



E-ISSN 2528-746X

The Effectiveness Of Bamboo Dancing Technique To Improve Students Speaking Skill

Puput Aryanti*¹, Sofyan A. Gani¹, and Diana Achmad¹

¹Universitas Syiah Kuala, Banda Aceh

**Corresponding author: puputaryanti123@gmail.com*

Abstract

Speaking is a verbal skill that plays an important role in language learning. However, during the internship, the writer found that the students faced some difficulties in speaking English. Bamboo dancing technique is one of cooperative learning methods that is said to be effective in teaching speaking. Thus, the writer was eager to conduct a library study on the effectiveness of bamboo dancing in improving students' speaking skill. Previous studies on bamboo dancing technique are the primary data for the writer to determine the effectiveness of the technique. The writer took five sources to be used as references, namely; Suprijono (2010), Ma'ruf & Rahim (2013), Wahyuni (2015), Pitanto (2016), and Isnaeni & Nurdiawati (2017). The result of this study indicates that bamboo dancing technique is effective in improving students' speaking skill. The result is supported by the data from the classroom observation, the questionnaire, and the students' mean score of the previous studies. As bamboo dancing technique may take some time to complete, it is better applied in a small class. The next study on bamboo dancing technique should investigate the appropriate application of the technique itself. To conclude, bamboo dancing technique is effective to improve students' achievement in speaking skill and to help teachers in creating a fun learning environment.

Key Words : Bamboo Dancing, Speaking Skill, Effectiveness.

1. INTRODUCTION

Speaking is regarded as a skill which is difficult to learn because people have to know how to pronounce and how to deliver the message of the speech when they speak to someone. Besides, they have to know how to use the rules of speaking. According to Brown (2004), speaking is a productive skill that can be directly and empirically observed. Those observations are invariably collared by the accuracy and effectiveness of a test-taker's listening skill.

Speaking is one of the most important skills to be learned by students of English as a foreign language. Brown (2001) says that when someone can speak a language, it means that he can carry on a conversation reasonably competently. There are many indicators of speaking skills that should be recognized such as

fluency, accuracy, and comprehensibility. Based on the purpose of speaking skill of English subject for the students of junior high school level, the students are able to speak English in simple language in daily life. Therefore, the teacher should provide the appropriate methods or techniques to make the students interested in learning English especially to practice speaking English.

Bamboo dancing technique may become one of the solutions to solve the students' problem in speaking ability. Bamboo dancing technique is one of the techniques in cooperative learning. This technique may enable students to share information at the same time with different partners in a short period of time on regular basis. Although it was named bamboo dancing, it does not use bamboo. Students' lines are described as bamboo. Ideal English classroom should be enjoyed by the students during the teaching learning process. Actually teachers must apply a suitable technique and make their teaching class being attractive, interesting, fun, and not boring.

2. LITERATURE REVIEW

2.1 The Definition of Bamboo Dancing Technique

According to Suprijono (2009), bamboo dancing technique is a technique that helps students to be brave in expressing their opinion and to share opinions with different partners in a short period of time. Similarly, Dahlia (2019) stated that bamboo dancing technique is a type of cooperative learning model that can be used to direct the students' attention to the material and motivates students to actively participate in the learning process. Istarani (2014) also mentioned that bamboo dancing is a suitable method to aid students to exchange ideas and information. From explanation above, it can be said that bamboo dancing is a useful technique to help the students to share their knowledge with different pair.

2.2 The Procedure of Bambo Dancing Technique

According to Suprijono (2010), learning process in bamboo dancing technique is marked by presenting the learning material to students. After the material is explained, students are set into two groups to discuss their thoughts. In the same way, Shoimin (2013) said that the teacher needs to explain the chosen topic to the students before dividing them in two groups. This is meant to make it easier for the students comprehend the topic before sharing ideas to their classmates. The steps of bamboo dancing technique stated by Suprijono (2010) are explained as follow:

- 1) The teacher introduces the topic.
- 2) The teacher divides the class into two groups.
- 3) Teacher asks a half of students to form the first line and the other half to form second line. The first line should stand up face to face with the second line. This formation is similar to two bamboos used in Bamboo Dance from the Philippine.
- 4) The teacher handles out the topics and gives enough time for the students to discuss the material.
- 5) The first line will state their opinion first. Next, the second line will take their turn to speak.
- 6) The teacher asks the students from the second line to move one step to the left, so that they will get a new partner. This movement is like the movement in Bamboo Dance from the Philippine. The students move continuously until they are back to their first partner which marks the end of the rotation.

