

The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3 Jambi City

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ABSTRACT

The purpose of this study was to find out the effect or not there was any effect of using Bamboo Dancing Cooperative Learning towards Student English Speaking Skill. The problem in this study referred to the learning strategy English speaking skills. The study was conducted at the MIPA 6 and MIPA 7 in senior high school. The population of the study was 71 student in the second semester of MIPA 6 and MIPA 7. The sample of this study was all of the 36 is MIPA 6, 22 female and 14 male students. The types of the data were quantitative. The data were obtained by using tell the recount text from the picture to test the speaking of students, and analyzed by using manual effect analysis with speaking table score, oral proficiency scoring categories. Furthermore based on statistical compulation t-test was found that the coefficient of $t_{observation} = 4,05$ where the coefficient of $t_{table} = 1,994$. It means that there significant effect of using bamboo dancing method toward students' english speakig skill. It also indicated that there significant effect of using Bamboo Dancing Cooperative Strategy Towards Students English Speaking Skill in Senior High School 3 Jambi City in 2020-2021 Academic Year.

Keywords: *Speaking, Bamboo Dancing, Cooperative Learning Strategy*

INTRODUCTION

Speaking is one of the ways to express ideas, feelings, experience and knowledge to around us. The delivery of language through the mouth, when we speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips its called Speaking. However In our own language, speaking is usually the second language skill that we learn besides listening, writing, reading. Speaking can be formal or nonformal. It is often spontaneous, open – ended, and evolving. However, speech is not always unpredictable. To speak very well is called speaking skill. Richards (2008) stated that the mastery of speaking skills in English is priority for second and foreign language learners.

Speaking is one of important aspects in learning language because speaking is a tools of communication, and important to student to make a good communication. In speaking and

listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. As well as not only student to speak well but also teacher must learning how to speak well and they understand. According to Richards (2006) says that the goals of language teaching sets as its goal the teaching of *communicative competence*, also communicative competence includes the following aspects of language knowledge is knowing how to use language for a range of different aims and functions, knowing how to vary our use of language formal or informal speech, knowing how to produce and understand different types of text, knowing how to maintain communication through using different kinds of communication strategies.

Moreover to make a good situation in classroom, teacher must be interact with student, which is now the other school in Indonesia have a rule is Full day school. From

Center For Indonesian Policy Analysis tell about full day school system is a school system for developed countries, which is this system must be balance with another education system such as formal and informal also external component of education. Learning speaking English make the student boring if lesson about speaking in the last of the day. In the real situation based on my research in SMA N 3 Jambi City with this rules it make a half student in school feel bored when learning English especially they lazy to speaking English. They need something to make them in interest when learning all the lesson especially English, example before start make a amusement to them and do not make boring. At this time teacher tend to reach goals of curriculum target and learning process too monotonous because attach importance to rote learning not understanding.

To reach goals in learning process, the government in all countries have a way to make all good in education such as with Learning Strategy. Learning Strategy is the all series of teaching material learning such as the all aspect before, ongoing, and after learning do by teacher and all the amenities. Teaching strategy it means a plan and it used in compose curriculum, to set material of student, or give a clue to another teachers. Cooperative learning is one of the Learning Model and it mean a student – centered, instructor – facility instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. The little information of Cooperative Learning Johnson, Johnson and Holubec (1993) postulated in *A Class The Active Classroom The Hong Kong Institute of Education* cooperative learning student can maximize their own and each other's learning when they work together (Li ,M.P. & Lam , B.H., 2013, p. 1).

Furthermore, Johnson, Johnson, & Holubec, (2015) postulated in *Cooperative*

Learning, Cooperative Learning is learning together and help to each other to reach the goals. Cooperative learning is an old idea. (David W. Johnson, 2017,p.2), not the all of student can understand with learning alone, with using Cooperative learning they can learn together and reach they goals together, and with using this, teacher can learn twice. There are five basic elements do the cooperative learning. Teaching with using another learning strategy can be make situation in learning process more interesting and more fun, because not only one learning method apply, but we can change to another method.

Thus, some method should be carried out to make speaking easier and interesting. One of the method to teach speaking is Bamboo Dancing method. Using bamboo dancing or inside outside circle is a good method to teach speaking, but little different names. The researcher focus on Bamboo dancing. With bamboo dancing aims student share the information in the same time with the different partner with a short time, but not using bamboo and this relate to cooperative learning strategy of learning bamboo dancing that is basically a lesson that emphasizes on student interaction and cooperation in small groups. In addition, bamboo dancing method not only creative but attractive activities its application to student and to be active with all opinions and knowledge in groups.

