

TEACHING SPEAKING SKILL BY USING BAMBOO DANCING METHOD

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Abstract: The problem of this study was “Is it significantly effective to use Bamboo Dancing Method to the Eighth Grade Students of SMP Negeri 1 Lubuklinggau in academic year of 2019/2010?” Therefore, the objective of this study was to find out whether or not it is significantly effective to use Bamboo Dancing Method to the Eighth Grade Students of SMP Negeri 1 Lubuklinggau in academic year of 2019/2020 which was divided in to ten classes and the total number was 335 students. The applied method was Pre-experimental method with one group pre-test and post-test design. The writer used cluster random sampling to get the sample. The result was VIII.2 as sample group which consist of 34 students. The instrument of collecting the data was speaking test. The writer applied four techniques in analyzing the data. They were: 1) Individual Score, 2) Minimum Mastery Criteria, 3) Normality test, 4) the Paired t-test. The result of this study: (1) The mean of students’ score in the Pre-test was 29.59, (2) The mean of students score in the Post-test was 78.41, and (3) The result of Paired t-test was 5.69, at one tailed the degree of freedom (df) will be 33 (34-1) with 5% (0.05) significance level, t-table value is 1.692. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) is accepted. It means that it was significantly effective to use Bamboo Dancing Method to the Eighth Grade Students at SMP Negeri 1 Lubuklinggau in academic year of 2019/2020.

Keywords: *Teaching, Speaking, Bamboo Dancing Method*

INTRODUCTION

English has an important role in the world as international language because many countries use English for communication and international relation among them. As its function for it, English has gained its popularity all over the world including Indonesia. English plays a very important role in Indonesia as a developing country. Crystal (2003:30) states that English is the convenience of having a lingua franca available to serve global human relations and needs has come to be appreciated by millions.

There are four skills in teaching English language. According to Nation and Newton (2009: 3), the fluency development strand should involve all the four skills of listening, speaking, reading and writing. Speaking and writing are categorized as productive skills while Reading and Listening are receptive skills. In English teaching, those are skill must be served integrated as much as possible. One of those language skills that influence the language ability is speaking. According Nation and Newton (2009: 125), an important part of the formal

speaking process is taking account of the audience and the suitability of the information that is to be conveyed to them.

According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. So, speaking is an important skill of language which should have improves for the students. Speaking takes an important role in life. Someone can convey our meaning, feelings, ideas and also our thought through oral activity. Based on the definition above, the writer was concluded that the way the teacher to may decide what kind of outline numerous tasks for assess students' speaking performance. It is also as the process of building and sharing the meaning through giving information and knowledge. The material speaking in this study is Existence of Things and People

Based on the writer's interview at SMP Negeri 1 Lubuklinggau, the problems appeared on the Eighth grade at SMP Negeri 1 Lubuklinggau when writer practice teaching at that school. There were some factors which make some students cannot speak well. First, the students were not interested in learning English, so the students were lack of enthusiasm in learning process. Second, they were rarely practice to use English to communicate; they always use their mother tongue language in the classroom. Third, the students were lack of confidence in their ability, so the students were afraid to make mistakes and the last students were lack of vocabularies and make grammatical mistakes. In reality, there were still many students difficult to speak in English especially for Junior High School students, because the students sometimes face many problems in learning speaking and many factors that made the students thinks speaking is very difficult.

The writer applied an interesting method to make the students to be active in the class and they do not to feel confused to speak English. The writer had chosen one of method that could be applied in teaching speaking. The method was Bamboo Dancing. One of type cooperative learning is Bamboo Dancing Method. In this study, the writer used Bamboo Dancing Method to teach speaking skill because the students would improve their speaking skill easily. Bamboo Dancing 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, it does not use bamboo. According to Suprijono (2009: 98), learning process in Bamboo Dancing Method is started by giving question to students. Teacher does little discussion with students. After discussing, teacher will divide students into two groups. Students lined are described as bamboo. Learning process is begun with the introduction of the topic by the teacher. The teacher divides the class into two large groups that each group consists of ten students (if possible). After, the discussion, twenty students from every large group who face each other following lined slid a clockwise direction. Then, each student gets a new partner and shares different information. A move clockwise will stop when the first learner back into origin place. So, they find others pair. Finally, they get result from their discussion and they present in front of class to support their presentation.

Based on the problem of the study, the objective of this study was to find out whether or not it is significantly effective to teach speaking skill by using Bamboo Dancing Method to the Eighth Grade Students at SMP Negeri 1 Lubuklinggau the academic year 2019/2020..

There are two elements of speaking according to Harmer (2001:269), those are:

1) Language Features

Among the elements necessary for spoken production include connected speech, expressive devices, lexis and grammar, and negotiation language.

2) Mental/ Social Purposing

Part of speaker's productive ability involves the knowledge of language skill, success is also dependent upon the rapid processing skills that are talking necessities. There are three points of mental/ social purposing: language processing, interacting with others, and (on-the-spot) information processing.

