

STUDENTS' ENGLISH SPEAKING ABILITY BY USING BAMBOO DANCING LEARNING MODEL

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Abstract

Student learning outcomes at UPTD SMP Negeri 1 Lobalain have not reached the minimum passing criteria in English language learning due to inappropriate choice of learning models so that students are less motivated to learn. For this reason, this research was conducted to improve English speaking skills by applying the Bamboo Dancing learning model in class IX UPTD SMP Negeri 1 Lobalain. The results showed that (1) Teacher activity in cycle 1 was 76%, and increased in cycle 2 which was 83%. (2) student activity in cycle 1 was 68%, in cycle 2 it increased to 78% (3) student learning completeness in cycle 1 was 67.7%, and increased in cycle 2 by 87.1%. Based on the results of data analysis, it can be concluded that the application of the Bamboo Dancing Learning Model is very suitable for use in English language learning and can improve the learning outcomes of students in class IX UPTD SMP Negeri 1 Lobalain.

Keywords: *Bamboo Dancing, Learning Outcomes, English.*

Abstrak

Hasil belajar siswa di UPTD SMP Negeri 1 Lobalain belum mencapai nilai kriteria kelulusan minimal pada pembelajaran Bahasa Inggris disebabkan kurang tepatnya memilih model pembelajaran sehingga siswa kurang termotivasi untuk belajar. Untuk itu penelitian ini dilakukan untuk meningkatkan kemampuan berbicara Bahasa Inggris dengan menerapkan model pembelajaran Bamboo Dancing di kelas IX UPTD SMP Negeri 1 Lobalain. Hasil penelitian menunjukkan bahwa (1) Aktivitas guru pada siklus 1 yaitu 76%, dan mengalami peningkatan pada siklus 2 yaitu 83%. (2) aktifitas siswa pada siklus 1 yaitu 68%, pada siklus 2 meningkat yaitu 78% (3) Ketuntasan belajar siswa pada siklus 1 sebesar 67,7%, dan meningkat pada siklus 2 sebesar 87,1%. Berdasarkan hasil analisis data dapat disimpulkan bahwa penerapan Model Pembelajaran Bamboo Dancing sangat cocok digunakan pada pembelajaran Bahasa Inggris dan dapat meningkatkan hasil belajar siswa kelas IX UPTD SMP Negeri 1 Lobalain.

Kata kunci: *Bamboo Dancing , Hasil Belajar, Bahasa Inggris.*

INTRODUCTION

The Bamboo Dancing method is one of the techniques used to develop critical and creative thinking skills in students (Suherman et al, 2021). This method adapts a traditional game from the Philippines, where participants have to dance between bamboo sticks that are rhythmically beaten by two people (Permendikbud, 2018). In this method, students are divided into small groups and given problems or challenges that they must solve by discussing and collaborating (Kemendikbud, 2017). Students have to demonstrate the results of their problem solving by dancing between bamboos arranged according to the level of difficulty. This method aims to

improve students' ability to think logically, analytically, synthetically, and evaluatively, as well as improve their self-confidence, cooperation, and social skills (Nurdyansyah & Fahyuni, 2016).

Speaking in English is a very important skill in this era of globalization. English is an international language used by many people in various fields, such as business, education, science, technology and culture (Rao, 2019). By speaking English, we can communicate with more people from different countries and backgrounds, and broaden our horizons and knowledge. Speaking English can also boost our

confidence and credibility in the eyes of the world (Brookfield, 2015).

However, speaking in English is not easy. Many people find it difficult or embarrassing to speak in English for fear of being wrong or not being understood. There are several things that we need to pay attention to in order to improve our

- are part of the learning process and can be feedback to improve.
- Have clear motivation and goals for why you want to speak English speaking skills, including:
- Learn vocabulary, grammar, and pronunciation that are correct and appropriate to the context.
- Make it a habit to listen to and imitate the way people who are fluent in English speak, such as teachers, friends or public figures.
- Look for opportunities to practice speaking in English with others, either in person or through online media.
- Not afraid to make mistakes or ask questions if you don't understand something. Mistakes English. Motivation and goals can help us to stay motivated and focused in learning.