COOPERATIVE LEARNING

Cooperative Learning is an old thing in learning process to make learning activity more interactive, even student can be give good interaction with learning process. Especially school, it must have a good learning system with dinamic process based on to increase student curiosity about world. Definition about Cooperative Learning is group activity organized in such a way that learning on the socially structured change of information between learners in group in which each learners is responsibility for

student own learning and is motivated to increase the learning of other, to reach the goals, and concept based in daily life example is teamwork, organization, team of people. According to Wendy (2007), "Cooperative Learning requires pupils to work together in small groups to support each other to improve their own learning and that of other". Nevertheless, its not simple enough, because many variations in Cooperative Learning, depends on what kind of good variations in Cooperative Learning using when do learning proces.

In general there are four foundations in learning based on UNESCO (1996) , which is : *Learning to Know or Learning to Learn*; (2) *Learning to do*; (3) *Learning to be*; (4) *Learning to Live Together*. Wendy (2007) When teacher want to adapt one of variations of Cooperative Learning, must knowing first about two elements of Cooperative Learning such as Positive Interdependence and Individual Accountability, also the reseracher add some element based on Li,M.p & Lam, B.H book's, such as :

1. Positive Interdependence

This need each student in a small group to contribute to the learning of the group, help each other student to student, to finding a result, needs the other to complete the task, same like one for all, all for one.

2. Individual Accountability

It means each member of the group is accountable for completing the part of work, and the student in the group to develop a responsibility to learn and help the other group.

3. face-to-face promotive interaction

Some of group work may be parcelled out and done individually, some must be done interactively with group members and one another with feedback, challenging reasoning, and conclusions, and its most important teaching, helping, supporting, applauding, and encouraging one another in order to reach the group's goals.(Li,M.p & Lam, B.H, ; 2013).

4. Appropriate use of social, interpersonal, collaborative and small-group skills

Student help to develop and practice trust-building, leadership, making decision, communication and conflict management skills.

5. Group processing

Johnson&Johnson,1999; Johnson & Holubec,1991; Kagan, 1994) postulated in *A Class The Active Classroom The Hong Kong Institute of Education*, Team member set a group goals, describe all member action are helpfull or not periodically assess what they are doing well as a team and iidentify changes they will make to function more effectively in the future (Li, M..P & Lam, B.H, p.4).

In Cooperative Learning aspect, there are Interpersonal and small-group skills. It consists of two elements like in Table I, first, academic skills such as, intructions, staying on task, planning and previewing progress , time management, generating and elaborating on ideas. The second element is interpersonal skills such as listening to others, encouraging, achieving a consensus , conflict resolution, and valuing others.

Johnson, Johnson,& Smith, (1998), There are four type of cooperative learning is Formal cooperative learning, Informal cooperative learning, Cooperative base group, Integrated use of cooperative learning groups (Huda. 2017,p.87). One good way to teach speaking is by cooperative learning. It will make students active and develop students' communicative proficiency. Type of cooperative learning model is: Jigsaw, NHT (Number Head Together), STAD (Student Teams Achievement Divisions), TAI (Team Assisted Individualization or Team Accelerated Instruction), think-pair- share, picture and picture, problem posing, problem solving, team games tournament, cooperative integrated reading and composition (CIRC), learning cycle, cooperative script (CS), make a match, group investigation, PBL (problem

base learning), two stay two stray, inside outside circle (bamboo dancing), snowball throwing.

BAMBOO DANCING METHOD

Huda (2017), It is a modification from Inside-Outside Circle by Spencer Kagan 1990 is Inside – Outside Circle one of part from cooperative learning strategy there are have a large and small group in circle position. Method is procedure or the way to reach the specific aim. Bamboo Dancing is also good method in cooperative learning strategy, when learning with group, which is make two group ,in same amount of student , make a parallel and the position like face to face to each other, the name of this method based on Piliphine is Bamboo, it parallel like a bamboo. It also popular in Indonesia. The pupils exchange the information, experience to each other. The good point when use Bamboo Dancing is sharing the experience, discussion, sharing the information.

This method is suitable for materials that require the exchange of experience and information to each other, when learning with bamboo dancing method not using Bamboo as a media, but in position like a bamboo. Sometimes this method using to children in kindergarten, singing together, talking about name of something. So, in teaching speaking by using another technique will be make a good result especially in using bamboo dancing method because there is discussions and exchange the information.

