THE EFFECTIVENESS OF USING "BAMBOO DANCING METHOD" TO IMPROVE THE STUDENTS' SPEAKING SKILL IN RECOUNT TEXT"

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Abstract

This study is to find out wheather using bamboo dancing method is effective or not to improve the students' speaking skill in recount text. The population of this study is the tenth grade students of SMA Negeri 1 Sirampog in the academic year 2015/2016. The number of the subject is 65 students. The samples of the study are class X IPS 2 as experimental class which consists of 32 students and class X IPS 1 as control class which consists of 33 students. The design of this study uses true experimental

study. The writers collect the data by using tests, questionnaires, documentations, recording and transcription. The mean of experimental class is higher than control class (71.75 > 166.54). Then the result of the mean of post-test is higher than pre-test in experimental class (71.75 > 61.62). It can be concluded that bamboo dancing method is effective in teaching spoken recount text on the tenth grade students of SMA Negeri 1 Sirampog in the academic year 2015/2016.

A. Introduction

Speaking is the most important skill to be mastered. Its success is measured in terms of the ability to carry out conversation in interactive of construct the meaning. Tarigan (2015: 16) argues that speaking is the ability to speak an articulation utter sounds or words to express or convey thoughts, ideas, and feelings. Besides, Mulgrave (1945: 3-4) as cited in Tarigan (2015: 16) states that speaking is a tool of communicating ideas that are prepared and developed according to the needs of the listeners.

In modern era, speaking takes an important role in life. We can convey our meaning, feelings, ideas, and also our thought through oral activity. English should be mastered by the students because it helps them to face the globalization and it is useful for them when they want to express their feelings in English.

Based on the interview with English Teacher in SMA Negeri 1 Sirampog, the fact shows that many students consider that English is difficult subject to be learned. It happens because of some factors such as: the students are poor of motivation to learn English, they are not interested in English, they speak English

generally in Javanese language, they have poor of vocabulary, and they have no motivation to speak in English. They cannot improve their speaking ability. Consequently, they got bad marks. Then the writers apply this Bamboo Dancing Method to overcome the students' problem. It is a type of cooperative learning method, in which the students make two lines and stand up face to face like two bamboos. This method is the modification from *Inside Outside Circle*. Bamboo Dancing aims to motivate students to be brave in expressing opinion or say something (Suprijono, 2009: 98). The writers are interested to choose this method on a research because Bamboo Dancing method forces the students to speak out, which is appropriate with the skill that can be improved.

This study is to find out whether Bamboo Dancing method is effective to improve the students' speaking skill in recount text on the tenth grade students of SMA Negeri 1 Sirampog in the academic year 2015/2016 or not.

B. Literature Review

These theories are related to general concept of speaking, method, Bamboo Dancing, and recount text.

1. General Concept of Speaking

The general concept of speaking comprises its definition, factors, elements, and basic types.

a. Speaking

According to Harmer (2007: 132), speaking is the activities which are designed to provoke 'speaking-as-a-skill', where there is a purpose for talking which is not just linguistics. In addition, Thornbury (2005: iv) argues that speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.

b. Factors of Speaking

Many students consider that speaking is difficult. It happens because of many factors. Thornbury (2005: 25) states that there are some factors that influence speaking, those are cognitive, affective, and performance factors.

c. Elements of Speaking

There are two elements of speaking according to Harmer (2001: 269). Those are:

1) Language Features

Among the elements necessary for spoken production include connected speech, expressive devices, lexis and grammar, and negotiation language.

2) Mental/Social Purposing

Part of speaker's productive ability involves the knowledge of language skill, success is also dependent upon the rapid processing skills that are talking necessitates. There are three points of mental/social purposing: language processing, interacting with others, and (on-the-spot) information processing.

d. Basic Types of Speaking

Adopted from Brown (2004: 141-142), there are five basic types of speaking: imitative, intensive, responsive, interactive, and extensive. All of the basic types are described as follows:

1) Imitative

At one end of continuum of types speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence.

2) Intensive

Frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

3) Responsive

There are interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments, and the like.

4) Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive

Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

e. Speaking Assessment

According to Brown (2004: 172), there are five categories of oral proficiency scoring. Those are: fluency, pronunciation, vocabulary, grammar, and comprehension.

2. Method

Method is a way of working that is applying to facilitate the implementation of an

activity in order to achieve the objective set (Iskandarwasyid & Sunendar, 2011: 56).

3. Bamboo Dancing

The thories cover the definition, the steps, the advantages, and the disadvantages of Bamboo Dancing.

a. Definition

Bamboo Dancing method is one of methods in cooperative learning. This method aims to enable students to share information at the same time with different partners in a short period of time on a regular basis. Although named bamboo dancing, do not use bamboo. Students lined are described as bamboo.

b. Steps

There are steps of Bamboo Dancing method that will be explained below:

1) The study begins with the introduction of the topic by the teacher.

2) The teacher divides the class into two large groups that each group consists of 10 students (if possible).

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A  1   2   3   4   5   6   7   8   9   10

B
    1   2   3   4   5   6   7   8   9   10
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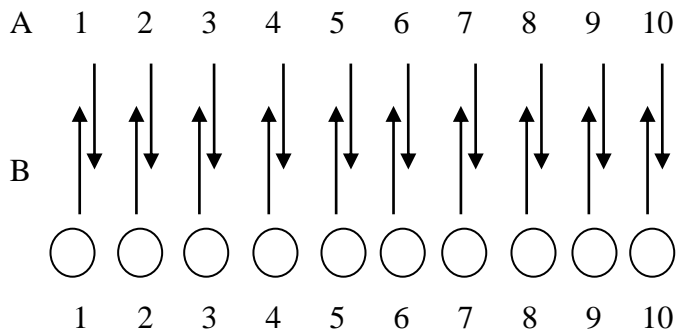
3) The teacher handles out the topics and she/he gives enough time for the students to discuss the material well.

