

The Effectiveness of Bamboo Dancing Technique toward Students' Speaking Ability

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ABSTRACT

Indonesian students have a problem in practicing and improving their speaking skill. The objective of this study was to get the empirical evidence about Bamboo Dancing technique toward students' speaking ability. Quantitative was used as the method of this study and quasi experimental as the design of this study. The sample was taken from the tenth grade student in Hotel Industry Major or *Akomodasi Perhotelan (APH)* at SMK Nusantara 01 Ciputat by using purposive sampling technique. The sample were the students in class *Akomodasi Perhotelan (APH) 1* as the experimental class and *Akomodasi Perhotelan (APH) 2* as the controlled class which consist 28 students in each class. Both of classes got pretest and posttest. Pretest had been tested before the experimental class got the treatment Bamboo Dancing Technique. Then, in the last meeting, the students in both of classes got posttest. Oral test was used as the primary instrument which was tested in pretest and posttest. After all the data was collected, the data was analyzed by using t-test formula with the significance level $\alpha = 0.05$ by using *SPSS v.22 for Windows* program. According to the result of statistic calculation, it was obtained the value of t_o is 3.18 and the value of t_t from the df (54) on the degree of significant of 5% was 1.67 and 1% was 2.39. It means Bamboo Dancing Technique was effective toward students' speaking ability because the result was $1.67 < 3.18 > 2.39$ means that $t_o > t_{table}$ or the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) was accepted. Thus, it can be concluded that Bamboo Dancing Technique was effective in increasing of speaking ability at SMK Nusantara 01.

Keywords: Bamboo Dancing Technique, Students' Speaking Ability

INTRODUCTION

Language is the basic skill needed for real communication in society. Through the communication someone can convey and get the information from the other orally and the process of oral communication can be called speaking. "Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information" (Yostija &Ardi, 2013). When someone speaks,

implicitly they produce something such as information which is received by listener. In fact, when speaker talks in order to give some effect as a result of what have they say and the listener gets the information or message (Harmer, 1991), this activity can be called as process of communication. Thus, speaking skill is the way of someone to communicate and express his ideas orally.

Speaking is one of the skills in English learning that focuses on oral communication. One of the importance elements in learning speaking is measuring language learners whether they are successful in learning language or not (Nunan, 2003). It means if someone has mastered English language, it can be seen when they can speak. Therefore, this becomes one of the important subjects that teacher should be given because it can explore the students who need to study English in order to communicate.

Based on the explanation above, speaking skills is needed for student to train the ability to communicate in English. Actually, speaking skills is important not only in junior and senior high school but also in vocational school. Although the goals of students who learn English are different among junior high school, senior high school and vocational school but it is important to be trained and learned.

Generally, English language in vocational school is adaptive, that means students who learn English language depends on the needs (Nunan, 2021). The goals of students in vocational school learn English are to equip the ability to communicate in English because it is useful when the students get jobs (Nunan, 2021). As an example, speaking skills is very important for the students who learn in hotel industry major. This skill must be achieved by students because in real life they will work in the hotel or international hotel, automatically they will use English as a tool of communication. Moreover if the guest is native speaker or foreigner from another country, it is useful when they offer the room, introduce the hotel, and explain the facility in

the hotel. Thus, speaking is also important to be learned in vocational school.

On the contrary, speaking skill is difficult to be learned. Based on the researcher's experience speaking is more difficult problem than the other skills because in fact, the students cannot express their ideas orally although they understand the structure indeed. Moreover, according to Jeremy Harmer, the process to produce language is how to make the speaker express the ideas not only comprehensible in forms but also can convey the meanings correctly (Harmer, 2007). It means when they speak, they should know exactly what they need to speak, what the purpose they speak about something and how to produce the information on the spot. In line with David Nunan that most of people speak spontaneously in the particular time (Nunan, 2021). It means they speak only in that time without check or correct it before.