Teaching Speaking

According to Koran (2015) express that In traditional language, teachers mainly teach focused to reading and writing. Since then many language programs to speaking skill over other since mastering speaking language skills have also been mastered. In order to find out whether somebody knows a language then they ask “do you speak English?”. Speaking is important skill in language

learning, but it is not easy to learn or teach. Called oral production. For oral production do some test like score in grammar, writte, or reading skills (Pakula, Vol.13,2019).Teaching speaking it is necessary to have clear understanding involved in speech. There are some activities that promotein speaking (Kayi,2006;2) as follows:

1. Discussions

It is the action to talking about something on order to reach decision. The purpose of discussion by USC Libraries is to interpret and discribe the significance of your findings in light of what was already known about the research problem. One of the reasons that discussions fail (when they do) is students are reluctant to give opinion in front the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations

2. Role Play

Games which are players assume the role of characters in fictional setting. To increase a student imagination. The teacher give information to the learners such as who they are and what they think or feel.

3. Simulation

Do some simulation similiar to do role play. In simulation student can bring item to the class and create the situations. Example when student playing to be entertainer, so one of the student bring the item to look like entertainer, and also have a self-confidence. The good point in simulation to show about self confidance can make the other student learn too about self confidance.

4. Information Gap

In learning situation, student work some test in pairs. And then student must change the information the get another purpose also another information. Then must share the information. These activities are effective because everybody can working together to finish the target.

5. Brainstorming

In another situation, example in give another topic. The teacher must telling something good and make interesting student to start the point topic, telling like something ideas and freely, so get the student to open and sharing a new ideas.

6. Story Telling

This really give much more effect to make speaking much better. In the learning situation, teacher give a information to make a own story, about anything. And student write down in paper so bring it in front of the class. retell the story with the other friends, this is to make attention too.

7. Interviews

Student can conduct interviews on selected topic with another people, it the good way if before want to interview to make a rubrics question. Then start with ask the people also give them to answer the question, to practice the speaking too. This can be do with friends or partner in class.

8. Story Completion

This is very enjoyable, do this with a whole class, free speaking activity with partner in circle position, the teacher tell the story and student listening. When the teacher stop, the student must telling the point what the teacher said before. Before next to the story, student can imagine the characters, event also description.

9. Reporting

Before start learning, or in free time, the student have a information they get in another source or based on their daily life. Then tell with they pratner about their experience.

10. Playing Cards

Using this game, must in group of four. Each suit will represent a topic, such as :

1. Diamond : Love Animal
2. Hearts : Hate Spicy food
3. Spades : An Unforgettable Memories
4. Clubs : Massage to Parents

Each group choose the card. Then each student will writte 4-5 question about the point

topic to ask the other people in the group using what, why, who, when, where, or how.

11. Picture Narrating

This activity based on several sequential pictures. Students are asking to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

RESEARCH METHODOLOGY

This research was quantitative research and experimental research design. This research using pretest- posttest parts, this research design uses two groups. One group acts as an experimental group and another group acts as a control group. The role of the experimental group in the research conducted is the sample group given the handling. This handling by using cooperative learning strategy of bamboo dancing method in learning speaking to retelling about how to keep environment clean handover by teacher through learning process. The control group in this study action as a sample group that is not treat as an experimental group. To know the subject in the experimental group and control group is by doing some pretest. Pretest is conduct as the beginning stage to know the students' speaking skill before any handling. The next activity is giving handling. Hereafter, to find out whether the technique chosen is effective or not used in learning english speaking skill, so the researcher make posttest.

In this research, the population in the eleventh grade at Senior High School 3 Jambi City. That consist of 10 classes and each class consist of 36 students also 1 class consist 35 student. So the total of population is 395 students. Then, this research took the sample for two classes of Eleventh grade at Senior High School 3 Jambi. The sample were XI MIPA 6 and XI MIPA 7. So, the samples consist of 72 students. The 35 students of XI MIPA 6 as an experimental group and the 36 students of XI MIPA 7 as a control group.

In this research, the researcher use a test as a instrument, using this technique use to get the data which relate to the teaching english speaking skill by the writer is doing test such as pretest and posttest. The writer doing the test (posttest) when after eight meetings in teaching English speaking skill of two classes by using bamboo dancing technique and another class with using traditional strategy. This test which consist 6 items (picture) are used to measure the student capability in speaking skill in oral test through retell something.

These are kind of test :1) Pretest is a test which is conduct before give a treatment to the students. It is give to both class are experimental group and control group. 2) Treatment or handling give to the students when teaching speaking skill. It eimed to know the students' ability in speaking skill after giving treatment. 3) After giving pretest and treatment or handling, the researcher gave the posttest. Posttest is a kind of test which give after gaini the score in pretest and conducting treatments.