RESEARCH METHOD

In the study, the writer used quantitative research in a pre-Experimental research design. The aim of the write was the writer wanted to know that accurate assessment or the effectiveness of Bamboo Dancing in teaching speaking. Fraenkal, wallen and Hyun (2012:265) states that Experimental design is one of the most powerful research methodologies that researchers can use of the many types of researcher that might be used, the experiment is the best way to establish cause-effect relationship among variables.

In this study, the writer used the one group pre test-post test design. In the one-group pre test-post test design. A single group is measures or observed not only after being exposed to a treatment of some sort, but also before. In collecting data, the writer used an oral test. According to Brown (2004:3), test is used to measure the students' basic ability, knowledge or performance in given domain. In this study, the test was given twice as pre-test and post-test. The pre-test was given to the students before the treatment by using Bamboo Dancing Method and the post-test given to the students after done the treatment by using Bamboo Dancing Method.

To support the data, the writer took recording of the students speaking performance. The writer explained about the way to do the test. The writer used instruction about material. Then, the writer given three different pictures to the students based on the kind of existence of things and people. After that they describe one of the pictures they select. The test must be done directly in the class and the teacher gives the limit of time to the students. Pre-test and post-test are to know the differences of the students' speaking ability before and after the teaching by using the method.

The population in this study was the entire eighth grade of SMP Negeri 1 Lubuklinggau in academic year 2018/2019. There were 335 students coming from ten classes as the population in this research. The sample used the cluster random sampling. In doing this technique, the writer took one class of the eight grade students of SMP Negeri 1 Lubuklinggau in the academic year 2019/2020. The steps of cluster random samplings were: 1) Writing the names of ten classes (class VIII 1,2,3,4,5,6,7,8,9,10,) on small pieces of papers, 2) Rolling paper up, 3) Putting them in the glass and, 4) Taking one of them randomly. The result was VIII.2 as sample group which consist of 34 students. In analyzing the data, the writer applied four techniques

for an analyzing the data. They are: 1) Individual Score, 2) Minimum Mastery Criteria, 3) Normality test, 4) the Paired t-test.

RESULT AND DISCUSSION

There were three results in this investigation, they were: 1) The Students' Speaking Score in the Pre-test 2) The Students' Speaking Score in the Post-test 3) The result of Paired t-test calculation.

The Students' Speaking Score in the Pre-test

The number of the students who took the pre-test was 34 students. From the calculation in the pre-test, the writer found that highest score was 42, it was achieved by 1 student. The lowest score was 20, it achieved by 5 students. The average of the students score in pre-test was 29.59. The Minimum Mastery Criteria (MMC) at SMP Negeri 1 Lubuklinggau is 75. Therefore, all students were failed in pre-test. It is because the material has not been learned by the students, and the students have not gotten the treatment yet.

The Students' Speaking Score in the post-test

The post-test gave to know the improvement of students' score after treatment by using Bamboo Dancing Method in teaching speaking and learning process in the classroom. The number of students who were given post-test was 34 students. The writer found that the highest score was 96 obtained by 1 student, and the lowest score was 50, which was obtained by 1 student. After the score had been tabulated, based on the Mastery Minimum Criteria (MMC), there were only 8 students (24%) in the "failed" criterion, meanwhile, there were 26 students (76%) were categorized in "Passed". The students' average score in the post-test was 78.41. This score indicated that there was a progress in the students' speaking skill since they got treatment with the average score from 29.59 increased to 78.41, based on the students' score the converted into the students' passing grade.

The Comparison between the Students' Score in the Pre-test and Post-test

The result of the test in this part included the students' score in the pre-test and the students' score in the post-test were improved. The students' score in post-test was higher than in pre-test. From the calculation in the pre-test, the writer found that highest score was 42, it was achieved by 1 students. The lowest score was 20, it achieved by 5 students. The writer found that the highest score was 96 obtained by 1 student, and the lowest score was 50, which was obtained by 1 student. After the score had been tabulated, based on the Mastery Minimum Criteria (MMC), there were only 8 students (24%) in the "failed" criterion, meanwhile, there were 26 students (76%) were categorized in "Passed".

Result of Normality Testing

Based on the normality testing above, it can be seen that the normality of pre-test and post-test.

a. In the pre-Test

Before calculating the normality, the writer found that the highest score was 42 who has gotten by 1 student, and the lowest score was 20 who has gotten by 5 students. It was know that $N = 34$, $\sum x = 1006$, and the result was 29.59, $N = 34$, $\sum x = 1006$, and $\sum x^2 = 31372$

calculated the standard deviation and the result standard deviation was 6.98. In dividing in the interval class it was known that $\log(34) = 1.53$, the result was 6, the result of distance was 22, and the result long interval class was 4. Based on calculation above, the writer found that $X^2_{\text{obtained}} = 0.0323852$ with the degree of freedom (df) = 3 (4-1). Since level is 95% (0.05), and the $x^2_{\text{table}} = 7.815$. The data was normal, because $x^2_{\text{obtained}} < x^2_{\text{table}}$.

