

The Use of Bamboo Dancing Technique to Improve the Eleventh Grade Students' Speaking Achievement

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Abstract: This classroom action research was aimed at improving the eleventh grade students' speaking achievement using bamboo dancing technique and to know the improvement of their participation during the teaching and learning process. The research participants were the XI-IBB 1 students chosen purposively. The students' speaking scores and observation data were analyzed using descriptive statistic. The results showed that the use of bamboo dancing technique could improve the students' speaking achievement and their participation in speaking class. The students who got targeted scores were improved from 70.83% in Meeting 1 into 83.33% in Meeting 2. It was suggested for English teacher to apply bamboo dancing technique in speaking class.

Keywords: speaking achievement, teaching media, bamboo dancing technique

INTRODUCTION

Speaking is an activity to communicate with other people, such as expressing opinions, arguments, greeting to someone, asking something and others (Siahaan, 2018). Therefore, speaking skills become very important in the educational field, the students need to be trained to have good speaking skills. Wahyuni (2015) also stated that speaking is regarded as a skill that is difficult to learn because people have to know how to deliver the message of the speech when they speak to someone.

In Indonesia, speaking is one of the English skills that students need to learn. From the preliminary study by interviewing one of the English teacher at MAN 1 Probolinggo and got the data that it was known that the students' ability to speak in the eleventh grade is still below the minimum requirement score.. The highest score of all the students in speaking ability was 68. From the eight classes of the Eleventh-grade students at MAN 1 Probolinggo, XI-IBB 1 had the lowest score compared to other classes and none of the students in the class

of XI-IBB 1 scored above the minimum requirement of the score of 75. Further, the researcher got information that the students still face difficulty in pronouncing the words. The students were also weak in using the appropriate vocabulary. They had many grammatical mistakes in practicing English speaking. Hence, the teacher usually used pair conversations in front of the class and imitating conversation. According to the English teacher, the learning materials were not interesting for the students and sometimes made the students bored. It is possible that the students were less motivated to participate in the teaching-learning process and they did not have many times to practice their English speaking. Because of that the students often felt lazy, shy, not confident enough to speak, and less active in the learning process. The teacher usually used pair conversation and practice in front of the class. There were only few students who participated in the learning process.

To anticipate such problems, the researcher proposed to use the bamboo dancing technique to improve the eleventh-grade students' speaking achievement. Afterwards, English teacher agreed to use this technique because she did not have another idea for practicing the students' speaking. According to Suprijono (2010), bamboo dancing technique is one type of cooperative learning that makes the students have a chance to practice their speaking skills. Bamboo dancing technique builds the students' teamwork in learning activity especially when they are in groups. The teacher focuses to make all students active in discussion and share any information about the topics. By using this technique in teaching speaking, it can attract students' attention and enthusiasm in learning. Thus, the learning will be more interesting for students and making it easier to understand.

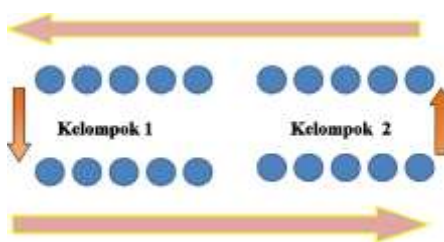
REVIEW OF RELATED LITERATURE

The name of the bamboo dancing technique is taken from bamboo dance or Rangkuk Alu dance in Manggarai Flores. According to (Rahmat et al., 2018) Rangkuk Alu dance was originally a traditional game of the Manggarai Flores community. In this act, bamboo will be arranged and played by being swung like a pin with several players. One or two of the players will jump around to avoid these bamboo pins. When jumping around to avoid the clasp, the players seemed to dance. That's how the initial formation of the basic movements of the Rangkuk Alu dance was created. The movements of the dancers and bamboo players are then combined with the rhythm of music and folk songs so that it will produce a distinctive art, namely Rangkuk Alu dance. Previously, this dance was often performed at the

end of the harvest and the full moon. That's when the teenagers gathered and also enlivened the event.

