Bamboo Dancing Method in Speaking Class for Eleventh Graders

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Abstract

The goal of this study is to see how effective the Bamboo Dancing Method is for teaching speaking skills. This study is quasi-experimental in which students in class XI SMAN 2 Pare were the focuses of this investigation. Class XI MIA 1 was the experimental group, and class XI MIA 7 was the control group. Pre-test and post-test in the form of speaking tests are employed for collecting data. In analyzing the data, ANCOVA was used to calculate the results. In the pre-test findings, the average value of the experiment was 53.00, while the control group mean was 54.00. The average value for the experiment on the post-test was 77.00, while the mean score for the control group was 73.83. According to the statistical calculation findings of ANCOVA, the results were significantly high, $.000 < .05$. Since the significance value is less than 0.05, it suggests that there is sufficient evidence to reject the null hypothesis; hence the alternative hypothesis is accepted. This indicates that employing the Bamboo Dancing Method to develop speaking skills is efficient.

Keywords: *bamboo dancing method, speaking skill*

INTRODUCTION

One of the leadership skills in the industrial world is 4.0, which leads to interpersonal skills (Guzmán, 2020). According to Hurlock (2019), Interpersonal skills are related to behaviors such as initiating contact, emotional support, openness, and conflict resolution. Based on this definition, it can be concluded that interpersonal skills are the individual's ability to build relationships and resolve conflicts. Ubaedy (2018) suggests that interpersonal skills include the ability to warm relationships, take an easy approaches, build relationships constructively, thaw tense situations, and stop broken animosities in a relationship. As a result, a person with a good leadership character should be good at communicating.

Speaking is defined as "the process of building and exchanging meaning in varied circumstances using verbal and nonverbal signals." Learning and teaching a second language requires a lot of speaking skill. "Teaching to speak" is defined by Batang (2016) as teaching EFL learners how to 1) produce English speech sounds and sound patterns, 2) use word and sentence stress, intonation patterns, and second language rhythms, 3) choose the right words and sentences based on the social setting, audience, situation, and material appropriate lessons, 4) arrange their thoughts in a meaningful and logical order, and 5) use language to express values and judgments.

Despite its importance, teaching speaking is challenging due to a variety of factors. For many years, training students to speak in class consisted of repeating exercises or memorizing conversations. Class activities that are not by their interests and needs make students bored (Nakamura, 2021). As a result, students are not motivated to learn

how to speak effectively and perceive speaking as a difficult undertaking (Isnaeni & Nurdiawati, 2017; Wahyuni, 2015). Teachers, then, must employ the most effective approaches, procedures, and strategies to increase students' interest in the teaching and learning process, particularly in speaking. Teachers must choose methods that can help students to build pleasant interactions in the classroom between teachers and students. Several strategies and techniques have been used by several researchers, including those using mobile applications such as TED Talks as a teaching resource in speaking (Hadi et al., 2021), a vlog (Mandasari & Aminatun, 2020; Maulidah, 2018, Hakim, 2019), board games (Syakur, 2020; Putri et al., 2016), and movies (Zumam & Fujiono, 2020).

In the current study, researchers used the Bamboo Dancing Method to try and apply effective speaking teaching strategies. The researchers hope to create a different experience in learning English and a joyful environment in the classroom by using this strategy. Bamboo dancing has been proven effective for learning German-speaking (Harianto & Dalle, 2018) and can be applied in Mathematics classes (Waryadi et al., 2019). In addition, several studies have shown that this method is also effectively used in learning to speak English at every level, such as junior high school (Agustina et al., 2021), high school (Setiawan, 2021; Siahaan, 2018), and elementary school (Rukminiwati, 2012).

This learning model is knowledgeable best suited to share and exchange experiences and information between students (Aryanti, 2021). As a result, this strategy has the following advantages: 1) Students may share their learning experiences, 2) Encourage pupils to work together more, 3) Encourage students to be more tolerant. According to Siahaan (2018), the advantages of learning bamboo dancing model are: 1) In learning process, students may share their experiences and expertise, 2) Increase social intelligence through collaboration between students, and 3) Increase tolerance among classmates. Other benefits of this model, according to Rukminiwati (2018), include: 1) Every learner gets ready, 2) it is able to hold sincere dialogues, 3) Intelligent learners can instruct those who are less intellectual.

Following the preceding explanation, it can be assumed that the Bamboo dancing method is effective for teaching any aspect and skill in English. However, an empirical study to investigate the effectiveness of Bamboo dancing method as a medium for teaching speaking to eleventh grade junior high school students is still warranted. As a result, this study is being conducted to provide it.