The difficulties in learning English are also expressed by Nurul Anggraini stated that speaking is one of the most difficult problems of the other skills because many students who study English are still having problems to communicate with others so that their speaking ability has not developed appropriately (Anggraini, 2013). It means the teachers must prepare themselves with several strategy that can help the students express their ideas orally and confident to speak to others. As known, there are some problems that appear when students learning speaking skill. One of the main problems is afraid for them to make mistakes because they feel unconfident. Furthermore, some of the students will not talk in the class

because they are too shy or anxious whereas confidence is the key to speak and communicate in English (Ryckman, 1980). Even, the students in the higher level who have mastered in their listening, reading, and writing abilities also face this problem so that not only in the beginner but also in the higher level students (Gebhard, 2006)

Based on the explanation above, there are two of the problems faced by students. The Other problems are that the students have limit time to practice speaking skills and they use English only in the class and less frequent to speak outside of the class because the environment does not support them to speak English frequently (Cameron, 2001). Thus, the opportunity of students to speak English are limited so that they still do not have enough encouragement to speak English whereas the way student can improve their speaking skill only by practice, so, they need more time to practice their speaking skill in the class.

Furthermore, students are lack of vocabulary whereas in vocational school they have different vocabularies to be used. This condition makes students not need to speak because they do not know the vocabulary which will be used when they speak. In addition, nowadays, some schools still have teacher centered method on teaching and learning English subject that make students not able to explore their speaking skill because the activities focus on the teacher.

In addition, while observing students learning speaking skill in the class, they learn speaking skill only by reading the text or writing the dialogue then memorizing it and practicing in front of class whereas speaking is spontaneous means they

cannot write before then speak it (Nunan, 2001).

Based on the problems above, this research focuses on the students' problem how to develop them to speak their ideas orally. One of the ways that can help the students in developing their speaking skill is asking them to do more practice especially in the class because they are less frequent to speak outside. Thus, teacher must provide the facility to make students improve their speaking skill.

Besides the problems of learning speaking, there are also many factors that can affect students' success in speaking such as teachers, students, environmental conditions and techniques that are used in learning speaking. Many techniques can be applied in teaching speaking to give the students the opportunity to speak to each other. One of the strategies is bamboo dancing technique, through bamboo dancing technique students can actively participate in the class and they can practice to communicate directly about the material which is given by teacher.

Bamboo Dancing technique is a part of cooperative learning. Bamboo dancing can be used in speaking ability for practicing and sharing information (Suprijono, 2010). By using this method in teaching speaking skill, the students get more practice because all of students participate and must speak each other alternately. Then, it also can explore students' speaking skill because it focuses to students and teachers only as facilitator.

Learning process in bamboo dancing technique is started by giving question or topic to students. Teacher does little discussion with students. After discussing, teacher will divide

students into two groups. For example, there are 40 students in the class and teacher should make two big groups. Each group consists of 20 students. Then for member of each group has to stand face to face. Students must create short conversation.

Through bamboo dancing, students practice speaking skill in class peer or in group and construct their idea or information by themselves but it is guided by the material or handout given by teacher as a facilitator. Furthermore, there are big opportunities for students to speak English each other in class. Grounding to those matters and the theories, it may be possible to use bamboo dancing to improve students' speaking skill.

The researcher chose the tenth grade students at Nusantara Vocational school as the sample of the research because it can help the students to solve their problems in speaking skill. Also, to know whether there are the effects of bamboo dancing technique toward students' speaking ability. Thus, this research will be conducted in SMK Nusantara 01 Ciputat. This study focuses on the Hotel Industry or *Akomodasi Perhotelan (APH)* Major of the X class because the researcher will be trained in this school as a teacher and she also intends to examine English speaking skill to English for Specific Purposes in Hotel Industry major. Students of hotel industry major in this school focus to learn the oral presentation because they will use English for communication in the real life when they get a job (Evans & Dudley, 2000). Based on the background study above, some problems are identified: (1). Students cannot explore their speaking ability,

(2).Some schools still have teacher centered method on teaching and learning English subject especially for speaking skill, (3). Students are lack of time to practice their speaking ability in the class, (4). Teachers do not have an appropriate technique which support the students to practice speaking skill in the class, (5). Students do not participate actively in the class when process of learning speaking skill takes place.

METHOD

Quantitative research was employed in this research; specifically the researcher used experimental design, to examine the cause and effect relationship between bamboo dancing technique and students' speaking ability. According to Creswell, you can use an experiment when you want to establish possible cause and effect between your independent and dependent variables.

In this experimental research, the researcher used a quasi-experimental research design because in this research that were two groups which was employed; those are experimental classes and control classes. Moreover, in SMK Nusantara 01, there is only having two classes in Hotel Industry major so that the researcher cannot random to examine both experimental and control class. According to Yount, quasi experimental design did not require random assignment of participants to condition. It means that the researcher cannot use randomization to create comparability of participants in both experimental and control class.