Speaking in English is a skill that anyone can learn and improve. With determination, effort and regular practice, we can speak English fluently and confidently (Araminta, 2018). As an English teacher, the researcher has found problems in the form of students' difficulties in communicating with English both in the teaching and learning process and outside the school environment. Every stimulus given by the teacher in the form of questions that must be answered or dialog tasks do not get the expected answers.

From the researchers' observations, the students did not seem to have the courage to express their thoughts in English. Meanwhile, when someone tries to speak English, they have difficulty expressing it with expressions that are

considered correct. So they are always reluctant to speak English.

For the researcher, this problem is very important and requires an appropriate and quick solution because it seems from this situation that there are no oral learning activities in the classroom. Especially when considering the competency-based curriculum or known as the 2013 curriculum which indicates that the purpose of teaching English aims to develop the ability to communicate in English through reading, listening, speaking and writing in a balanced manner, as required in the era of globalization and information in the 21st century.

There are many factors that lead to the above problems, including: 1). The low ability of students in how they express their ideas in English, 2). Lack of facilities and opportunities/time for students to speak English, 3). Scarcity of English expressions/examples that they really need to communicate in English, and 4). Students are not interested in practicing due to the lack of motivation or challenge they need from them to use English.

Teachers have recognized the above factors for a long time, and various efforts have been made to overcome them. For example, by applying various learning models that are considered the most appropriate in teaching English. However, these efforts have not shown the desired results. Perhaps it is not the method that is considered weak, but its application should be more creative or it has not been appropriate to choose an educational model that matches the competencies, learning objectives and teaching resources.

One of the interesting innovations that accompany changes in learning is the discovery and application of innovative, creative and constructive or more appropriate learning models in the development and exploration of learners concretely and independently in teaching and social settings, so it is very important for teachers, especially teachers to understand the material,

students and learning methodologies in the learning process, especially with regard to the choice of cooperative learning models where one of the modern ones is the modern stick learning model.

One of the learning models that is being sought to be applied in English learning to improve students' thinking skills is the Bamboo Dancing Learning Model, an innovative English learning method designed to help students develop various oral skills optimally and increase students' learning activities.

The Bamboo Dancing activity model is a great way to apply it to the learning process (Fauzi et al, 2017). With games, students will be happy and avoid boredom when learning the material given by the teacher. In addition, learning in games will provide opportunities for students to be more active than learning models that only listen to the teacher's speech.

Realizing the benefits of the Bamboo Dancing Learning Model and seeing the fact that the Bamboo Dancing Learning Model has not or rarely been used in the classroom optimally, it is necessary to conduct research to further study how the Bamboo Dancing Learning Model improves learning outcomes in English subjects.

Bamboo Dancing Learning Model

Understanding the Bamboo Dancing Learning Model. The Bamboo Dancing learning model is one of the cooperative learning models that utilizes a stick as a symbol to give learners the opportunity to speak. This model aims to increase learners' involvement, cooperation, and communication skills in the learning process.

Bamboo Dancing Procedure

Bamboo dancing is a type of traditional dance that originated in the Philippines. The dance involves two pairs of bamboo being rhythmically beaten by two dancers, while four other dancers move between the bamboo. This dance requires great skill, speed and coordination from the dancers.