METHOD

The study conducted a quasi-experimental research design. The goal of this study is to determine the efficacy of Bamboo Dancing method in teaching speaking. Fraenkel Wallen and Hyun (2012:265) stated that the study conducted a quasi-experimental research design while the study took the existing classes.

Students in class XI SMAN 2 Pare made up the study's population. Class XI SMAN 2 Pare is divided into nine classes; namely Class MIA 1 to Class IIS 2. The sample of this research is students of class XI class MIA 1 and, MIA 7. Each class consists of 30 students, class XI MIA 1 as the experimental group and class XI MIA 7 as the control group.

The instrument utilized in this investigation was a speaking exam. To be regarded as a reliable testing instrument in language testing, the tests must be validated using an acceptable procedure (Chapelle, et al., 2003). The test was given twice in this study,

namely pre-test and post-test. Before the bamboo dancing treatment, the students were given a pre-test, and after the bamboo dancing treatment, they were given a post-test at the conclusion of the meeting. The test employed in this study were speaking test. Each student were given 5 minutes to finish the test. The researcher provided different recount text subjects and students selected a lottery and then answered the questions related to the text orally. In soring the students' speaking, several components including pronunciation, grammar, vocabulary and fluency proposed by Haris (1969) are adopted. The tests are scored by two people to provide a reliabel data and then the inter-rater reliability is preceded in this study.

Furthermore, the researchers treated the experimental group using the bamboo dancing method to treat participants and using expalanation traditionally in control group. The steps of the bamboo dancing technique in this study adopted from Setiawan et al. (2021). The steps in performing the Bamboo dancing technique are: 1) The teacher introduces the topic as the first step in the learning process; 2) The class is divided into two groups by the teacher in which each group consists of 12 students who stand face to face in a standing position, 4) The teacher then provides responses to various subjects for each group to study and develop dialogues and discuss the content thoroughly, 5) Following the talk, 12 students from the group face each other and walk clockwise down the side of the line. As a result, each student has a new partner with whom they may exchange knowledge, and so on. When the learner returns to the point of origin, the clockwise journey is going to come to an end, 6) The outcomes of each group's discussion will be presented in front of the class.

To determine the efficacy of employing the bamboo dancing approach to teach speaking skills to SMAN 2 Pare students in class XI, ANCOVA (Analysis of Covariance) is utilized in analizing the data since it was necessary to adjust for parameters that could not be randomized but it could be quantified on an interval scale in the experimental design. In this study the result of pre-test is considered as the covariate.

RESULTS AND DISCUSSION

The findings of the study are presented by the researchers. The data provide an answer to the research question. Students in class XI SMAN 2 Pare are given this test. The experimental and control groups' test results were delivered by the researcher, and determined the average of the scores from the Pretest to Posttest scores of students after they have received treatment in this study. Since the test is speaking test which is a subjective test, we employed two raters in scoring the students' test result.

Inter Raters Reliability

Two raters scored students' speaking abilities after collecting all of the pre-test and post-test scores from the experimental and control groups. Based on the interpretation coefficient values, the classification numbers of the two correlation tests are interpreted as follows:

Table 1.
Interpretation Coefficient Value

Interval Coefficient	Correlation Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Sufficient
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Inter – Raters Pre Test

With a correlation coefficient of 0.981, the correlation coefficient value between the experimental group's pre-test from the two raters is significant at the 0.01 level. According to Table 2, the correlation coefficient between the two raters is quite high.

Table 2.

Reliability of pre-test score

Correlations

Pre Test		Experimental		Control	
		researcher	teacher	researcher	teacher
researcher	Pearson Correlation	1	.981**	1	.992**
	Sig. (2-tailed)		.000		.000
	N	30	30	30	30
teacher	Pearson Correlation	.981**	1	.992**	1
	Sig. (2-tailed)	.000		.000	
	N	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient value control group pre-test variable from the two raters was significant at 0.01 level, with a correlation coefficient of 0.992. Table 2 shows that the correlation coefficient between the two raters is quite high.

Inter – Raters Post Test

The value of the correlation coefficient between the post-test variables of the experimental group of the two raters is significant at 0.01 level with a correlation coefficient of 0.941. It means that the correlation coefficient between the two raters is very strong based on Table 3.

Table 3.

Reliability of post-test score

Correlations					
Post Test		Experimental		Control	
		researcher	teacher	researcher	teacher
researcher	Pearson Correlation	1	**.941**[**]	1	**.967**[**]
	Sig. (2-tailed)		.000		.000
	N	30	30	30	30
teacher	Pearson Correlation	**.941**[**]	1	**.967**[**]	1
	Sig. (2-tailed)	.000		.000	
	N	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

The value of the correlation coefficient between the post-test variables in the control group from the two assessors was significant at the level of 0.01 with a correlation coefficient of 0.967. it means that the correlation coefficient between the two values is very strong based on Table 3.

