

## **USING BAMBOO DANCING METHOD TO IMPROVE READING SKILL**

**By:**

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**Abstract:** The aim of this study was to prove whether or not there was a significant difference in students' reading skill between students who were taught using bamboo dancing and that of those who were not. A quasi-experimental method was applied. The sample of this study was the tenth grade of SMA N 4 Kayuagung which consisted 62 students. The purposive sampling method was used to select the sample. A written test was used in the form of multiple choice to collect the data. Content validity and IDIF was used to find out the validity. Kuder Richardson (KR-21) was used to measure the reliability. A t-test was used to analyze the data. Based on the result of independent sample t-test, the value of t-obtained was 13.631 at significance level  $p < 0.05$  in two-tailed testing and  $df = 60$ , the critical value of t-table was 2.0003. Since the value of t-obtained (13.631) was higher than t-table (2.0003) and p-value (0.000) was less than  $\alpha$ -value 0.05, the null hypothesis ( $H_0$ ) was rejected and alternative hypotheses ( $H_a$ ) was accepted. It meant that there was a significant difference in students' reading skill between students who were taught using bamboo dancing and that of those who were not. In short, a bamboo dancing method could improve students' reading skill.

**Keywords:** bamboo dancing, reading skill

## **INTRODUCTION**

Reading is as a window to get information. Reading is about understanding written texts and it is a dynamic inferring that makes communication between writer and reader. By reading, students can get information and understand written text. Furthermore, reading is a part of a language that is very important

because by reading people can get knowledge and information (Heinemann, 2009, p. 10). It is also supported by Kim (2012, p. 3) who says that reading is an important skill because reading is an interactive process among readers, texts, and tasks. By reading, students got a lot of useful information for their learning. The

information could enrich their knowledge. They could also share their information that they got from reading to others. In order to know the meaning of the text, students have to comprehend their reading text.

Nevertheless, there are some problems in reading that most of the students experience. According to Cunningham and Stanovich (2001, p. 137), students have some problem in reading. First, lack of exposure and practice on the part of the less skilled reader delays the development of automaticity and speed at the word recognition level. Second, less-skilled readers often find themselves difficult to understand the passage that is too difficult for them. Then, they get difficulties to determine the main idea, topic and generic structure in each genre. Students not only have difficulties to organize their idea from the passage but also they are lack of

vocabulary because they seldom use the new words in their daily life such as in conversation and writing activity. It is also in line with Wyse and Jones (2008, p. 93), some problems in teaching reading. First, the students do not have a capability in reading English text because they have lack of motivation and vocabulary. Second, the students were difficult to determine the main idea, topic, and generic structure in each genre. Third, the teachers' common strategy that is used by the teacher sometimes is not interesting.

In addition, Hager, et.al (2005, p. 29) also explain that students have lack of reading comprehension because they can read aloud with little or no difficulty to pronounce words, but they do not understand or remember what they have read. Lubis and Meisuri (2001, p. 1) also explain that the students do not have a capability in reading English text because they are

lack of motivation and vocabulary. Thus, students have some problems in reading because they get difficult to understand written text, lack of vocabulary and motivation.

Based on the problems above, a teacher should find an interesting method to overcome that problem. According to Suprijono (2012:81), bamboo dancing is a method begin with the introduction of the topic. The teacher facilitates to appears the inter subjective, interactive dialog, question and answer and so on. This activity refers to the students' knowledge got from a discussion in the big groups and can be evaluated and become a knowledge for all the students in the class. By using this method, students got to be easier to improve their speaking skill. Bamboo Dance Learning Method has the goal to enable students to share information at the same time with different partners in a short time on

a regular basis. This method suitable to the material requires the exchange of experience and information between students' minds (Komendangi, 2010, p.6). Besides, the bamboo dancing is interesting and motivating students at upper primary level.