Here is the procedure for doing bamboo dancing:

1. Prepare two pairs of bamboo that are about 2 meters long and about 10 cm in diameter. Make sure the bamboo has no thorns or cracks that could hurt the dancer.
2. Designate four dancers who will move between the bamboos, and two dancers who will hit the bamboos. The dancers hitting the bamboo must have good strength and accuracy, while the dancers moving between the bamboo must have good agility and balance.
3. Place two pairs of bamboo parallel on the ground with a distance of about 30 cm between each pair. The dancer hitting the bamboo should stand at the ends of the bamboo, while the dancer moving between the bamboo should stand next to the bamboo.
4. Start hitting the bamboos alternately in a rhythm that matches the music. The dancer hitting the bamboo should raise and lower the bamboo in a synchronized and regular motion, while the dancer moving between the bamboo should follow the rhythm by jumping in and out of the gaps.
5. Vary the movements according to the creativity and ability of the dancers. For example, dancers moving between the bamboos can do spins, jumps, or hand movements while inside or outside the bamboo gaps. Dancers hitting the bamboo can also change the rhythm, speed or direction of their strokes.
6. End the dance with a spectacular final movement, for example by performing a high jump or somersault by the dancer moving between the bamboo, or by hitting the bamboo hard and fast by the dancer hitting the bamboo.

This is the procedure for bamboo dancing. This dance can be a way to preserve traditional culture and increase cohesiveness between dancers.

Bamboo Dancing learning model can help learners to be more active, confident, and respect other people's opinions in the learning process. This model can also improve students' understanding of the learning material delivered by the teacher.

The Bamboo Dancing learning model is an educational model where students will use sticks in their activities. The first thing the teacher does is to take the stick and give it to the student, after which the teacher asks a question, and the student with the stick must answer the teacher's question. And so on until it is the turn of all students to respond.

The Bamboo Dancing learning model is one of the cooperative learning models. This learning model is implemented with the help of a stick, who holds the stick is obliged to answer the teacher's questions after the students have learned the main material. Bamboo Dancing learning is very suitable for elementary, middle and junior high school students. In addition to speaking practice, this learning will create a fun atmosphere and keep students active.

In the application of the talking stick cooperative learning model, the teacher divides the class into groups of 5 or 6 heterogeneous members. The groups are formed by considering intimacy, friendship or interest, on the next topic they prepare and report to the whole class.

RESEARCH METHODS

Classroom action research (CAR) is one of the research methods conducted by teachers in the classroom to improve the quality of learning (Widayati, 2008; Arikunto & Suharsimi, 2010). CAR aims to identify problems that occur in the classroom, design corrective actions, implement these actions, and evaluate the results. CAR is cyclical, meaning that after one action is completed, the teacher can take another better action based on the evaluation results. CAR also involves students as research subjects and teacher partners. CAR

can provide benefits for teachers, students and the school as a whole. Classroom Action Research consists of each cycle having 4 phases: planning, action, observation, and reflection.

The subjects in this study were students of class IX UPTD SMP Negeri 1 Lobalain in the 2020/2021 academic year totaling 32 students and the researcher himself as an English subject teacher.

Design and Procedure

The multistage action research design that will be carried out consists of two cycles, namely the first cycle and the second cycle. If it is not successful, it will continue to the next cycle. However, this research was conducted in two cycles, each cycle with four meetings. The general description of what is done in each cycle is: Planning, implementation, observation, and reflection. The flow and stages of class action implementation are as below Figure 1. Classroom Action Research Scheme (Arikunto & Suharsimi, 2010):

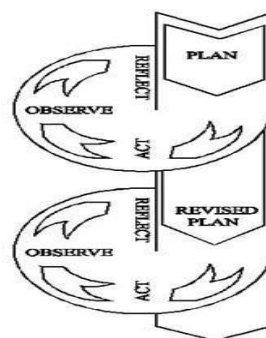


Figure 1. Classroom Action Research Scheme

Data Collection Technique

In a study, data is needed so that readers can see the changes obtained from a study. In addition, the data obtained must be understood by the reader and so that the data obtained can be easily interpreted with conclusions. Data collection techniques in this study with observation, learning outcomes tests and documentation.

1. Observation

The observation method is one of the research methods used to collect data by

observing certain phenomena, behaviors, or situations systematically and objectively. The observation method can be done directly or indirectly, structured or unstructured, participatory or non-participatory, open or closed. The observation method has several advantages and disadvantages, depending on the purpose, context, and resources of the research.