Furthermore, in this design, experimental group as a group that gets the treatment of bamboo dancing technique and the control group did not get the treatment. In the control

class used conventional method where the teacher using lecturing and giving assignment. But, both of classes get pretest and posttest, in the first meeting and the last meeting.

FINDINGS AND DISCUSSION

This research was conducted at SMK Nusantara 01. This study took two classes which were experimental and controlled ones. Each class consists of 28 students. In the experimental class, bamboo dancing technique was implemented, while in the controlled class; the technique was not implemented. After that, in order to measure students' speaking ability, an oral test was applied as an instrument of this research. Both of the classes had the pretest to know students' speaking competence before the treatment applied. Then, in the last meeting both of them had posttest to know students' achievement on students' speaking ability.

The Data of Experimental Class

The Table 4.1 below showed the result of the test which was analyzed from the students' score of pre-test and post-test in experimental class (variable X).

Table 4.1
Pretest and Posttest score of Experimental Class

Name	Pretest (X1)	Post test (X2)	Gained Score (X)	X ²
S1	72	84	12	144
S2	64	72	8	64
S3	52	68	16	256
S4	36	56	20	400
S5	72	84	12	144
S6	76	88	12	144
S7	68	76	8	64
S8	64	72	8	64
S9	60	76	16	256
S10	64	76	12	144
S11	68	80	12	144
S12	52	60	8	64

S13	52	64	12	144
S14	48	60	12	144
S15	28	56	28	784
S16	60	76	16	256
S17	44	64	20	400
S18	72	84	12	144
S19	60	76	16	256
S20	56	68	12	144
S21	60	72	12	144
S22	48	64	16	256
S23	44	60	16	256
S24	36	56	20	400
S25	56	76	20	400
S26	52	68	16	256
S27	64	72	8	64
S28	32	52	20	400
Σ	1560	1960	400	6336
Average Score	55.714	70	14.2857	226.2857
	28571		1429	29

Note: S= student

Based on the table 4.1 above, it showed that the lowest and the highest score from 28 students in the class. The lowest score in the pretest was 28 and the highest score was 76. Then, the researcher gave the students posttest, after giving the treatment of bamboo dancing technique. The data showed in the posttest that the lowest score was 52 and the highest score was 88. Then, the data can be depicted as the figure below:

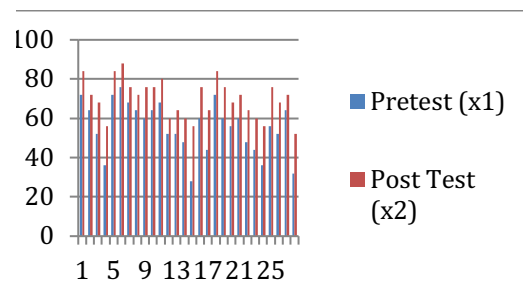


Figure 4.1 Bar Diagram of The Students Pretest-Postest Score of Experimental Class

The Data of Control Class

The table 4.2 below presented the result of the students' scores of pretest and posttest in controlled class (variable Y).

Table 4.2

**Pretest and Posttest score of
Control Class**

Name	Pretest (Y1)	Post test (Y2)	Gained Score (Y)	Y ²
S1	48	60	12	144
S2	56	64	8	64
S3	60	60	0	0
S4	68	68	0	0
S5	52	52	0	0
S6	64	64	0	0
S7	52	60	8	64
S8	56	56	0	0
S9	28	48	20	400
S10	36	52	16	256
S11	56	60	4	16
S12	60	68	8	64
S13	48	52	4	16
S14	52	56	4	16
S15	60	64	4	16
S16	52	68	16	256
S17	56	56	0	0
S18	72	76	4	16
S19	72	76	4	16
S20	72	72	0	0
S21	60	60	0	0
S22	68	72	4	16
S23	64	64	0	0
S24	60	56	-4	16
S25	64	64	0	0
S26	48	48	0	0
S27	52	52	0	0
S28	44	48	4	16
Σ	1580	1696	116	1392
Average Score	56.43	60.57	4.14	49.714