The teacher invites the student to summarize the topic.

2.3 The Advantages of Bamboo Dancing Technique

Bamboo dancing technique is used to aid students in sharing their thoughts and knowledge. Therefore, this technique has some benefits in teaching-learning process. According to Jacob (2004), the advantages of this technique are namely:

- 1) Students can be involved in class planning and management.
- 2) Students can exchange experiences with each other in the learning process.
- 3) The cooperation and tolerance in individual differences among students can be increased.
- 4) The atmosphere of the class is relaxed and fun.
- 5) A warm and friendly relationship between students and teachers is established.

2.3 The Disadvantages of Bamboo Dancing Technique

Besides the benefits, bamboo dancing technique also has some disadvantages. The disadvantages of bamboo dancing mentioned by Jacob (2004) are namely:

- 1) The teacher should prepare a wide variety of topics.
- 2) Some students can be confused in the learning process because the group members are too many.
- 3) It takes a long time for students to complete the ideas exchange, making it difficult to achieve curriculum targets.
- 4) Requires special teacher skills so that not all teachers can do or use this technique.

2.4 The Nature of Speaking Skill

Speaking is a verbal skill that plays an important role in language learning. Behadorfar and Omidvar (2014) define speaking as one of the students' abilities that mostly will be assessed in the real world context. Accordingly, Dahlia (2019) said that speaking is an interactive process of constructing meaning through producing, receiving, and processing information. Students should speak to share their ideas with others through the language. Particularly, for EFL (English as Foreign Language) learners, speaking is an important skill that needs to be mastered. Without speaking ability, the learners cannot communicate actively to express their goals or ideas in daily conversation.

Speaking itself has some factors. Thornburry (2005) stated that there are several factors of speaking skill. The factors are explained below:

- 1) Cognitive factors
Cognitive factors include familiarity with the topic, the genre, and processing demands.
- 2) Affective factors
Affective factors include the feeling toward the topic, participants and self-consciousness
- 3) Performance factors

Performance factors include mode, degree of collaboration, discourse control, planning also rehearsal time and environmental conditions.

According to Harmer (2001), the aim of teaching English as foreign language is to make the learners are able to speak or communicate using target language, to transfer the idea and feeling fluently. Good and correct speaking skill is needed in EFL (English as Foreign Language) class. To do that, the students need to be able to pronounce phonemes correctly, use appropriate stress and intonation, and speak in connected speech. There are four components of speaking:

1) Vocabulary

Vocabulary is one of the extreme aspects in speaking activity dealing with the right and appropriate word choice. It is impossible to speak without knowing vocabulary; thus, the students should master many vocabularies so that it will be easier for them to express ideas (Widdowson, 2004).

2) Grammar

One factor that has big influence in students' speaking skill is the functional grammar. Grammar is the rule on how words are put together to form a meaningful message that are comprehensible (Munro, 2011).

3) Pronunciation

Pronunciation is another component that defines speaking skill. Pronunciation is way in which a language or a particular word is spoken (Munro: 2011).

4) Fluency

Fluency is also an important component of speaking. Widdowson (2004) said that fluency is the ability to express on self intelligibly, reasonably, accurately and without too much hesitation in communication. Thus, fluency is the capacity to speak gracefully, confidently, and at a degree consistent with the standard of the native speech community.

3. METHODS

The data of library research included the analysis data by the experts, previous research findings related to the main topic, literature searches in the library and the internet, and journals. To review the effectiveness of bamboo dancing technique on improving students' speaking ability, the writer uses the result of previous studies on the use of bamboo dancing technique in teaching speaking skill.

4. RESULT AND DISCUSSION

The following are some previous studies on the use of bamboo dancing technique in teaching speaking skill used by the writer in this library study.

