THE USE OF BAMBOO DANCING METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY OF SEVENTH GRADE STUDENTS

Ema Aulia Sapitri[1]*, Kamaluddin Yusra[2], Ahmad Junaidi[3]

English Education Department, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

*Corresponding Author: emaaulia4@gmail.com

Abstract: This study is to find out whether students have an improvement after being taught using the bamboo dancing method. This study is an experimental design, the population were seventh grade students of Madrasah Tsanawiyah school in west lombok, they were divided into eight classes, the total number are 200 students. The researcher used purposive sampling to determine the sample. The sample consisted of two classes where there are 25 students in each class. In this research was conducted by using experimental class and control class. Speaking test was the instrument for collecting the data. The data were analyzed by using SPSS (Statistical Program for Social Science). The significance value or sig (2-tailed) was 0.000 for control and experimental class. Then, it can state the significance value or sig (2-tailed) was less than 0.05 with the degree of freedom (df) 48 based on the data calculation had been shown. The null hypothesis was rejected because it is in accordance with the results of the hypothesis test that students taught using the bamboo dancing method have an improvement in speaking ability. Therefore, the bamboo dancing method has a significant effect on improving students' speaking ability and this method is great for learning activities.

Keywords: Bamboo Dancing Method, Speaking Ability, Teacher.

INTRODUCTION

English language is the most dominant and crucial language of global communication, therefore the mastery over it is demanded, in the written mode of communication as well as the oral communication. In Indonesia, The Ministry of National Education has included a competency standard in the 2013 curriculum stating that Indonesian students should be able to understand and transmit information and ideas, and enhance knowledge, technology, and culture through the use of English.

According to Brown, H. D. (2000), language is a collection of symbols. Although they could potentially be visual, the symbols are primarily vocal. The sign has developed the meanings to which it connects. Language functions through a speech group or culture and is used for communication. It is fundamentally human, although it may not be exclusively so. Learning to speak is essentially the same for everyone; both language and language learning have similar characteristics.

Speaking English is regarded as a difficult point by many students. One of the reason for this difficulty is the psychological factors of the students (Ariyanti, 2016) said that The

psychological barrier is undoubtedly one of the major issues that affects EFL learners' speaking practices nowadays, and The majority of those EFL students lack drive and never gain self-confidence. They constantly worry about making mistakes, and some become reserved simply because they are uncomfortable communicating in the target language. Therefore as a teacher, we have to be more creative and innovatine in learning activities, according to Setiawan in Felek & Gül (2019). Teachers must be creative in order to provide effective treatment because they must be capable of looking at a problem or situation from a fresh perspective that differs from the standard. They are still unable to communicate in English.

According to Fulcher (2003:22), speaking is a taken-for-granted skill that is learned through the socialization of communication. Another expert explained that speaking is an auditory or oral production skill. It involves producing systematic spoken utterances to convey meaning (Nunan, 2003: 48). So that, speaking ability is a means of conveying thoughts, information, and emotions to other individuals. It is the most crucial way for the narrator to express himself in language.

Teachers usually use two-person dialogue and imitation conversation in front of the whole class. According to the English teacher, the study material is not interesting for the students and sometimes it bores the students. Students may be less motivated to participate in the teaching process, and they often don't have time to practice their English. Because of this, students often feel lazy, shy, less confident in speaking, and less active in the learning process. Teachers usually use two-person dialogue and practice it in front of the whole class. Very few students are involved in the learning process.

To prevent such problems, bamboo dancing method is suggested to be used by researcher to improve the speaking ability of first-graders in MTs. Al-Aziziyah Putri because it allows all students to actively participate in speaking practice in English class. Although it is called the Bamboo Dancing Method, it does not use real bamboo to teach speech. The student's standing posture is called bamboo. Basically, Bamboo Dancing is a modification of the small circle of the big circle.

The bamboo dancing method was developed by Spencer Kagan. According to Suprijono (2010), bamboo dancing is a form of cooperative learning that gives students the opportunity to practice speaking skills. Bamboo Dancing encourages teamwork among students in learning activities, especially when they are in groups. Teachers focus on involving all students in discussions and sharing all information related to the topic. Using this method in oral English teaching can stimulate students' attention and enthusiasm for learning. This makes learning more interesting and understandable for students.

The relevance studies in order to establish and support this research. First, this research significant with Jeri Pitanto (2016), conducted The Effect of The Bamboo Dancing Method on Speaking Ability. The result of this study was the use of bamboo dancing method has a significant impact on the speaking ability of the eleventh grade students of SMAN 1 Gondang Nganjuk.

