

ENGAGING STUDENTS IN BAMBOO DANCING: EFL SPEAKING CLASS IN SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed to explore the implementation of Bamboo Dancing technique to engage the students in learning English as a foreign language (EFL) speaking. Classroom action research (CAR) was employed to the first-year students in one of State Senior High School Negeri in Kalimantan Barat. Observation, measurement, field notes were used to collect the data. From qualitative and quantitative data analyses, the data revealed that despite the difficulties that the teacher to control the class in the first cycle, this CAR was powerful to impact teaching practice in the second cycle. Furthermore, several positive changes in the mean score from 50, in the first cycle, and 76, in the second one. It is recommended that the results of this CAR pictured the attention of the importance of collaboration and cooperation between teacher and researcher to create meaningful teaching and learning through mutually respectful, supportive, and beneficial dialogue.

KEYWORDS: bamboo dancing, CAR, EFL, speaking.

ARTICLE HISTORY

Received:
September 14, 2020

Accepted:
October 01, 2020

INTRODUCTION

Speaking is one of the main goals for many English as foreign language (EFL) learners. Through speaking, the students can express their minds, ideas, and thought. Therefore, mastering speaking is an important aspect of language learning. Students can be said success if the students can carry out a conversation in daily life. Speaking should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Brown (2007:113) states the objective of speaking is the students able to participate and use English in a short conversation, collect the information, ask, and answer the questions fluently and acceptably in a daily context.

On contrary, many students often make some errors in speaking since speaking was still considered difficult (Dayat, 2017). It was also faced by some senior high school in Kalimantan Barat, Indonesia, students faced the same problem in the English-speaking class since most students did not have enough opportunity to engage in the class accordingly. Besides, the teaching method used was not still appropriate for this context. Therefore, students had limited opportunities to be active to speak English in the class. As a result, vocabulary mastery, pronunciation, and fluency were still weak. Whereas, they were essential components of speaking.

To teach these speaking components, it needs the teacher's innovation and creativity, the appropriate material, knowledge of teaching methods, technique, or the strategy (Christine and Burns, 20012). In this current study, the researcher employed Bamboo Dancing technique to teach speaking. Bamboo Dancing was a cooperative learning technique that promoted students' participation in the teaching-learning process. It was expected that the class became more communicative and attractive.

The bamboo Dancing technique is a cooperative learning technique in which the students make two lines and stand up face to face like two bamboo that used in bamboo

dance from Philippine (Suprijono, 2009). This process facilitates the students to practice their speaking with the peers in group. Consequently, the students engaged in learning process.

RESEARCH DESIGN

Classroom Action Research (CAR) was employed after the teacher identified a problem or an area they need to improve (Hopkins, 2008; Irais in Burn, 2010, & Mettetal, 2001) by implementing Bamboo Dancing technique to teaching speaking.

The study was conducted in Senior High School in Kalimantan Barat, Indonesia, with 30 students (13 males and 17 females). This study used field notes and tests as a tool to collect the data in this study. Field note is used for record all research activities. Besides, classroom observation was also used to capture brief information about what already happened in the teaching-learning process. Furthermore, speaking test was used to measure students learning outcomes. The performance was assessed based on the indicators of speaking, pronunciation, comprehension, grammar, vocabulary, and fluency. To analyze the data, the researcher divided into qualitative (field note and observation) and quantitative (test). For the qualitative data analysis, Miles and Huberman's model was utilized, data reduction, data display, and conclusion drawing and verification (Hopkins, 2008). In quantitative data analysis, the speaking test was used to measure the students' speaking performance. In the speaking skill scoring process, the researcher used the scoring rubric of speaking as the guidance: grammar (G), Vocabulary (V), pronunciation (P), and fluency (F). The score was, then, analyzed with the following formula:

$$\text{Individual} = G + V + P + F + C \frac{\text{student score}}{20} \times 100$$

$$\text{Mean score} = G + V + P + F + C \frac{\text{total score of student}}{\text{the number of student}}$$

Table 1. Score representation

Score	Specification
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

Adapted from Heaton (1988:96)

FINDINGS AND DISCUSSION

According to qualitative data in the first meeting of cycle 1, the researcher found that teacher explained the material and strategy. Meanwhile, students did not pay attention to teacher explanation since the teacher asked the students to work in a group. Most of the students did not focus on learning material because the students playing with a sitting group, students looked confused in implementation Bamboo Dancing Technique, students did not finish their task, the classroom was very noisy, and some students did not pay attention. The teacher was difficult to control class because their students that busy with his/her group friends, and it made the process of teaching and learning process was not going well.