Moreover, according to Suwarno (2010) cited in Sanusi (2013), by using bamboo dancing expected distribution of information or topics that are known by students. A bamboo dancing method is very useful for learning in the classroom be more varied and not boring. This method is used to built students' togetherness. This method can be used for sharing information to learn the others subject. In this method, the students will share information and the discussion occurs to students in pairs when presentation topics during the lessons. This method is very useful to make students will be more active in the class. The aim of this study was to

prove whether or not there was a significant difference in students' reading skill between students who were taught using bamboo dancing and that of those were not.

## **METHODOLOGY**

A quasi-experimental method was applied. The sample of this study was the tenth grade of SMA N 4 Kayuagung which consisted 62 students. The purposive sampling method was used to select the sample. A written test was used in the form of multiple choice to collect the data. The test consisted of 30 questions about recount text. The test was given in two ways, pretest, and posttest. The pretest was given before giving treatment in order to know students' prior knowledge, while posttest was be given after the treatment in order to know students' progress. Moreover, to measure the readability of text Flesch-Kincaid was used. Content

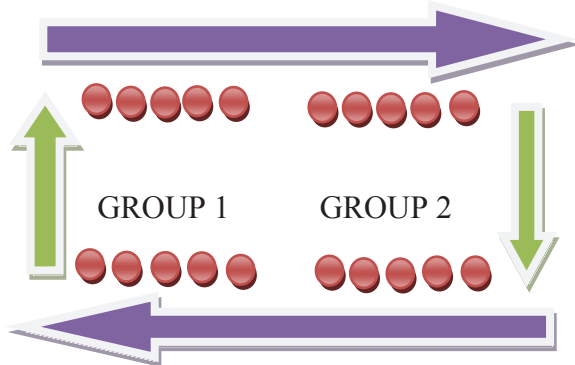
validity and IDIF was used to find out the validity. Kuder Richardson (KR-21) was used to measure the reliability. It was found that the reliability of the test was 0.88. Therefore, the test was considered reliable because it was higher than 0.70 T-test was used to analyze the data.

Furthermore, Suprijono (2009:81) describes the procedure of teaching reading by using Bamboo Dancing method is as follows:

- 1) Divide students into two big groups, if the totals of students are 40 then divide them into two groups, every group consist of 20 students and arrange them to make two rows, they will be face to face in rows. So in the big groups, they will be pairs. It called the first pairs.
- 2) Distribute the assignment to every pair and give them to discuss the reading recount about the indicators of recount text about the questions

what, where, when, why and how in their every pair.

- 3) After discussion, the students stand in the rows like the first rows then move likes the needle of a clock. In this activity, the students will get a new pair and share the information or the topic. It continued until they back to the first pairs.
- 4) The result of the discussion will be presented in the whole in class. the leader of each group presents their result discussion in front of the class.



**Figure 1. The Map of Bamboo Dancing**

## **RESULTS AND DISCUSSION**

Based on the result of independent sample t-test, the value of t-obtained was 13.631 at significance level  $p < 0.05$  in two-tailed testing and  $df = 60$ , the

critical value of t-table was 2.0003. Since the value of t-obtained (13.631) was higher than t-table (2.0003) and p-value (0.000) was less than  $\alpha$ -value 0.05, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It meant that there was a significant difference in students' reading skill between students who were taught using bamboo dancing and that of those who were not.

By using a bamboo dancing method, students could share information in pairs so that they could determine the main idea, topic and generic structure of the text. They also could enlarge new vocabulary and it made them easier to understand the content of the text. Finally, by using bamboo dancing students could build team relationship since they discussed the content in groups and then share the ideas and information in pairs. In short,

bamboo dancing method could improve students' reading skill.

## CONCLUSION

It was concluded that there was a significant difference in students' reading skill between students who were taught using bamboo dancing and that of those who were not. By using a bamboo dancing method, students can share ideas and information in pairs. Students also can cooperate while discussed the text in groups by using this method. In short, a bamboo dancing method could improve students' reading skill.

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