The juornal of Uli Dwi Setiawan, Bambang Suharjito and Bambang Arya Wija Putra (2020), The Use of Bamboo Dancing Method to Improve The Eleventh grade Students'

Speaking Achievement of MAN 1 Porbolingo. They concluded that the use of bamboo dancing menthod can increase students' speaking achievement of MAN 1 Porbolingo.

RESEARCH METHODS

This research used an experimental design. The researcher divided into two variables, there are bamboo dancing as a method (X-variable) and the students' speaking ability (Y-variable). The population were seventh grade students of Madrasah Tsanawiyah school in west lombok, they were divided into eight classes, the total number are 200 students. The researcher used purposive sampling to determine the sample. The sample consisted of two classes where there are 25 students in each class. In this research was conducted by using experimental class and control class.

A test was employed by the researcher as the instrument in this study. Data that can be applied to measure the research's result that was collected by the researcher. The test consists of pre-test that was given before giving treatment, treatment that was conducted after the pre-test in the experimental group, the researcher taught the students by applying the Bamboo Dancing method while control group was taught by using the conventional method. Post-test was the final step of collecting data. It was conducted after class that giving treatments for experimental group and without giving treatment for control group .

The data were analyzed by using SPSS (Statistical Program for Social Science). The first step to analysis data is giving scoring. The researchers applied a scoring guideline provided by Jill (2008) for the pre-test and post-test, which provides a rating scale for five criteria of the elements of speaking skill. Pronunciation, grammar, vocabulary, fluency, and comprehension are the qualifications. The second step is classifying the test score, Following the determination of each student's rating scale score, we must classify them according to their level of speaking ability. There are six criteria of mastery in interval score and their level of speaking ability. Those are interval score <50 (very poor level), 51-60 (poor level), 61-70 (fair level), 71-80 (good level), 81-90 (very good level) and intervel score 91-100 (execellent level). The last step is calculate all the score using t-test.

The researcher used a quantitative approach. So that, the researcher used descriptive statistics and statistical methods were more appropriate to be used as a method of data analysis. Descriptive statistics provided description of a data seen from the average mean, standard deviation, standard error mean, maximum and minimum (Ghozali, 2013). Statistical parametric analysis was used by the researcher to analyze the data. The Paired t-test on SPSS Statistics 23 was the data analysis method that the researcher chose for analyzing the significance of the hypothesis in this study. The Paired t-test was used to find out whether the students' speaking skills were equal or closely equal. But, the Paired t-test was used If the data was homogeneous and normally distributed. Meanwhile, Wilcoxon signed rank test was used as a non-parametric statistical test if one or both of the normality test results were not normally distributed.

From the understanding above, a normality test was done first before deciding whether to apply the Paired T-test or Wilcoxon Signed Rank Test. When the data were considered to be normally distributed, the parametric paired t-test was used as an alternative to the paired samples t-test. This test aims to compare student score results from the pre-test (before treatment) and post-test (after treatment) in order to find out the effectiveness of a given

treatment. To draw conclusions about testing the hypothesis, which was using SPSS 23 software, it used the sig (2 tailed) value, if sig (2 tailed) > 0.05 then Ho failed to be rejected and if sig (2 tailed) <0.05 then Ho was rejected.

FINDINGS AND DISCUSSION

In this section will also discuss the difference in pre-test results in the experimental group which is higher than the control group, also the post-test results in the experimental group which is higher than the control group.

FINDINGS

The researcher analyzed the data taken from the pre-test and post-test in presenting the data to find out whether using the Bamboo Dancing method had an effect on learning English, especially in terms of improving students' speaking skills. Researchers tested students first before giving treatment. This is known as a pre-test. In the pre-test, the researcher provided an overview of the content to be discussed, and students were given time to compose sentences and speak in front of the class individually about the topics that had been discussed previously.

This test included comprehension, fluency, pronunciation, vocabulary, and grammar. Both of these coverages were used to measure students' speaking ability. Before receiving the treatment, students were given this test to measure their speaking ability. The researcher then gave a post-test to measure the students' progress after treatment. Researcher used the formula that had been proposed previously to calculate the average score of students.

Table 1. The results of pre test and post in the control group

Based on the table 1, the highest score for pre-test in control group is 48 and the lowest score is 20. While the highest score for post-test in control group is 68 and the lowest score is 44. The mean score of control group pre-test is 35.68 while in post-test there is 53.44.