1. The Study in 2013

On a study conducted by Ma'ruf& Rahim in 2013, it is said that the students could not fluently communicate in English. Thus, their scores in speaking were below standard. However, after bamboo dancing technique was used in teaching speaking, there was an improvement on the students' speaking fluency.

Table 4.1. The Increase of the Students' Speaking Fluency

Number	Indicator	The Students' Score		Increase Cycle I - Cycle II
		Cycle I	Cycle II	
1.	Fluency	5.9	7.2	1.3

Source: Ma'ruf& Rahim (2013)

Table 4.2. The Students' Mean Score

	Meetings				Mean Score
	1 st	2 nd	3 rd	4 th	
Cycle I	42.70%	52.08%	50%	66.66%	52.86%
Cycle II	56.25%	84.37%	64.58%	86.45%	72.91%
Increase Cycle I- Cycle II	13.55%	32.29%	14.58%	19.79%	20.05%

Source: Ma'ruf& Rahim (2013)

2. The Study in 2015

On a study conducted by Wahyuni in 2015, the students' speaking skill in interpersonal conversation was considered as poor. The students' average pre-test score was only 67. The score (67) was lower than the required passing score (75) of the school at which the study was conducted. The students' average score then improved after bamboo dancing technique was used in the speaking class. improvement of the students' mean score is shown in the following chart.

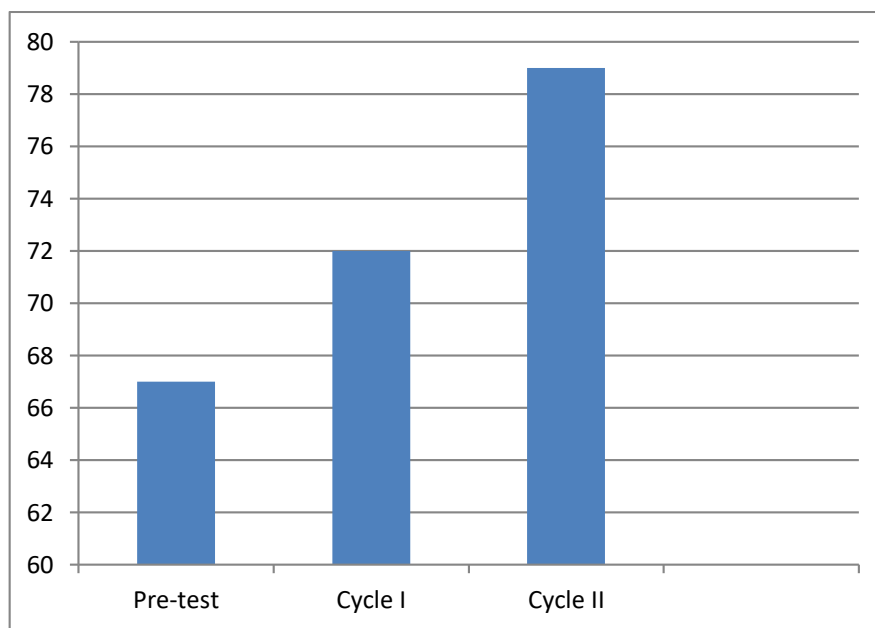


Figure 4.1 The Students' Mean Score in Speaking

Source: Wahyuni (2015)

The figure above shows that there is significant improvement on the students' average score. The pre-test score is 67, while in cycle I the score increased to 72 and increased again to 79 in cycle II. Furthermore, Wahyuni (2013) mentioned three good impacts of bamboo dancing technique in teaching interpersonal conversation based on the result of the classroom observation. First, the speaking class was more attractive, fun, and not boring. Next, it was easier for the students to memorize and understand the expressions used. The last, the students were more active and more confidence when practicing interpersonal

conversation with their partners. This showed that the implementation of bamboo dancing technique helped to improve students' speaking ability.

3. The Study in 2016

Another study on the use of bamboo dancing technique in improving students' speaking ability was conducted by Pitanto in 2016. Similar to the studies mentioned earlier, the students of the eleventh grade scored very low in speaking. Pitanto (2016) said that the students' attitude toward speaking practice was negative; they regarded speaking practice as frustrating. Bamboo dancing technique then was used in teaching speaking with the hope that the technique would affect the students' speaking ability (Pitanto, 2016). From the result of the study, the students scored higher in the post-test. The mean score of students' pre-test was 56.28, while the mean score of the post-test was 81.85. There is significant improvement on the post-test score after bamboo dancing technique was used in speaking class.