2. Test

A test method is a set of stimuli (catalysts) whose responses can be used as a basis for determining numerical results. This testing method is used to determine student learning outcomes before and after applying problem-based learning in English, subject *It's a beautiful day!* In class IX of SMPN 1 Praia Barrat.

A. Individual completeness

$$\begin{aligned} & \text{Nilai ketuntasan Individu} \\ &= \frac{\text{skor yang diperoleh siswa}}{\text{Skor Maksimum tes}} \times 100 \end{aligned}$$

B. Classic completeness

$$\begin{aligned} & \text{Nilai ketuntasan Individu} \\ &= \frac{\text{Jumlah siswa yang tuntas}}{\text{Jumlah Siswa dalam satu kelas}} \times 100 \end{aligned}$$

So the grade of C (sufficient) starts from 75. The predicates above are quite good and very good, so the length of the English subject range can be determined by: (maximum score - KKM score): 3 = (100 - 75): 3 = 8. So the duration of each predicate is 8 or 9. Since the length of the grade range requires 8 researchers, there are 4 types of predicates, namely A (very good), B (good), C (K), and D (minus), so for English subjects, the grade range and predicates are as follows.

Table 1. School-based KKM cataloging scores

| No. | Value range | Predicate | Category |
|-----|-------------|-----------|-----------|
| 1 | 92 - 100 | A | Very High |
| 2 | 84 - 91 | B | High |
| 3 | 75 - 83 | C | Simply |

| | | | |
|---|------|---|-----|
| 4 | < 75 | D | Low |
|---|------|---|-----|

In addition, learning is said to be completed in the classical way, if 85% of students reach the minimum completion (KKM). The analysis used in this study aims to determine the learning outcomes of English with the theme *"It's a beautiful day!"* through the Bamboo Dancing learning model.

Indicators of Success

The indicators of the success of the research conducted are as follows:

- When there is an increase in the average score, there is an increase in the number of students achieving complete teaching outcomes. Based on a minimum completion of 75, classically if 85% of the total number of students achieve learning completeness.
- If there is a positive change in students from cycle 1 to cycle 2 (student activity assessment) after the implementation of the teaching and learning process with the application of the Bamboo Dancing learning model.

RESULTS AND DISCUSSION

Pre-cycle

Data on pre-classroom learning test results obtained from daily assessments (PH) on the same KD on the subject matter "Algebraic Forms" can be seen in the following table.

Table 2. Statistics of Learning Outcomes Test Values at Pre-Classic.

| Standard | Value |
|---------------|-------|
| Subject | 28 |
| Ideal Value | 100 |
| Highest Score | 84 |
| Lowest Score | 38 |
| Average Value | 66 |

It can be seen in the table that the highest pre-cycle score is 84 and the lowest score is 38 with an average of 66. So the data above shows that the average score is still below the KKM value set by the school. When viewed from the

percentage of completeness in the pre-classroom looks like in table 3. following.

Table 3. Frequency and percentage distribution of learning outcomes in the pre-cycle phase

| No. | Value range | Category | KD Skills | |
|-------|-------------|---------------|-----------|-------|
| | | | Criteria | (%) |
| 1 | 92 - 100 | Very High (A) | 0 | 0% |
| 2 | 84 - 91 | High (B) | 4 | 14,3% |
| 3 | 75 - 83 | Fair (C) | 9 | 32,1% |
| 4 | < 75 | Low (D) | 15 | 53,6% |
| Total | | | 28 | 100% |

Based on Table 3, the information obtained about the learning outcomes of grade 7 students in the introductory course shows that students with grades up to the KKM are only 46.4%, so the completion of student learning is still far from expectations.

From the exposure to the information above, it can be concluded that in the introductory course it can be seen that student learning outcomes are very low because student learning completeness is only 46.4% below 85%, so as a follow-up to improve the quality of English language learning, researchers conducted Classroom Action Research (CAR) in IX UPTD SMP Negeri 1 Lobalain.