Table 2. The results of pre test and post in the experimental group

No.	Students' initial	Pre-test score	Post-test score
1	NSF	48	60
2	ANM	44	60
3	FAPS	40	52
4	NAY	20	48
5	MF	44	52
6	ZIA	36	44
7	ABF	40	52
8	WHM	28	48
9	AZ	32	48
10	IKN	40	52
11	DPA	28	48
12	NS	36	52
13	SC	28	56
14	FA	40	56
15	NHA	32	60
16	NSA	56	68
17	NAZ	40	56
18	SJP	28	52
19	AAIH	40	56
20	BH	36	52
21	RM	36	48
22	SNS	32	56
23	NS	24	48
24	DSN	24	48
25	DLR	40	64

The highest score for pre-test in experimental group is 68 and the lowest score is 32. the highest score in experimental group is 84 and the lowest score is 64. The data show that there has been a significant improvement from pre-test to post-test. Meanwhile, the mean score

No.	Students' initial	Pre-test score	Post-test score
1	ZRH	48	72
2	KA	64	84
3	KZS	48	68
4	AGR	52	68
5	MAA	40	64
6	HNAG	52	72
7	AZ	40	64
8	ASS	36	64
9	NNM	52	72
10	AA	52	76
11	SS	44	64
12	NZ	44	68
13	QSF	32	64
14	WZ	52	76
15	SR	52	76
16	SI	68	84
17	KAP	52	80
18	HAS	48	72
19	LA	60	80
20	BAAH	52	72
21	MHK	40	64
22	MPP	48	72
23	CM	32	64
24	DANA	44	64
25	ZFH	52	68

of experimental group pre-test is 48.16 while in post-test there was 70.88. Moreover, after receiving treatment, students' skills improve. The total standardize test scores for the students in both groups are displayed in the results above. The researcher first determine the average pre-test and post-test scores before calculating the mean deviation and square deviation.

Table 3. The results of frequency distribution pre-test and post-test of control group

		Frequency		Percent		Valid Percent		Cumulative Percent	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Valid	>50	24	8	96.0	32.0	96.0	32.0	96.0	32.0
	51-60	1	15	4.0	60.0	4.0	60.0	100.0	92.0
	61-70	-	2	-	8.0	-	8.0	-	100.0
	Total	25	25	100.0	100.0	100.0	100.0		

A list of data values (individual or data values organized into intervals) and the related frequency values established the frequency distribution. (Hasibuan et al. 2009) state that the grouping of data into smaller to larger groups according to interval classes and particular categories is known as frequency distribution.

Based on the calculation of the data above, the highest frequency score was found in the class interval <50; there were 24 students (96%), which were the lowest score for the pretest, In post test score, there were 8 students (32%) in the class interval <50. While in post-test score, the highest frequency score found in the class interval 52-60; there were 15 students. For the pretest score, only 1 student (4%) was classified to class intervals 52-60. Then, in class intervals 61-70, there was no student got score in this interval for pre-test , while in post-test score, there were 2 students (8%).From the data obtained, the cumulative value percent is 100%. This value is the cumulative sum of the entire data.

Table 4. The results of frequency distribution pre-test and post-test of experimental group

		Frequency		Percent		Valid Percent		Cumulative Percent	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Valid	>50	13	-	52.0	-	52.0		52.0	
	51-60	10	-	40.0	-	40.0		92.0	
	61-70	3	12	8.0	48.0	8.0	48.0	100.0	48.0
	71-80	-	11	-	44.0	-	44.0		92.0
	81-90	-	2	-	8.0	-	8.0		100.0
	Total	25	25	100.0	100.0	100.0	100.0		

Based on the calculation of the data above, the highest frequency score was found in the class interval <50; there were 13 students (52%), which were the lowest score for the pretest, In post test score, there was no students in the class interval <50. While in post-test score, the highest frequency score found in the class interval 61-70; there were 12 students (48%). For the pretest score, only 3 students (8%) was classified to this class intervals. Then, in class intervals 51-60, there were 10 students (40%) in pre-test while in post-test there was no student got score in this interval, then, there were 11 students (44%) got the score in class interval 71-80 and only 2 students got the score in class interval 81-90 (8%) .From the data

obtained, the cumulative value percent is 100%. This value is the cumulative sum of the entire data.