The result of Students' Speaking Score in Pretest and post-test

Students in both experimental and control groups are listed together in Table 4. Each group has 30 students in it. The maximum score for both the experimental and control groups was 65. Furthermore, 45 was the lowest score of the two groups.

According to Table 4, the experimental group's mean score was 53.00, whereas the control group's mean score was 54.00. The experimental standard deviation was 6.37,9, whereas the control group seemed to have a standard deviation of 7.240.

Table 4 shows the number of students in the experimental and control groups. Each group has 30 students. The experimental group had a maximum score of 90, whereas the control group received an average score of 85. Furthermore, both groups' lowest score was identical. The temperature had dropped to 65.

The experimental group had a mean score of 77.00, whereas the control group had a mean score of 73.83. The experimental standard deviation was 8.867, while the control group's standard deviation was 7.273.

Table 4.
The Result of Pre Test and Post Test

	Pre test experimental	Pre test control	Post test experimental	Post test control
Mean	53.00	54.00	77.00	73.83
Median	52.50	55.00	77.50	75.00
Mode	50	45	65	65
Std. Deviation	6.379	7.240	8.867	7.273
Variance	40.690	52.414	78.621	52.902
Minimum	45	45	65	65
Maximum	65	65	90	85

From the results of the calculation of descriptive analysis, the experimental group which received treatment using Bamboo dancing method obtained a higher average post-test result than the control group who received learning process using explanation traditionally.

To see the effectiveness of Bamboo dancing method, it is seen from the average results between the two groups and the results of ANCOVA calculations using SPSS. Before carrying out the ANCOVA test, four assumptions must be met, including normality test, homogeneity test of variation, regression homogeneity test, and linear test of covariate relationship with the dependent variable.

1. The Result of Normal Distribution

The data is normally distributed if it is asim. Sig (2-Tailed) is higher than .05. But if sour. Sig (2-Tailed) less than .05 means the data is not normally distributed. Based on Table 5, asymp. Sig (2-Tailed) shows 0.080 which is higher than 0.05. It means that the pre-test data is normally distributed.

Table 5.

Pre Test and Post Test Normal Distribution

One-Sample Kolmogorov-Smirnov Test

		Pre test	Post Test
N		60	60
Normal Parameters[a]	Mean	53.50	75.42
	Std. Deviation	6.784	8.197
Most Extreme Differences	Absolute	.164	.148
	Positive	.164	.148
	Negative	-.121	-.129
Kolmogorov-Smirnov Z		1.268	1.147
Asymp. Sig. (2-tailed)		**.080**	**.144**

a. Test distribution is Normal.

The data is normally distributed if asymp. Sig (2-Tailed) is higher than .05, but if asymp. Sig (2-Tailed) less than .05 means the data is not normally distributed. Based on the table, asymp. Sig (2-Tailed) shows .144 higher than 0.05. It means that the post-test data is normally distributed.

2. The Result of Homogeneity Variances

The null hypothesis is that the dependent variable's standard deviation is the same across groups. The Levene test revealed that there was a difference in ability between the experimental and control groups. The significance of Levene's test, as shown in the Table 6, is.960, which is larger than.05. The experimental and control groups were found to have nearly identical abilities.

Table 6.

Levene's Test of Equality of Error Variances

Test of Homogeneity of Variances

Levene Statistic	df1	df2	**Sig.**
.152	4	25	**.960**

3. The Result of Homogeneity Regression

Table 7

The Test of Between-Subjects Effects

Dependent Variable:posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	471.956[a]	3	157.319	2.522	.067
Intercept	3072.574	1	3072.574	49.265	.000
Group	38.834	1	38.834	.623	.433
Pretest	287.086	1	287.086	4.603	.036
group * pretest	**63.308**	**1**	**63.308**	**1.015**	**.318**
Error	3492.627	56	62.368		
Total	345225.000	60			
Corrected Total	3964.583	59			

a. R Squared = ,119 (Adjusted R Squared = ,072)

From the output above the significant value for the group*pre-test is 0.318 > 0.05. It means that there is no interaction between the covariate variables and the fixed factor since the significance value is larger than 0.50. As a result, no interaction between the program variables and the pre-test variables can be determined.

4. *The Result of Linier Relationship between Covariate & Dependent Variable*

Table 8
The Test of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	408.648[a]	2	204.324	3.275	.045
Intercept	3218.760	1	3218.760	51.595	.000
Group	180.230	1	180.230	2.889	.000
Pretest	**258.231**	**1**	**258.231**	**4.139**	**.047**
Error	3555.935	57	62.385		
Total	345225.000	60			
Corrected Total	3964.583	59			

a. R Squared = ,695 (Adjusted R Squared = ,682)

The result of the test reveals that the significant value of **pre-test** in this research is (0.047)< (0.05). It indicates that the covariate and the dependent variable have a connection. Based on the basis of these findings, the covariate can be assumed to be linearly connected to the dependent variable.

