their own activity during teaching and learning process. (5) The students uninterested with the teaching and learning process. (6) Some students were not active during the teaching and learning process.

By seeing the problem, the researcher gives technique to improve the students speaking skill in teaching speaking. Brown (2001: 14) states that technique is the specific activities manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well. To make students interests in the learning

process especially for speaking, the researcher gives teaching technique for speaking. Related to the difficulty faced by the students in speaking, the researcher gives a cooperative learning technique which will make students active and participate in the learning process as stated by Gillies (2008: 26) cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

One of type cooperative learning is Bamboo dancing technique. According to Suprijono (2010: 81) the objective of this technique is 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. Bamboo dancing technique 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. This technique also was improved in the previous research (Pitanto, 2015).

The students expected to improve their speaking skill by using Bamboo Dancing Technique. In addition, students were expected to be more excited in teaching and learning process. They had to enjoy the technique that implement in teaching and learning English, so that the students can learn English more easily. They can speak English fluently. This technique also teach them to speak bravely in front of the class about what they think. They can share their opinion and idea with their friends. They also can arrange the sentence grammatically. They can choose the correct words to express their feeling and what will their going to say. They felt usual to speak with other people because by using Bamboo Dancing Technique they have the same

chance to speak with their friends. By using Bamboo Dancing Technique, the students seemed like they getting better in speaking than the previous meeting.

RESEARCH METHOD

This study was held at MAN 1 Surakarta in 2019/2020 Academic Year. It is located at Sumpah Pemuda street number 62, Kadipiro, Banjarsari, Surakarta City, Central Java 57136. The study was conducted from August to October 2019. It did for 28 female students in class XI IPA 2 of MAN 1 Surakarta in 2019/2020 Academic Year. The method of this study was Classroom Action Research. According to Burns (2010: 1) Action Research (AR) is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of “reflective practice” and “the teacher as researcher”.

According to Norton (2008: 52) Action research is implying a form of self-reflective enquiry undertaken by participants in social situations in order to improve the

rationality and justice of their own practices, and the situations in which the practices are carried out. The study consisted of two cycles. The data were collected through test and non-test. In collecting the data, it used oral test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, it used observation, interview, and documentation. Based on the data, it shows an improvement in speaking skill by using Bamboo Dancing Technique.

RESULT AND DISCUSSION

The study shows the result by using Bamboo Dancing Technique to improve students' speaking skill in class XI IPA 2 of MAN 1 Surakarta in 2019/2020 Academic Year. This study consisted of pre-test, post-test 1, and post-test 2. The researcher used pre-test to measure students' speaking skill before the treatment. The result of pre-test showed that the mean score of students was under the *KKM*. It was 55, 86. Based on the pre-test, the researcher found some weaknesses from the students.

They were lack on their vocabulary, they can not pronounce the words correctly, and they felt difficult to arrange the sentence grammatically. Then the researcher applied Bamboo Dancing Technique to improve the students' speaking skill. The researcher did the study by implementing the steps of classroom action research. There were planning, implementing, observing, and reflecting.

The result of the study showed that there were so many positive impact for the students' speaking skill by using Bamboo Dancing Technique in teaching and learning process. At the first cycle, the students' interest and motivation were improved. Since it is fun to use and easy to learn. It is suits the students well. Because they were loved to tell their idea with their friends. Moreover, the students' speaking skill by Bamboo Dancing Technique was improved.

Meanwhile, there was found some improvements in cycle 2. The class condition were slowly quiet and better than cycle 1. They looked so enthusiastic and enjoyed in learning

speaking English. They looked more cooperative and passionate in telling their idea and opinion of their group. They could express their idea, they could pronounce the words correctly, they could arrange the sentence grammatically, and they could enhance their vocabulary. It is support with the result of the test. Based on the result of the post-test after the action, the researcher found the score was slowly going up from post-test 1 (65,29) and post-test 2 (81).

Table 1. Result of the Research

Mean of Pre-test	Mean of Post-test 1	Mean Post-test 2
55,86	65,29	81

Firstly, before implementing bamboo dancing technique as a treatment in each cycle, researcher did the pre-test. It had a purpose to know how far students' speaking skill. The result of the pre-test was 55, 86 the second still far from KKM (73) after the researcher gave post-test 1 and the result of post-test 1 was 65, 29 it meant that there was an improvement but the scored still below KKM (73). The improvement

happened after teaching learning speaking activity using Bamboo dancing technique and played a game. There was also improvement in cycle two. The mean score of post-test 2 was 81. It can be concluded that there was the improvement of the students' speaking skill using bamboo dancing technique.

CONCLUSION

Based on the result of this study, the researcher concluded that teaching speaking using bamboo dancing technique at XI IPA 2, students of MAN 1 Surakarta is successful, as follow:

Bamboo dancing technique can improve the students' speaking skill at class XI IPA 2 students of MAN 1 Surakarta. It can be seen from the students' achievement in score test. The pre-test score was 55, 86. After conducting some cycle using Bamboo Dancing technique, the students' speaking skill get better. The students' score in the post-test 1 was 65, 29. It is higher than pre-test. After conducting some cycle, the students' speaking skill improved significantly. The students' score in

post-test 2 was 81. It can be concluded that bamboo dancing technique can improve the students' speaking skill.

Bamboo dancing technique made the classroom condition became more interesting in terms of their motivation to speak English. After having some discussion, the students became more confident to speak and express their own idea. The classroom condition more pleasing, active and effective in teaching learning speaking process, the students could practice well with other students and enjoy the lesson better.

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