The Effect of Bamboo Dancing Method on Students Speaking Ability at SMA Negeri 1 Siborongborong

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Abstract. The purpose of this study is to investigate whether the method of bamboo dancing effectively in improving students speaking ability. This study applied in the class by experimental research. The population of this study was the students of the XI class at SMA Negeri 1 Siborongborong. The total of number of population was 139, and 40 students from the population were taken as the sample by using simple cluster sampling, then they divided into two groups. The first group as the experimental group was taught by applying bamboo dancing method, while the second groups as the control group was taught without applying bamboo dancing method. The instrument used for collecting the data was test in form oral test based on the materials that has been taught in treatment. The test were divided into two; pre-test and post-test. The mean of control group is 220 (11) is lower than the mean of experimental group is 500 (25). The reliability of the test was 0,68. Based on the data $t_{observed}$ (5,01) is higher than the t_{table} (2,71) on df 38 at the level of significance (0,01). The result of this study show that teaching speaking by bamboo dancing method is more significant than that without applying bamboo dancing method.

Keywords: Speaking Ability, Bamboo Dancing Method, Quantitative Research.

INTRODUCTION

English is an international language. English is important to be learned because it is used in the world communication. There are four components of English skill, there are listening, speaking, reading, and writing. Speaking is one of the most important skills to be mastered. Its success is measured in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information. Mastering speaking skill is very significant because people can carry out conversation with others. On that account, in speaking classroom the learner should work as much as possible on their own, talk to another directly and think medium of the teacher.

Based on the Kurikulum Tingkat Satuan Pendidikan (KTSP), the goal of teaching speaking ability today is communicative efficiency. In the communicative language teaching, teachers help their students to develop the knowledge by providing the authentic practice that prepares students for real-life communication. Therefore, teaching strategy should be focused on students' participation and teaching learning process due to abstract the students to be active

in class, so that they will be motivated to learn in classroom. Teacher is better not only teaching how to say to give response to others but more specifically how to organize their thought.

Based on the explanation above, English instructors must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English. The instructors must be able to arrange their assignments effectively. They are demanded to motivate the students in order to learn English well. The development student's speaking skill is due to the gap between linguistic expertise and our teaching methodology (Stevick, 1967 in Fauziati 2002:126) Each school has given English lesson, but this is not maximum because the condition of classes do not support, for instance noisy class, students are not ready to learn and etc. Beside that, there are many problems in speaking ability. First, it relates to the condition of the students who are lack of vocabulary. Second, the students more regular speak in batak language. Third, they are rarely practice to use English to communicate. The last and the seriously problem is that they are not interested in the material given to them. Ideal English classroom should be enjoyable and learning methods should be fun, so students fell enjoy during teaching learning process. In contrary, most of students still consider that English is difficult lesson, especially in speaking mastery. In school curriculum, English becomes one of subject in national examination. Thus, student must study hard about speaking is an important element in English learning. From these reason, the English teacher must leave the traditional method and give fun method in teaching speaking to interest student motivation like applying one of cooperative learning, that is applying Bamboo Dancing Method, students will be more easy to improve their speaking skill. It must be remembered by everyone who wants to be professional in communication that speaking English is as foundation to step forward.

Based on the explanation above the writer believes bamboo dancing method can solve the problem faced in the speaking class activities and make the students more interested and more desirable to communicative and interact in many possibilities they have. Students must use opportunity to express their opinions, feeling, and to get some information. Then, the writer is interested in finding out how effect of applying bamboo dancing method on students speaking ability. The reason why the writer chose bamboo dancing method because it is hoped the students can improve their speaking. Also, the result of the study will motivate the teacher of English to try out this method for speaking.