b. In the post-Test

Before calculating the normality, the writer found that the highest score was 96 who has gotten by 1 student, and the lowest score was 50 who has gotten by 1 student. It was known that $N = 34$, $\sum x = 2666$, and the result was 78, 41, and $\sum x^2 = 213388$ calculated the standard deviation and the result standard deviation was 11.47. In dividing in the interval class it was known that $\log(34) = 1.53$, the result was 6, the result of distance was 46, and the result long interval class was 8. Based on calculation above, the writer found that that $X^2_{\text{obtained}} = 0.0641844$ with the degree of freedom (df) = 7 (8-1). Since level is 95% (0.05), and the $x^2_{\text{table}} = 14.067$. The data was normal, because $x^2_{\text{obtained}} < x^2_{\text{table}}$.

The result of Paired t-test calculation

The number of students who joined the pre-test and post-test was 34 students; the paired t-test calculation gave 5.69 as the result. Meanwhile the t-critical value of 5% (0.05) significance level was 1.692. And t-obtained exceeded the critical value was (1.692). From the calculation above, it was found that SD (Standar Deviation) was 49.95, after that the researcher continued to calculate SD (Standar Error of between two means). After getting SD as started 8.57 then the writer calculated paired t-test of calculated t-obtain. The result of paired t-test calculation was 5.69, while the critical value 5% (0.05) with 33 (34-1) degree of freedom (df) was 1.692.

DISCUSSION

The result of the both pre-test and post-test showed that there was a difference between the students' score before and after the treatment. It could be seen from the difference between students' average score obtained in the pre-test and the post-test.

In addition, Bamboo Dancing is students lined up and two groups stand up face to face as two pieces of bamboo used in of bamboo dance Philippine which is also popular in several regions in Indonesia. (Huda, 2011:147). More important through Bamboo Dancing Method, this can be seen from the fact the students appeared to be interested, enthusiastic, and to be active in learning process. In this study, the students could practice in front of the class, so they will master it if they often practice. It means that the treatment by using Bamboo Dancing Method could help the students in speaking. It can be seen that the students' average score improved after the treatment. So, the Bamboo Dancing Method could increase the students speaking skill.

According to Minimum Mastery Criteria (MMC) in SMP Negeri 1 Lubuklinggau, the students categorized success if the students got score 75. If the students got lower than 75, it means that the students failed. Because of some factors above, the writer taught the students speaking skill by using Bamboo Dancing method. Before treatment, the students' average score in pre-test was 29.59. The writer saw if they did not know how to speak well, they still used

ungrammatically sentence, and the students did so many errors in vocabulary, comprehension, fluency and pronunciation. But after the writer gave treatment through Bamboo Dancing Method, the students could minimize the errors. The writer did treatment with giving same items again with students. Furthermore, it means that the treatment by using Bamboo Dancing Method could help the students in speaking. So Bamboo Dancing Method can increase the students' speaking skill. After the writer did research and gave score from pre-test, the writer did post-test. The writer gave concept about existence of things and peoples all of them to students. The students' average score in post-test was 78.41. In the post-test, the students was hoped to know how describing about existence of things and peoples. After the writer gave treatment, students would speak English well to discuss some issues. It means that there was any improvement on the students' speaking skill. The students' score in the post-test was higher than in the pre-test. It can be concluded that the treatment by using Bamboo Dancing Method can help the students improve their ability in speaking.

The differences between the score of pre-test and post-test and effectiveness of Bamboo Dancing Method in teaching speaking skill could also be proved from the result of paired t-test calculation, since the writer got the data from pre-test and post-test, then the writer calculated the paired t-test and the writer found that the coefficient of t_{obtained} 5.69. It exceeded the coefficient of t_{table} 1.692 levels of 95% for df 33 (34-1).

SUGGESTIONS

Based on the fact the writer found during this research, the writer would like to offer some suggestions to the teacher of English, the students and the other writers.

1. To the Teacher of English

The writer suggests the teacher of English to use a suitable method to improve and motivate the students' speaking competence. The teacher of English could try to apply Bamboo Dancing Method to teach speaking in learning and to avoid the students from feeling bored. The teacher of English could try to use Bamboo Dancing Method to teach speaking to the different materials. The teacher of English must always teach by using various interesting methods in order to motivate the students in learning process.

2. To the Students

In teaching and learning activities, the writer also suggests that provide opportunities for students to process information easier, briefly and regularly. Therefore, the students should improve their communication skill. The students should do a lot of exercise and practice to improve their ability in speaking skill. The students should practice all the expression with other techniques suggested by teacher, the students must be active in learning English, and the students must practice their speaking in their daily life.

3. To the Other Researchers

Other writers are expected to further research to the Eighth Grade Students in the different Junior High School in certain period and different subject or concluding another research on the topic of developing the students' competence by using another method.

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