In the second meeting of cycle 2, the process was, reviewed about Narrative Text which has been taught in the previous meeting and explains more about Narrative Text. The students pay attention when the explain a Narrative text but when the teacher asked the students to work in a group the students still playing with the sitting group. However, this meeting found much better and the teaching and learning running very well in the implementation of the Bamboo

Dancing Technique. The students' performance. Based on quantitative data of first cycle, the researcher found that score of students was excellent, good, average, and poor. In details the researcher showed in the graph there were:

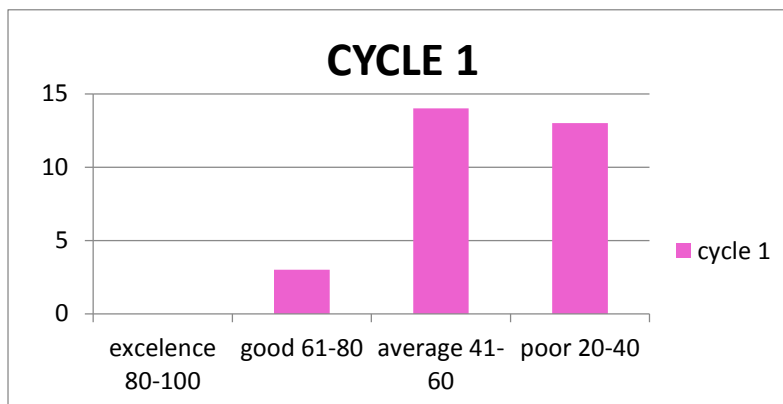


Figure 1. Student score in cycle 1

Based on the result of data student's score qualification above, it can be concluded that there were the students who got a low result because most of the students got poor and average categories. It was meant that the students still had a bad score about Bamboo Dancing in Narrative Text. Therefore, the researcher decided to conduct the next cycle.

In the first meeting of cycle 2, the teacher entered into the class, greeting, and order the leader to guide class to pray first and check the students' attendance. After that, the teacher explained the material of Narrative Text. The material was explained by the teacher is "Sleeping beauty or pinokio". The teacher divides the student into groups: A and B Group A and B consist of ten students, Each group should choose one of the Narrative text stories (sleeping beauty or pinokio) Each group have to discuss the activities in the Narrative text in 5 minutes The discussion should cover logical reason about the question: (1) What is your opinion about the story?; (2) What do you feel about the story?; (3) What is the moral message of the story?; (4) How was the character of the main role?; (5) Where was the background of the story?;.Each member of the group should perform the result of the discussion orally in front of the class in 3 minutes using his/her words performance will be assessed based on the indicators of speaking namely: pronunciation, comprehension, grammar, vocabulary, and fluency.

When the teacher explains this material and strategy, the student's response is very awesome and good, they had good progress during the teaching-learning process. The students gave full attention to the teacher's explanation and good to make a task. The teacher was successful in controlled the class situation and delivered the material to the students.

In the second meeting of cycle 2, the process was reviewed about the Narrative text which has been taught in the previous meeting. The teacher divides the student into groups: A and B Group A and B consist of ten students, Each group should choose one of the Narrative text stories (sleeping beauty or pinokio) Each group have to discuss the activities in the Narrative text in 5 minutes The discussion should cover logical reason about the question: (1) What is your opinion about the story and tell the story again?; (2) What do you feel about the story?; (3) What is the moral message of the story?; (4) How was the character of the main role?; (5) Where was the background of the story?;.Each member of the group should perform the result of the discussion orally in front of the class in 3 minutes using his/her word The performance will be assessed based on the indicators of speaking namely: pronunciation, comprehension, grammar, vocabulary, and fluency. The students gave full attention to the teacher explanation, and students' response in this cycle was good. The students showed improvement in this cycle.

In the second cycle, the students showed good improvement during the teaching-learning through Bamboo Dancing Technique. The students gave full attention to the teacher explanation

and good to make a task the teacher explained the learning material and learning procedure very clear to make the students easier to understand. Student's response in this cycle was good, they were good progress during the teaching-learning process. The students gave full attention to the teacher's explanation and good to make a task. The teacher was successful in controlled the class situation and delivered the material to the students. At the end of the class, after an explanation of the material, and after the students make a task, the teacher asks the students understood or not about the teacher explanation.