Bamboo dancing technique is one of the techniques in cooperative learning. According to Suprijono (2010), this bamboo dancing technique is the modification from the inside-outside circle technique. This bamboo dancing technique aims to enable students to share information at the same time with different partners in a short period regularly. The cooperative learning model of bamboo dance technique is a fitting school model of learning because it requires students to be more active and students can exchange knowledge with each other. This model will make the class atmosphere more alive and not monotonous. Although it is named bamboo dancing technique, it does not use real bamboo as the media in teaching speaking. The standing position of students is described as bamboo. Johnson (1994) argues that cooperative learning is a method that allows students to learn together as a team to complete tasks to achieve common goals. Afterwards, Leighton (1999:273) also stated that cooperative learning refers to the instructional task design that engages students actively in achieving a lesson objective through their small own efforts and the member's efforts of their small learning team. It means that cooperative learning is an approach in which engaged the students' participation in order to assess their own knowledge by working together in a small group discussion.

Figure 1. The Bamboo Dancing



he steps of bamboo dancing technique are as follows: According to Suprijono (2010) the steps in doing Bamboo Dancing technique are: 1) The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do question and answer to the students about the topic given, 2) The teacher divides the class into groups. There are 24 students in a class than each group consists of more than 10 students, 3) Each group contains 12 students who will arrange face to face with a standing position. This pair is called the first couple, 4) Then, the teacher gives a different topic for each group to discuss and prepare the dialogue. In this step, the teacher gives enough time to

students, so they can discuss the material well, 5) After discussion, 12 students from the group will stand facing each other following the line side in a clockwise direction. This way, every learner gets a new partner and share different information, and so on. A clockwise movement will stop when learners go to their place of origin. The mutual movement is a shift of information that resembles the bamboo trees dancing movement, and 6) The results of the discussions in each group will be presented in front of the class. The teacher facilitates interactive dialogue, integration, and so on. The main point of this activity to get new information and the result become knowledge for all.

RESEARCH METHOD

This research used Classroom Action Research (CAR) Design. The research participants were 24 students of the Eleventh-grade at MAN 1 Probolinggo. They were selected due to the following problems such as (1) they still faced difficulty in pronouncing the words, (2) they had many grammatical mistakes in practicing English speaking, (3) they also had problems with fluency, chose the appropriate vocabulary, and the context based on the topic. (4) they often felt lazy, shy, and afraid of speak, (5) they were lack of motivation, confidence, and active in the learning process, and (6) they thought that speaking English was difficult to learn. The actions were applied base on the schedule of the English class. In collecting the data, the researcher used speaking test and observation checklist. Then, the analysis method used to know the percentage of students' speaking scores.

The students were categorized as active students if they fulfilled at least three of five indicators and categorized as passive students if they fulfilled only one or two of five indicators. In addition, the criteria for the research success that if at least 75% of the students got score ≥ 75 in speaking test and at least 75% of the students were active in the teaching and learning process.

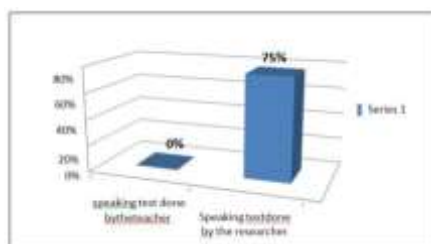
FINDING AND DISCUSSION

Finding

The result of speaking test in meeting 3 of Action Cycle 1 showed that there was an improvement on students' speaking skills. Based on the results of interview with the English teacher about students' problems on the speaking skills that the students faced difficulty in pronouncing the words, they were weak in using the appropriate vocabulary, and they had

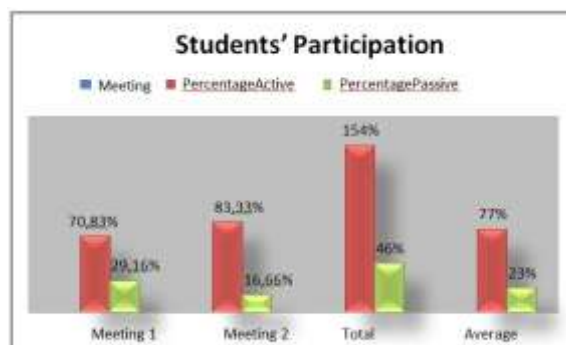
many grammatical mistakes. However, the result of students' Speaking scores were increased and the percentage of students' speaking scores improvement is illustrated in the following graphic.