The Result of ANCOVA

We confirmed that all the assumptions of this study have already fulfilled in order to address the question in this current study. Thus, to go further in determining the effectiveness of the strategy, we see table 8 for the **group** label. The group significance result is .000 lower than .05. As a result, we have reasonable evidence to rule out the null hypothesis. Students who learn the Bamboo Dancing Method achieve different outcomes than students who do not learn the Bamboo Dancing Method.

According to the results of the pre-test and post-test, there was a difference in the students' scores before and after the treatment. The difference between students' average scores of students on the pre-test and post-test was shown very clearly. This is reflected in the difference in means between the two groups before and after treatment. The average pretest score for the experimental group was 53.00, while the control group's pretest score was 54.00. The post-test score is quite significant. The experimental group received a score of 77.00, while the control group received a score of 73.83. Then it can be interpreted that learners who were taught using the Bamboo Dancing Method had better speaking abilities than those who were not.

It is worth noted that through the Bamboo Dancing Method, students seem interested, enthusiastic, and active in the learning process (Maheasy & Handayani, 2020). In addition, the Bamboo dancing students line up into two groups standing face to face as two pieces of bamboo used in the bamboo dancing, which is also popular in several regions of Indonesia (Huda, 2011). Students can practice in front of the class in this lesson, so that if they practice repeatedly, they will learn it. This suggests that the

Bamboo Dancing Method can enhance students in speaking. Furthermore, the researchers can see that after the treatment, the students' average score has improved. As a result, the Bamboo Dancing Method can help students enhance their speaking abilities.

The ANCOVA statistical analysis shows that these findings are significant at the 0.05 level, because the significant value is less than 0.05 and there is significant evidence to reject the null hypothesis, the alternative hypothesis is accepted. This suggests that using the Bamboo Dancing method to enhance speaking abilities is effective. The findings of this study are consistent with previous research by Gita and Ismiyati (2021), which demonstrated the effectiveness of the bamboo dancing method when applied to teaching speaking in high schools in Jambi, and Siahaan's (2018) research, which also applied this method to teach speaking at State Vocational Schools.

Teaching speaking skills using the Bamboo Dancing method can be one alternative solution. Teachers will find it better to teach speaking skills using the Bamboo Dancing method, and students will be more enthusiastic in practicing their speaking abilities. Following the treatment by the researcher, the students would speak English fluently in order to discuss specific issues. This indicates that the learners' communication abilities have progressed. Students' post-test scores were better than their pre-test scores. It may be stated that using the Bamboo Dancing Method to treat learners can help them enhance their speaking abilities. This has a positive effect on SMAN 2 Pare students, who are more motivated and less hesitant to express their thoughts with their classmates. Every student dares to talk to other students since they know what they're talking about when they employ this method. Students are more engaged in practicing speaking as a result of this strategy since the teacher may guide them to fascinating settings. As a result, people are no longer embarrassed to talk.

According to Aryanti (2021) in the previous research, using Bamboo Dancing Method was effective. After using this method, students' scores has improved. Also, after being treated with the Bamboo Dancing Method, the students' SMAN 2 Pare scores are better than before they were treated. The bamboo dancing method may increase the speaking abilities of those students in senior high school, and this method is not just exciting and enjoyable for kindergarten and elementary school students only. By implementing this method, students can share their learning experiences, improve communication, and boost one another's self-esteem through peer support (Setiawan, 2021).

CONCLUSION

According to the results of the research, using bamboo dancing strategies to teach speaking may boost student engagement at SMAN 2 Pare's class XI level, because the student's engagement in the teaching and learning process is strengthened after being taught bamboo dancing skills. A study of SMAN 2 Pare students indicated that this method helped them enhance their speaking skills. Statistics using the ANCOVA method showed that the findings were significant. It has been proven with the significant value is less than 0.05 and there is enough evidence to reject the null hypothesis, the alternative hypothesis is accepted. This demonstrates the effectiveness of the Bamboo Dancing Method in the development of speaking skills.

Teachers of English should consider to use the bamboo dancing approach to teach speaking in the classroom. As a result of this study, future researchers may use the data

as a guide to do further research on the application of bamboo dancing speaking skills with the same research design and participants. Future researchers should explore the knowledge to maximize the value of the study findings, to demonstrate that collaborative learning is also possible and other learning methods are also helpful to include in the learning process.

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