THEORETICAL FRAMEWORK

Speaking ability as an active process in which is a speaker can speak physically or mentally in order to get the listener's attention and understanding or reaction. Speaker uses language to communicate. The main aim of speaking is communication. By communication, the speaker will deliver their idea and thoughts in order to convey of others information. Thus, it is not only to know what he will tell but also know how to express the idea. One of the ways to improve speaking ability is applying Bamboo dancing. Bamboo dancing is an alternative technique that will motivate students to speak English well. And it can change student's brain that English, especially speaking is very difficult to learn. So bamboo dancing method can be applied in classroom or out classroom to build up students motivation in learning English, especially practice of speaking with other people.

Bamboo dance is one of game in Scout. Most people call Bamboo dance as Stick dance. In the Scout, this game requires four people as a rod holder and one or two people as a dancer. This game requires four sticks. Each rod holder holds the end of the stick with both hands. Then hitting both ends of the stick left and to right and then the stick was beaten to the ground. The beating stick that raises a sound that became the rhythm of this dance game.

Bamboo dance is also known as Philippine bamboo dance. However, this dance is different from bamboo dance in the Scouts. In Philippine, bamboo dance dancers dance with a stick accompanied by the sound of music. This dance is adapted as bamboo dancing method which is used in teaching speaking.

RESEARCH METHOD

This study is an experimental research design with two groups, namely: experimental group and control group. This design is to find out the effect of bamboo dancing method on students speaking ability. The experimental group will be given the treatment by using bamboo dancing method, while no treatment for control group.

Therefore, the writer designed two kinds of test namely pre-test and post-test for two different groups, which called experimental group and control group. Both groups get the same form of test in the pre-test and post-test (table 1).

Table 1. Research Design

Group	Pre test	Treatment	Post test
X	√	Bamboo Dancing Method	√
Y	√	Without Bamboo Dancing Method	√

The population of this research had been taken from the grade XI of SMA Negeri 1 Siborongborong. There were six classes, the total number of student are 139. Based on Arikunto (2006:134) "if the subject or population less than 100, it is better for research to take all of the population but if number of population more than 100, the research can take minimally 10%-15% or 20%-25%. The total sample was 40 students chosen by simple cluster random sampling.

In collecting the data needed, the writer used oral test by giving them a topic of conversation. This is, to know their knowledge on pronunciation, fluency, accuracy, and vocabulary. To gather the data, the writer observed this activity by using tape and video-recorder, which used to record students speaking.

Both control and experimental groups had been given pre-test before the presentation of the materials. The pre-test to know the students ability before they treated. Oral test is suitable test.

After give the pre-test, the writer had given treatment. Each group had given speaking materials using different way. In the experimental group had applied bamboo dancing method in speaking activity. The students had been divided into two groups, each group consist of twenty students. Mean while, the control group was treated as usual without applying bamboo dancing method.

Before the post-test given to both groups, a teaching process must be done. Have conduct the teaching presentation, both groups will be tested by giving post-test . This post-test exactly the same materials as the pre-test before in order to know the mean score of experimental group and control group.

In the relation to evaluate the student's speaking ability there are some criteria that shell consider. As Lambardo (1984:5) state that there are four components evaluation scale name: vocabulary, accuracy, pronunciation, and fluency.

To test the hypothesis, the following steps are administer to analyze the data:

1. Scoring the samples' answer
2. Listing their scores in two score tables: first for experimental group scores as X variable, and the second for control group scores as Y variable.
3. Measuring the mean of variable X and Y by using the formula :

    a. M_X or $M_1 = \dfrac{\sum X}{N_1}$

    b. M_Y or $M_2 = \dfrac{\sum X}{N_2}$

4. Measuring the standard deviation of variables X and Y by using the following formula:

a. SD_X or $SD_1 = \sqrt{\dfrac{\sum X^2}{N1}}$

b. SD_Y or $SD_2 = \sqrt{\dfrac{\sum Y^2}{N1}}$

5. Measuring the error standard of variable X and Y by using the following formula: $SEM_1^2 + SEM_2^2$

a. $SEM_1 = \dfrac{SD_1}{\sqrt{N_1 - 1}}$

b. $SEM_2 = \dfrac{SD_2}{\sqrt{N_2 - 1}}$

6. Finding out the error standard of deviation between M_1 and M_2 , by using the following formula :

$$SEM_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

From the result of the treatment as stated before, to prove the hypothesis of the research, the data will be analyzed by applying t-test formula (Sudijono 2006: 314) as the following:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Where:

$\sum x$	=	the total scores of experimental group
$\sum y$	=	the total scores of control group
N_1	=	the number of students of experimental group
N_2	=	the number of student of control
M_1	=	the mean of experimental group
M_2	=	the mean of control group
SD_X or SD_1	=	the standard deviation of the score of experimental group
SD_Y or SD_2	=	the standard deviation of the score of control group
SEM_x or SEM_1	=	the standard error of mean of experimental group
SEM_Y or SEM_2	=	the standard error of mean of control group

DATA ANALYSIS

The students' score increased from the pre-test to the post-test in each group, the data was analyzed by applying the t-test to prove the hypothesis (table 2 and table 3).

Table 2. The differences score of pre-test and post-test of control group

No.	Students' Name	Pre-test (T1)	Post-test (T2)	Y (T1 - T2)
1	Elsa simamora	75	80	5
2	Martua hutauruk	70	80	10
3	Yohannes simanjuntak	55	60	5
4	Yosua silalahi	60	65	5
5	Marisa nasution	40	50	10
6	Lina simamora	40	60	20
7	Josua Simanungkalit	50	70	20
8	Andrian sianturi	55	60	5
9	Doni panjaitan	45	80	35
10	Yuni Situmeang	45	60	15
11	Winda Hutajulu	70	75	5
12	Murni Sihombing	75	80	5
13	Elkana Panjaitan	65	70	5
14	Damayanti Simanungkalit	60	65	5
15	Lusi Sirait	55	70	15
16	Krisna tambunan	45	55	5
17	Elia hutasoit	40	45	5
18	Aprilia Sinaga	60	65	5
19	Rudi Simanungkalit	45	65	5
20	Rolina Situmeang	45	50	5
N=20	Total			∑ y=220

$$M_Y \text{ or } M_2 = \frac{\sum Y}{N_2}$$

$$= \frac{220}{20}$$

$$= 11,$$

Table 3. The differences score of pre-test and post-test of experimental group

No.	Students' Name	Pre-test (T1)	Post-test (T2)	X (T1 - T2)
1	Yesika Marbun	60	95	35
2	Berlin gultom	65	90	25
3	Dameria nababan	65	85	20
4	Restina simanungkalit	75	85	10
5	Lisa situmeang	50	80	30
6	Novarida Manalu	50	85	35
7	Judika manalu	40	80	40
8	Jeremi hutasoit	60	80	20
9	Nurida Hutagalung	45	75	30
10	Christian Situmeang	40	70	30

No.	Students' Name	Pre-test (T_1)	Post-test (T_2)	X ($T_1 - T_2$)
11	Aliando Hutauruk	65	85	20
12	Riwanty Silaban	70	75	5
13	MagdalenaPurba	80	90	10
14	Nenny Pasaribu	70	80	10
15	Angelina Pangaribuan	50	85	35
16	Marudut Nababan	65	85	20
17	Rina simanjuntak	80	95	15
18	Matius simatupang	65	75	10
19	Keisa siburian	80	95	15
20	Tingkos Hutabarat	70	95	25
N=20	**Total**			**$\sum$ x= 500**

$$M_X \text{ or } M_1 = \frac{\sum X}{N_1}$$

$$= \frac{500}{20} = 25$$

CONCLUSION AND SUGGESTION

After analyzing the data, it was found out that the students' score increased from pre-test until the post-test. It means there was the effect of bamboo dancing method on students speaking ability. It can be stated that $t_{observed}$ (5,01) was higher than t_{table} (2,71) at the level of significance of 0,01 and degree of freedom (df) 38 ; it means that the alternative hypothesis (HA) was accepted. It was then concluded that there was significant effect of bamboo dancing method on students speaking ability

The result of this study showed that the use of bamboo dancing method could effect on students speaking ability.

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