Comparing results between cycles

Learning outcomes in English lessons with the application of the Bamboo Dancing Learning Model from Cycle 1 to Cycle 2 saw an increase in student learning outcomes with the topic "It's a beautiful day!".

Overview of Student Skills Results During Learning With the application of the Bamboo Dancing learning model, student assessment test data conducted in this study can be seen in the following 4 tables:

Table 4. Comparison of pre-cycle, cycle 1 and cycle 2 scores

| Criteria | Pre-cycle | Cycle 1 | Cycle 2 |
|---------------|-----------|---------|---------|
| Average Value | 66 | 73 | 79 |

Therefore, from Table 4, it can be concluded that there was an improvement in

each course because the *minimum learning completeness* (KKM) for the school is 75, and students who scored higher than the school KKM reached more than 85%, so the goal was achieved and students' English learning outcomes also improved as evidenced by the class average as shown in the graph below.

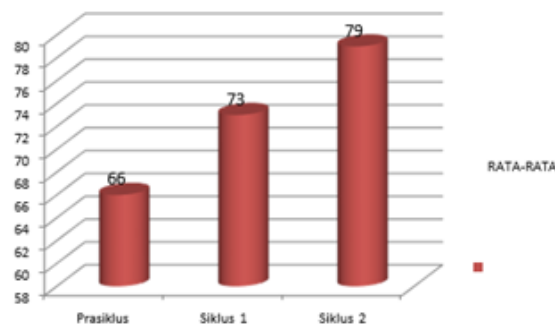


Figure 2. Comparison of average scores in each cycle

Based on the explanation above, it shows that by applying the Bamboo Dancing learning model in English subjects, the theme "It's a beautiful day!" in class IX UPTD SMP Negeri 1 Lobalain can improve student learning outcomes. When viewed from student completion from pre-rotation to cycle 2 with the application of the Bamboo Dancing learning model, it can increase as in the next table.

Table 5. Comparison of student completeness in pre-cycle, cycle 1 and cycle 2

| Completeness | KD. Knowledge | | |
|--------------------|---------------|---------|---------|
| | Pre-cycle | Cycle 1 | Cycle 2 |
| Number of students | 14 | 21 | 25 |
| Percentage | 50% | 75% | 89,3% |

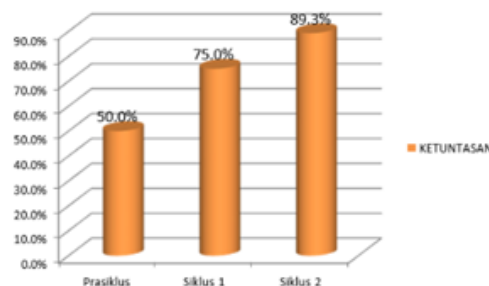


Figure 3. Comparison of average scores in each cycle

CONCLUSIONS

Based on the results of the study, the discussion of learning outcomes data through the application of the Bamboo Dancing Learning Model in class IX UPTD SMP Negeri 1 Lobalain in the 2020/2021 academic year was successful, and can be concluded as follows:

1. Monitoring of teacher and student activities was rated as excellent.
2. Learning outcomes in course 1 with an average score of 73, conditions in course 2 rose to 79, so that the English learning outcomes of learners on the topic "*It's a beautiful day!*" reached an average higher than the KKM.
3. The completion of cycle 1 did not reach the classic completion value of 75%, the condition of cycle 2 increased to 89.3%, so that the learning outcomes of English language learners on the topic "*It's a beautiful day!*" reached a classic completion of more than 85%.

This success is due to the implementation of the Bamboo Dancing learning model carried out by the teacher in accordance with the steps of implementing the Bamboo Dancing learning model contained in the previously prepared Learning Implementation Plan (RPP), so that students become more active and tend to be more positive in receiving lessons given by the teacher, and thus the level of student learning outcomes will increase and achieve classical learning completion.

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