FINDINGS

This research wants to measure the effectiveness of using Bamboo Dancing method in teaching speaking of the eleventh grade. So the researcher has done to conducting this research. To know this effectiveness this technique, it can be seen from the students' score who are taught by using Bamboo Dancing method in speaking than those tho are taught without using bamboo dancing method. The researcher used the scoring rubric to give score the students' speaking. The component on the scoring which are used in this test there are grammar, vocabulary, comprehension, fluency, pronunciation. (Brown H.D; p.172).

The classification of student's speaking through recount text

Table 1
The Score Distribution in The Experiment Group

Score	Category	Pre-test
		Post-test
		Frequency
		Percentage
90-100 0%	Excellent 1	0 3%
80-89 0%	Very Good 33	0 94%
70-79 9%	Good 0	3 0%
<69 91%	Fair 1	32 3%

From the table above, it can be seen in pre-test 3 students got good, 32 students got fair category. No one student got excellent and very good category. In post test, there are 1 student got excellent, 33 students got very good, students got good and 1 student got fair category.

Table 2
The Score Distribution in Control Group

Score	Category	Pre-test	Post-test
		Frequency	Percentage
		Percentage	Frequency
		Percentage	Percentage
90-100 0%	Excellent 1	0% 3%	
80-89 3%	Very Good 4	1 11%	
70-79 20	Good 2 56%	5% 5%	
<69 92%	Fair 11	33 30%	

From the table above in control group, it can be seen in pre-test 1 students got very good, 2 students got good and 33 students got

fair category. No one student got excellent. In post test, there are 1 student got excellent, 4 students got very good, 20 students got good and 11 student got fair category. It is clearly prove that student speaking skill that taught without Bamboo Dancing not really take effect.

DISCUSSIONS

Based on the result of the calculation above, it was found that the students' score in speaking skill (recount text) when the researcher taught by using Bamboo Dancing method got mean 52,11 in pretest with the maximum score 76 and the minimum score was 32. While in post-test the students got mean 84,68 with the maximum score 92 and the minimum score 68.

The students' score at speaking skill (recount text) when the researcher taught by using traditional learning like some teacher do in that school before, got mean 46,33 in pre-test with maximum score 84 and the minimum score 20. While in post-test got mean 72,77 with maximum score 92 and minimum score 52.

Based on statistical computation t-test was found that the coefficient of $t_{observation} = 4,05$ where the coefficient of $t_{table} = 1,994$. It means that there significant effect of using bamboo dancing method toward students' english speakig skill. It also indicated that there significant effect of using Bamboo Dancing Cooperative Strategy Towards Students English Speaking Skill in Senior High School 3 Jambi City in 2020-2021 Academic Year. there was significant effect on students score in speaking skill to talk about the past event (recount text) with using Bamboo Dancing Method. The students that was taught by bamboo dancing method.

It had been explained in chapter 2 tell that many kinds of cooperative learning strategy can add in every material learning, and also cooperative learning must have a group, include bamboo dancing method.

Bamboo dancing method also to learn about sharing, sharing the knowledge, information, experience and help to each other to find a correct clue. Bamboo dancing can use in other learning, economic, mathematic and the other because in a group and also fun. Based on the explanation above , the researcher concluded, that the effect of using bamboo dancing has significant effect to student english speaking skill.

CONCLUSIONS AND SUGGESTIONS

1. Based on the result of the calculation above, it was found that the students' score in speaking skill (recount text) when the researcher taught by using Bamboo Dancing method got mean 52,11 in pretest with the maximum score 76 and the minimum score was 32. While in post-test the students got mean 84,68 with the maximum score 92 and the minimum score 68.
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3. Based on statistical computation t-test was found that the coefficient of $t_{observation} = 4,05$ where the coefficient of $t_{table} = 1,994$. It means that there significant effect of using bamboo dancing method toward students' english speakig skill. It also indicated that there significant effect of using Bamboo Dancing Cooperative Strategy Towards Students English Speaking Skill in Senior High School 3 Jambi City in 2020-2021 Academic Year.

Based on the conclusions, the researcher gives some suggestions :

1. For the student always learning speaking english and more fluently with any other learning method about speaking english through the fun way, make a some game with other friend, because not only teacher have an idea, but student must have a good idea too to make learning process succesful.
2. For the teacher give the student another ways or some activities to make student enjoy the study, try some method from cooperative learning also make the student more fun with teacher learning style.
3. For the other researcher who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result. Prove that the other cooperative learning strategy also good to add in learning process.

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