Note: S= student

The table 4.2 above showed the result of the students' score of pretest and posttest in controlled class (variable Y). According to the table 4.2 above, it showed the lowest and the highest score from 28 students in the class. In the pretest, it showed the lowest score was 28 and the highest score was 72. Then, in result of posttest, it showed the lowest score was 48 and the highest score was 72. The data can be depicted as the figure below:

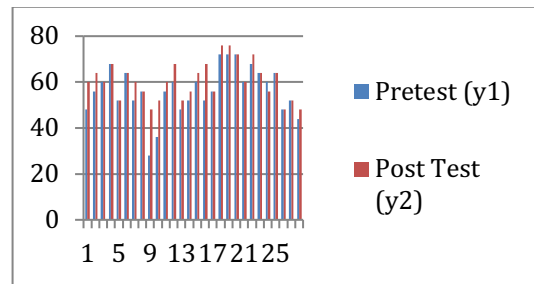


Figure 4.2 Bar Diagram of The Students Pretest-Posttest Score of Controlled Class

The result of post-test of experimental and controlled class based on SPSS 22 version software was gained from the steps as follows: *Analyze >> Description Statistic >> Frequencies Statistic*. It was described into the data description to determine the mean, median, mode, range and the minimum and maximum of the score.

In addition, in analyzing the data, it is used the comparative technique to compare the experiment class and control class. The comparison of the students score between experimental class and controlled class was described on the table below:

Table 4.3
The Comparison of The Data between Experimental and Controlled Class

Class	Test	Mean	Min	Max	Median
Experimental	Pretest	55.71	28	76	58.00
	Posttest	70.00	52	88	72.00
Controlled	Pretest	56.43	28	72	56.00
	Posttest	58.29	48	72	56.00

According to the table above, there was the difference which happened to both of classes, such as the differences of the mean score in pretest between experimental class and controlled class. In the experimental class the pretest score was 55.71 while

in the controlled class was 56.43. The mean score of students pretest in experimental class was lower than in controlled class but both of classes increased their score in posttest. The experimental class of posttest score was 70.00 while the mean of controlled class of posttest score was 58,29. Thus, it showed that there was significant difference and improvement score of pre-test and post-test.

Comparative technique above was useful to prove statistically whether there was any significant difference between the two classes. There were two things that were needed to analyze before calculating statistical hypothesis; test of normality and homogeneity. After having the data which were the results of students speaking ability achievement both of two classes, data were analyzed them by using statistic calculation of the test formula.

Normality test was tested in order to know whether or not the data normally distributed. This test was done after implementing pretest and posttest to both of the classes – experimental and controlled class. The normality test was calculated by using *Kolmogorov Smirnov and Shapiro-Wilk*. The test is for the two groups, both posttest and pretest group, to determine whether the distribution of the data from the sample is normal.

In Table 4.4 and 4.5 below there were presented the normality pretest result between experimental and controlled class;

Table 4.4
Normality Pre-test Results
between Experimental and
Controlled Class

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Experimental	.131	28	.200*	.957	28	.296
	Controlled	.121	28	.200*	.948	28	.173

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As the Table 4.4 above presented, the significance score of the pretest score of experimental and controlled class was 0,200. According to the requirement, the data was normal distributed because the result $0,200 > 0,05$.

Table 4.5
Normality Post-test Results
between Experimental and
Controlled Class

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	Experimental	.123	28	.200*	.962	28	.380
	Controlled	.105	28	.200*	.960	28	.348

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to Table 4.5 above, the result of the normality data in posttest was significant, the score of posttest in experimental class was 0,200. As the significant score, $0,200 > 0,05$ which means the data of the posttest score of experimental class was normal. It can be concluded that both pretest and posttest from the experimental class and controlled class were normally distributed.

The next step of the calculation that must be done was the pretest and posttest homogeneity of the data by using SPSS version 22 program. The homogeneity of the test was done after the data was known as a normal data. Based on the calculation of normality data above, the result of all data in pre-test and post-test of both experiment class and controlled class have been distributed normally. Here is the result of the homogeneity of the experimental and controlled class presented in Table 4.6 and 4.7.

Table 4.6 Homogeneity Pre-test Result between Experimental and Controlled Class

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
1.724	1	54	.195

Table 4.7 Homogeneity Post-test Result between Experimental and Controlled Class

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
1.296	1	54	.260

According to the criteria of homogeneity test, if the significant score was higher than 0,05, it means that the data was homogen or similar. But, if the score was not fulfilled the criteria, it means that the data was not homogen or similar. Based on the table above, the scores in these columns were 0.195 and 0.260. These were bigger than 0.05 which means that the data had homogeny distribution data. Thus, it could be concluded that pre-test and post-test between experimental class and

controlled class were homogeny distribution data.