4) After the discussion, 20 students from every large group who face each other following lined slid a clockwise direction. Then, each student gets a new partner and share different information and so on. A move clockwise will stop when the first learners back into origin place.

A   1   2   3   4   5   6   7   8   9   10

B

10   1   2   3   4   5   6   7   8   9
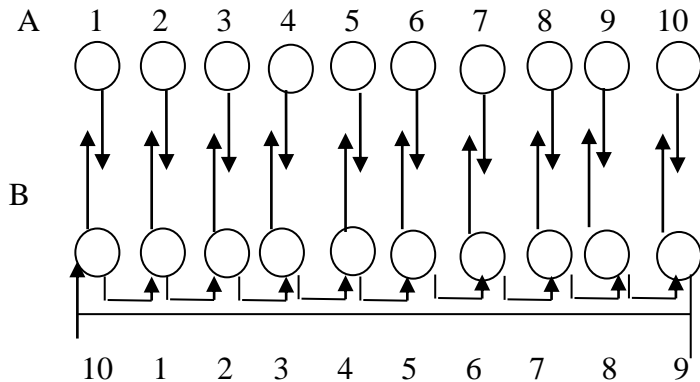
c. Advantages
    There are some advantages in using Bamboo Dancing method. Those are as follows:
    1) Exchanging experiences and knowledge with others in the teaching and learning process.
    2) Improving social intelligence in terms of cooperation among students.
    3) Increasing tolerance among students.
d. Disadvantages
    Meanwhile, there are disadvantages of using Bamboo Dancing method as follows:
    1) Studying group is too large.
    2) Learning process is difficult.
    3) Many students enjoy with themselves.

4. Recount Text

Based on Anderson M and Kathy Anderson (1997: 48), recount is a piece of text that retells past events, usually in the order in which they happened.

C. Method of Investigation

The writers use true-experimental design. The source of data is taken from the tenth grade students of SMA Negeri 1 Sirampog in the academic year 2015/2016. The total number of population is 103 students. The total of sample is 65. They are class XIPS2 as experimental class that consists of 32 students and class XIPS1 as control class that consists of 33 students. The writers collect the data by using test (pre and post-test), questionnaire, documentation and recording and transcript.

D. Findings and Discussion

The students that join try out only 15 students. The writers use content validity and reliability to analyze the result of try out.

1. Comparison between Pre and Post-Test of Control Class.

Based on the *statistics group analysis* of pre and post-test of control class (table 6) above, it shows that the mean score of post-test is 66.54. In addition, the mean score of pre-test is 60.18. The post-test result is better than pre-test result in the control class.

2. Comparison between Pre and Post-Test of Experimental Class.

The mean score of post-test is higher than mean score of pre-test in experimental class. The

data shows 71.75 is the mean score of post-test, and 61.62 is the mean score of pre-test.

3. Comparison between Post-Test of Control and Experimental Class

It can be summarized that the mean score of experimental class (71.75) is higher than the mean score of control class (66.54).

a. Hypothesis of t-test

H_0 : $\mu_1 = \mu_2$ (mean score of both classes are same)

H_1 : $\mu_1 \neq \mu_2$ (mean score of both classes are different)

b. The Formula of Analysis Design

Standard of error is 0.05 (5%). *The t and significances* can be seen in *equal variance assumed.*

c. The Result of Analysis

Based on the *t* result, the score of *sig* is 0.00 = 0 % < 5%, so H_0 is rejected; it means that H_1 is accepted. Thereby, the mean score of Experimental Class is different from the mean score of Control Class.

The interpretation is by accepting H_1, so the mean score of both classes is different. Based on the output of *Group Statistics*, it can be seen that the mean score of Experimental Class is 71.75, and the mean score of Control Class is 66.54. It shows that the mean score of Experimental Class is better than Control Class (71.75 > 66.54). It can be concluded that bamboo dancing is effective in improving students' speaking skill in recount text because there is difference achievement between control and experimental class.

In addition, the result of questionnaires shows that 100% students in the experimental class like the

English teaching by using method. Furthermore, only 63% students that like speaking recount text by using bamboo dancing method. Then, 100% students are helped by bamboo dancing method in speaking recount text. 98% students enjoy in learning recount text by using bamboo dancing method. Also 87% students have been given the advantages in speaking recount text by bamboo dancing method.

In conducting the research, the writers take some pictures as documentation. It purposes to make the reader imagine the activity of the research in the class experimental and control. The writers take not only some pictures but also short videos. The writers make a transcription from the recording that has been recorded after the test instrument given to the samples of research. The result shows that there is different text each student with their own word. From those explanations, it can be concluded that bamboo dancing method gives influences in teaching speaking.

E. Conclusion

Based on the findings, after the data are analyzed by using SPSS 16.0 *(Statistical Package for Social Science)*, it can be seen that there is significant difference between the students that are taught spoken recount text by using bamboo dancing with the students that are taught spoken recount text without bamboo dancing. It means that teaching spoken recount text by using bamboo dancing method is more effective. It can be seen from the comparison between means both of classes; it finds that the mean of experimental class is higher than control class (71.75 > 166.54). Then the result of the mean of post-test is higher than pre-test in experimental class (71.75 > 61.62).

Based on the result above, it can be concluded that bamboo dancing method is effective in teaching spoken recount text on the tenth grade students of SMA Negeri 1 Sirampog in the academic year 2015/2016.

Acknowledgement

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