Graphic 1. The percentage of students who got score ≥ 75



In meeting 1 and 2 of Cycle 1, the researcher taught speaking about the expression of asking and giving an opinion. Afterwards, the students did conversation of asking and giving an opinion with the theme given in the first meeting (Online Games and Social Media) and second meeting (Say No to Drugs and Bullying) by using bamboo dancing technique and the English teacher and the researcher as the observer, observed the students' participation by using observation checklist during the teaching and learning process of speaking achievement. The actions in each meetings were consisted of three parts of teaching and learning activities of speaking achievement. There were opening activities, main activities, and closing activities. The result of students' participation showed that there were 17 students (70,83%) who were categorized as active students that fulfilled at least three of five indicators in meeting 1 and there were 20 students (83,33%) who were categorized as active students that fulfilled at least three of five indicators in meeting 2. It means that the use of bamboo dancing technique in the teaching and learning process of speaking achievement improved the students' participation. The percentage of students' participation from Meeting 1 and Meeting 2 can be seen in this graphic below.

Graphic 2. The Improvement of Students' Participation from Meeting 1 to Meeting 2



During the action, the researcher had a obstacle. That was the actions should be done in three weeks, but dealing with the school agendas and holiday, the researcher finished the research in a month. Moreover, the condition of the world was not encouraged (COVID-19). Although the researcher had a obstacle, the actions were done well and the results of speaking achievement test score and students' participation during the teaching and learning process of speaking achievement in Cycle 1 achieved the criteria of success of the research, so the action was not continued to Cycle 2.

Discussion

The research was conducted in one cycle because the use of bamboo dancing technique in the teaching and learning process of speaking achievement showed the improvement on students' speaking achievement and students' participation. In other words, the use of bamboo dancing technique could improve students' active participation in the teaching learning process of speaking achievement. The students were actively participated and enjoyed the teaching-learning process due to the interesting topic and action of the bamboo dancing technique. The topics were taken from the students' fondness that they got excited to speak up in the discussion or the action of the technique with their group. They also could answer when the researcher asked them something related to the topics and the material. They were involved in the teaching learning process actively by answering the question and asking some question related to the topics or material. While doing the bamboo dancing technique, they could share and receive the information in the discussion and the conversation activity. They were more active because they could alternate speak their topic with their partner freely. They also enjoyed and got confident with this technique. Likewise with the Speaking test, it showed that bamboo dancing technique could improve the students' speaking achievement that was proven from the improvement of students' speaking aspects. The students could pronounce the words correctly; they had good grammar and appropriate

vocabulary although they still had few mistakes.

The finding of this research was relevant to the idea that the use of bamboo dancing technique in the teaching and learning process of speaking achievement has some advantages. As stated by Supriyono (2010), firstly, students can exchange experiences with each other in the learning process. Secondly, it can increase cooperation among students. Lastly, it can increase tolerance among students. He adds that besides advantages, the bamboo dancing technique also had some disadvantages. First, the member of the group is too many, so the students are confused in the teaching-learning process. Second, the teacher has to prepare a wide variety of topics and suitable for the students. Third, some students course active because the member of group is too many and the interaction is not occurring along.

CONCLUSION AND SUGGESTION

It is concluded that a) the use of bamboo dancing technique in teaching speaking achievement could improve the XI-IBB 1 students' participation of MAN 1 Probolinggo. Because, the students' participation in the teaching learning process was increased after taught by using bamboo dancing technique. It was proven by the result of the observation that the percentage of students' participation improved from 70.83% in Meeting 1 into 83.33% in Meeting 2; b) the use of bamboo dancing technique was proved to improve the XI-IBB 1 students' speaking achievement of MAN 1 Probolinggo. It was indicated by the number of students who got score ≥ 75 improved. Therefore, the action was stopped in the first cycle.

It is suggested that the English teacher should consider the use of bamboo dancing technique as an activity to teach speaking in the classroom. For the future researchers, this research results can be used as reference to conduct further research regarding the use of bamboo dancing technique for speaking skill with different research design and participants.

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