To prove the hypothesis, the data obtained from experimental and controlled class were calculated by using *t-test* formula with assumption as follows:

If $t_o \geq t_t$, the Alternative Hypothesis (H_1) is accepted. It means that there is a significant difference achievement in learning speaking by using Bamboo Dancing Technique. In the other hand, if $t_o \leq t_t$, the Alternative Hypothesis is rejected. It means that there is no significant difference in learning speaking by using Bamboo Dancing Technique.

Based on the description of the calculation above, it can be inferred that the result of the *t-test* after the score of calculating statistically the value of t_o was 3.18. T_o was higher than the t_t in significant degree of 1% which is 2.39 and in significant degree of 5% which is 1.67. Briefly speaking, the $t_o > t_t$ which means the application of Bamboo Dancing Technique was effective toward students' speaking ability because the result was $1.67 < 3.18 > 2.39$. It means that t_o (*t* observation) was higher than t_t (*t* table).

Furthermore, the writer used *Cohen's d* formula to measure how effective bamboo dancing technique toward students' speaking ability.

The calculation is as follows:

Determining
d (Cohen's d):

$$d = \frac{M_1 - M_2}{\left(\frac{SD_1 + SD_2}{2}\right)}$$

$$d = \frac{14.28 - 4.14}{\left(\frac{15.04 + 7.05}{2}\right)} = 0.91$$

The value of the calculation of *Cohen's d* formula was 0.91. Based

on criteria of the effect size, 0.91 was moderate effect. It means bamboo dancing technique has moderate effect on students' speaking ability.

After all the data was calculated from experimental and controlled class. It could be found that there was a significant difference between students' speaking ability in experimental class which was given Bamboo Dancing technique and the controlled class which was not. The result could be seen from students' pretest and posttest score. According to the result of the calculation above, both experimental and controlled class on students' speaking ability increased in their posttest. Pretest means score of students in experimental class was 55.71 and the posttest was 70.00. Meanwhile, the pre-test score in controlled class was 56.43 and the posttest score was 58.29. Thus, it showed that there was significant difference in pretest and posttest in both of classes and there was the improvement in their posttest.

Then, after having treatment of bamboo dancing technique in the teaching speaking skill, their speaking' scores were increased. The improvement happened because they got the benefit of using bamboo dancing technique. It was showed by students' speaking ability after giving the treatment of using bamboo dancing technique, it was higher than students who had not given the treatment. It was proved from the result of $t_o = 3.18$ and from the significance of 1% and 5% are 2.39 and 1.67. It means that there was $1.67 < 3.18 > 2.39$. It means that t_o was

higher than t_{table} from the significance of 1% and 5%. In other words, Bamboo Dancing technique was found to be helpful and effective to increase the students' achievement in speaking skill, especially the students of SMK Nusantara 01 Ciputat.

Based on the explanation above and based on the statistical result, it can be concluded that null hypothesis was rejected and alternative hypothesis was accepted. It was indicated that students who learnt speaking skill by using Bamboo Dancing technique can affect students' speaking skill. Thus, Bamboo Dancing technique is effective to increase speaking skill. It also might become an alternative way to learning speaking skill.

CONCLUSION

Bamboo Dancing Technique has given positive effect in increasing students' speaking ability. It was proved from the result of the data analysis, the student mean score at post test in experimental class (60.71) was higher than the student mean score at post test in controlled class (58.29). Moreover, the student gained score in experimental class was $\sum X = 364$ which is higher than the gained score in controlled class $\sum Y = 116$. Then, after calculated the whole formula, the researcher got the result that $t_o = 2.83$ and t_{table} from the significant 1% and 5% are 2.39 and 1.67. It means that is $1.67 < 2.83 > 2.39$. Thus, the researcher can conclude that H_0 (Null Hypothesis) was rejected because $t_o \geq t_{table}$ and H_1 (Alternative Hypothesis) was accepted. In other words, it can be concluded that Bamboo Dancing technique is effective to increase students' speaking ability at SMK Nusantara 01 Ciputat.

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