Table 5. The result of descriptive statistics in pre test and post-test for control group

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	20	56	35.68	1.648	8.240
Posttest	25	44	68	53.44	1.152	5.760
Valid N(listwise)	25					

Descriptive statistical analysis is used for analyze the data that has been collected by describing the data, so that a picture of a variable appears. For decryption analysis used mean, standard deviation, and the maximum value and minimum. Descriptive statistics provided description of a data seen from the average mean, standard deviation, maximum and minimum (Ghozali, 2013). Descriptive statistical analysis in this study can be known by means processing student learning outcomes data using SPSS 23.

Based on the table 5 above, it showed that the descriptive statistic of pre-test and post-test. For the total number of control group were 25 students (N=25). Then, the minimum score in pre-test was 20 while in post-test was 44. For the maximum score in pre-test was 56 while in post-test was 68. Then, the mean score of pre-test was 35.68 while in post-test was 53.44, for the standard error mean score of pre-test was 1.648 while in post-test was 1.152. Then, the standard deviation score of pre-test was 8.240 while in post-test was 5.760.

Table 6. The result of descriptive statistics in pre test and post-test for experimental group

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	32	68	48.16	1.751	8.754
Posttest	25	64	84	70.88	1.297	6.483
Valid N (listwise)	25					

Based on the table 6 above, it showed that the descriptive statistic of pre-test and post-test. For the total number of experimental group were 25 students (N=25). Then, the minimum score in pre-test was 32 while in post-test was 64. For the maximum score in pre-test was 68 while in post-test was 84. Then, the mean score of pre-test was 48.16 while in post-test was 70.88, for the standard error mean score of pre-test was 1.751 while in post-test was 1.297. Then, the standard deviation score of pre-test was 8.754 while in post-test was 6.483.

Table 7. The result of Normality Test

	class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
student learning results	pre-test control group	.140	48	.200*	.964	48	.494
	post-test control group	.199	48	.112	.921	48	.054
	pre-test eksperimental group	.210	48	.066	.941	48	.153
	post-test eksperimental group	.176	48	.055	.881	48	.117

The normality test is a test used to determine whether the data gathered during the study were correct or not and normally distributed or not. Because the total number of samples for this study was 50 samples, the researcher used the Kolmogorov-Smirnov method to conduct a normality test. That the following were the criteria for normality testing using the Kolmogorov-Smirnov method:

1. If the significant value (sig) of Kolmogorov-Smirnov > 0.05 then the data is normally distributed
2. If the significant value (sig) of Kolmogorov-Smirnov < 0.05 then the data is not normally distributed.

Based on the results of normality test was shown in the able above, it can be seen that the significant level (sig) of kolmogorov-Smirnov at the pre-test of control group was 0.200 and 0.066 for pre-test of the eksperimental group. Furthermore, the significant level (sig) of kolmogorov-Smirnov at the post-test of control group was 0.112 and 0.055 for post-test of the eksperimental group. From these data, it can be concluded that the data was normally distributed because all significant values (sig) are more than 0.05.

Table 7. The result of Hypothesis Test
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test control group - post test control group	-17.760	6.227	1.245	-20.330	-15.190	-14.261	48	.000
Pair 2	pre test eksperimental group - post test eksperimental group	-22.720	4.277	.855	-24.485	-20.955	-26.560	48	.000

To conclude the hypothesis, the paired sample t-test was used because the data results in the normality test were that the data was normally distributed. From the he results of paired sample t-test above, the result of statistics using the paired sample t-test, the significance value sig (2-tailed) is 0.000 (<0.05). According to that value obtained, it means the null hypothesis (H0) is rejected. So, the conclusion is that there is any improvement in students' speaking ability after using bamboo dancing method.

DISCUSSIONS

From the calculation of the data above, there are differences in scores for pre-test and post-test in control and experimental groups. This can be seen from the lowest score in the pre-test for the control group was 20 and for the experimental group was 32, while the highest score

in the pre-test for the control group was 56 and for the experimental group was 68. Then, the lowest score in the post-test for the control group was 44 and for the experimental group was 68, while the highest score for the post-test for the control group was 68 and for the experimental group was 84. Furthermore, the difference in mean scores in the two groups, for the pre-test in the control group was 35.68 and for the experimental group was 48.16 while for the post-test in the control group was 53.44 and the experimental group was 70.88. It can be said that the score before treatment in students was very low in both the control and experimental groups.