4. The Study in 2017

A study on the effectiveness of bamboo dancing technique to improve the students' speaking skill in recount text was conducted by Isnaeni & Nurdiawati in 2017. It is stated in the study background that the students had poor knowledge of the English vocabulary. Moreover, they were not interested in learning speaking skill and considered speaking as a difficult task. Then, bamboo dancing technique was used in teaching speaking. The result shows that there are significant difference between the mean score of pre-test and post-test of the control class. The mean score of pre-test was 60.18, while the mean score of post-test was 66.54. In the experimental, however, the mean score of post-test was much higher than mean score of pre-test. The mean score of pre-test was 61.62, while the mean score of post-test was 71.75. This proved that bamboo dancing technique is effective in improving students' speaking skill.

All the previous studies mentioned above have given the answer to the first research question of this study: can bamboo dancing technique be effectively used to improve students' speaking skill? The results of the previous studies above indicate that bamboo dancing technique can be effective in improving students' speaking skill. The students, being the subject of the studies, achieved higher scores in speaking after bamboo dancing technique was used. Also, the learning environments were more fun that the students no longer regarded speaking as boring and difficult.

5. CONCLUSION AND SUGGESTIONS

Based on the data described in previous sections, it can be concluded that the use of bamboo dancing technique in teaching speaking is effective to improve students' speaking skill. Bamboo dancing technique may have some disadvantages as stated by Jacob (2004); but, with the right application, it has good impacts on students' speaking skill. To conclude, bamboo dancing technique is effective to improve students' achievement in speaking skill and to help the teachers to make a fun learning environment.

6. REFERENCES

Brown, H. D. (2001), *Teaching by Principles and Interactive Approach to Language Pedagogy (2nd Edition)*. New York: Addison Wesley Longman, Inc.

- Brown, H., D. (2004), *Language Assessment: principles and classroom practices*. San Francisco: State University.
- Dahlia, N. (2019). *The Effectiveness Of Bamboo Dancing Technique On Teaching Speaking Skill Of The Eighth Grade Students Of SMP Negeri 1 Jenangan Ponorogo*. (Thesis). Faculty of Tarbiyah And Teacher Training, State Institute For Islamic Studies Of Ponorogo, Ponorogo.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Great Britain: Pearson Education Limited
- Isnaeni, E. R. N., & Nurdiawati, D. (2017). The Effectiveness of Using “Bamboo Dancing Method” to Improve the Students’ Speaking Skill in Recount Text, *Dialektika Journal*, Vol. 5. (1), p. 34- 36
- Istarani.(2014). *58 Model Pembelajaran Inovatif*. Medan: Media Persada.
- Jacobs, G. M. (2004). *Cooperative learning: Theory, Principles, and Techniques*. Thousand Oaks, CA: Corwin Press.
- Ma’ruf, A., & Rahim, R. (2013). Increasing The Students’ Speaking Ability Through Bamboo Dancing Method, *Exposure Journal*, Vol. 2 (2), p, 13-15
- Munro, J. (2011). *Teaching Oral Language*. Victoria: ACER Press.
- Pitanto, J. (2016). Do Bamboo Dancing Technique Affect the Students’ Speaking Ability? *Journal of English Teaching and Research*, Vol. 1 (1), p. 67
- Shoimin, A. (2017). *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Suprijono. (2009). *Cooperative Learning*. Yogyakarta: Pustaka Belajar.
- Suprijono. (2010). *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Belajar.
- Thornburry, S. (2005). *How to Teach Speaking*. England: Pearson Limited Education.
- Wahyuni, L.E.N. (2015). “The Use of Bamboo Dancing Technique to Improve Students’ Speaking Skill in Interpersonal Communication.” Faculty of Languages and Arts, Semarang State University: Semarang.
- Widdowson, H. G. (2004) *Teaching Language as Communication*. New York: Oxford University Press.