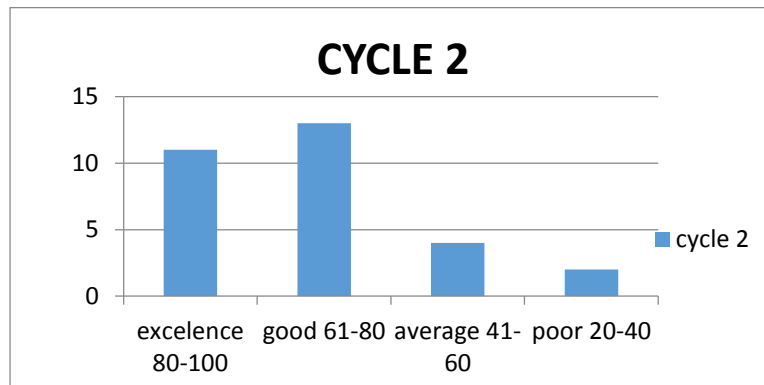


Figure 2. Student score in cycle I

Furthermore, in this meeting the students showed more enthusiasm. The researcher had the result of students score in figure 2 for speaking test cycle 2 in which few students in the poor and average category.

Based on the result of every cycle, it was found that the mean score of students had improved from cycle 1 to cycle 2.

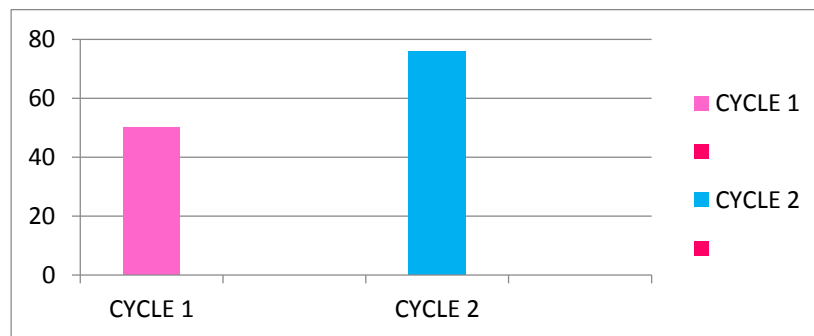


Figure 3. Mean score of cycle I & cycle II

Based on the graph above, it showed that students score qualification in the second cycle there were only 2 person of students in the class were still poor condition. Also there were 4 person of students were in average condition. Then, 13 person of students were good condition. And there were 11 person of students were in excellent condition. The mean score of students had improvement in every cycle. In the first cycle, it can be see the students mean score was 50 which this was in poor and average. In the second cycle, the students mean score was 76 in excellent and good category. It can be concluded from cycle 1 to cycle 2 the students had improvement in their score of Speaking Skill in Narrative text.

Based on research question and research findings in which divided into qualitative and quantitative data, it could be concluded that Bamboo Dancing could improve students Speaking Skill in Narrative text. the students showed the positive progress and good improvement. The

implementation of bamboo dancing technique also created a positive atmosphere in teaching learning process and it encouraged the student become more active to practice there speaking. The statement are supported by Muhammad Izzudin (2014). The study also belonged to the Classroom Action Research (CAR) to solve the practical problems in speaking. The result of the research showed that the technique successfully to helps the students improve their motivation in speaking skill by using Bamboo Dancing on the other hand, Linna Endah nur wahyuni (2014) conducted the research with the similar technique and skill, which is the Bamboo Dancing and speaking skill became the main focus as the topic discussion in this research study. However, this research study belonged to the Classroom Action Research (CAR). The result of the research showed that the research was successful to help the students improving their motivation in speaking skill by using Bamboo Dancing. Furthermore, jeri pitanto (2016) with also conducted the Pre-Experimental study, yet in this study discussion are focus on the Bamboo Dancing and the students' speaking achievement. The research was tested the effect of Bamboo Dancing on the students' speaking achievement. The research was successful and the researcher found that through Bamboo Dancing, the students' speaking achievement are significantly increased.

CONCLUSION

The current study explored the effectiveness of the Bamboo Dancing as a teaching technique on the speaking development of high school students. The results showed that for high school students in the EFL context, learning to speak through the Bamboo Dancing technique promised when the students engaged in speaking activities. In these activities, the students practiced speaking to restructure and expand their L2 knowledge with their peers, by means of interchanging knowledge activities. Due to its exploratory nature, no strong claims could be made about the pedagogical implications that the benefits derived from the Bamboo Dancing technique could be transferred to conversations in real life.

However, the findings from this study indicate that the Bamboo Dancing technique in language classrooms has some pedagogical potential, as it leads to greater EFL speaking complexity. While the curriculum is constantly changing and challenging in foreign language teaching and learning, more research is needed to explore its effects on EFL development. It is hoped that this exploratory study will provide new insights into the practicality and potential of implementing the Bamboo Dancing technique in EFL speaking classrooms at the high school level.

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