The results showed that their speaking skill level was very poor. While, after being given treatment using the bamboo dancing method for the experimental group and for the control group not using the bamboo dancing method, the scores of these two groups became better and improved, however when using the bamboo dancing method the score improved higher that was improving by 22.72 points, while for the control group it only improved 17.76 points. It means using bamboo dancing method to teach speaking skill better than not using this method.

After conducting this research, researchers found that students seemed to actively participate and collaborate in sharing information with their friends in learning using the bamboo dancing method in class. The bamboo dancing method allowed students to speak in a fun and relaxed manner and they can also interact in different ways, namely each student asks questions to each different friend along with the clockwork and provides information to them according to the material being discussed because this is the start of this method, the researcher as a teacher explained what components exist in speaking, namely in accordance with Jill's theory (2008:15), there are five components of language that influence speaking ability, such as vocabulary, grammar, pronunciation, fluency and comprehension. After that, the teacher explained the material that will be discussed as well as material for practicing speaking using the bamboo dancing method, this is in accordance with the theory from Suprijono (2010) regarding teaching steps using the bamboo dancing method. Thus, the bamboo dancing method can be applied to English language learning in improving students' speaking skills. Students speak freely and actively to friends and teachers according to the topics discussed by paying attention to the speaking components that have been explained previously and also in a louder voice in front of the class without any fear or anxiety because this method requires cooperation and interaction with each other, not just speaking alone in front of the class with no confidence.

Based on Suprijono's theory, bamboo dancing allows students to share knowledge with each other and many partners at the same time on a regular basis for a short period of time. It also needed more activities from the students. Because all students in the class participate in the learning activities, this method made the classroom environment more interactive, enjoyable, and not monotonous. Furthermore, The second chapter's theory on the bamboo dancing method explained how it works as an interactive teaching method. In this study, the researcher focuses on students' speaking abilities using the previously mentioned components. Students were still having difficulty with two of the five speaking skills components, especially fluency and comprehension. The criteria used in this study for measuring students speaking ability.

The hypothesis test results using the paired sample t-test at a significant level of 0.05 show that the significance value or sig (2-tailed) was 0.000 (<0.05), it means the null hypothesis (H0) is rejected. So the conclusion is that there was any improvement in students' speaking ability after using the bamboo dancing method. This shows that the bamboo dancing method is effective method in improving the speaking skills of students at MTs. Al-Aziziyah Putri.

In previous research, it has been proven by the six researchers who have been mentioned and explained the results at the end of the second chapter, namely that they got the same results on students' speaking abilities, which was the bamboo dancing method had a significant effect on improving students' speaking abilities and the results obtained were also the bamboo dancing method provided better results for student's speaking abilities than the conventional method. Based on the findings of this study and supported by the six previous studies mentioned above, researchers claimed that the bamboo dancing method is effective in improving students' speaking abilities.

To convince the results of this study that the bamboo dancing method makes students' speaking skills improve, when conducting this research, the researcher was given time and filled the class completely by the teacher to conduct research in the class that had been used as a sample, those are class VII-3 and VII-7 until the research ended, the teacher did not teach in class and as explained in the second chapter that students who go to pesantren are not allowed to bring gadgets. So,they receive knowledge only from school and their teachers, therefore it is very unlikely for students to learn a lot from outside. Therefore, the researcher is convinced that the external factors to improve their speaking ability are very small and by using the bamboo dancing method, their ability has improved according to the scores they obtained during the speaking test.

CONCLUSION

In conducting this research, it is important to know whether the bamboo dancing method improved students' speaking ability in MTs. Al-Aziziyah Putri. Experimental research method was used in this study. The objective of this study is to determine the improvement of the bamboo dancing method for teaching speaking. Analyzing Data can help researcher do this research. Using SPSS Statistics 23, data were analyzed. Based on the data that has been obtained, there was any improvement after the students were given treatment using bamboo dancing method. In the pre-test score for the experimental group, most students obtained scores in the interval <50 with a mean score of 48.16, then their scores increased in the post-test and most students obtained scores in the interval 61-70 with a mean score of 70.88, while in the pre-test for the control group most students got scores in the interval <50 with a mean score of 35.68 then for the post-test score most students got scores in the interval 51-60 with a mean score of 53.44. furthermore, for the hypothesis testing, based on the data obtained using the paired sample t-test, the significance value sig (2-tailed) was 0.000 (<0.05) which means the null hypothesis (H0) is rejected. So the bamboo dancing method has a significant effect in improving students' speaking skills at MTs. Al-Aziziyah Puteri

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