THE USE OF BAMBOO DANCE METHOD IN TEACHING READING COMPREHENSION ON DESCRIPTIVE TEXT

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Abstract: The purpose of this research is to know whether the bamboo dance method is effective or not in teaching reading comprehension on descriptive text to the Tenth Grade Students of SMA Negeri 6 Pontianak in Academic Year 2014/2015. The method of this research is quantitative research in quasi-experimental research. The subject of this research were the tenth grade students of SMA Negeri 6 Pontianak in Academic Year 2014/2015 which divided into two groups, experimental group that consist of 50 students and control which are consist of 50 students. The research findings showed that bamboo dance method were very effective in teaching reading comprehension on descriptive text to the Tenth Grade Students of SMA Negeri 6 Pontianak in Academic Year 2014/2015.

Keyword: Bamboo Dance Method, Reading Comprehension, Descriptive Text.

Comprehending is a complex process in which the reader uses his ability to find information. It means that reader has to be able to understand the meaning of printed or written word. In reading activity which is based on the curriculum of 2013 for senior high school students, students are expected to be able to comprehend the material of the text. A process of reading cannot be separated from comprehension because reading without comprehension is useless. Comprehending covers main idea, supporting detail, reference, inference and vocabulary. In pontianak, particularly at SMAN 6 Pontianak, the students have different ability and achievement in English lesson, on the other hand, not every students have the
same ability in English. Based on the data that the researcher got at SMAN 6 Pontianak, the students have the highest difficulty in comprehending the English text. The teacher said that the most of the student easily get bored when the learning material is reading text and the result is as predicted that the students cannot comprehend the reading text well. So, in order to help the students comprehend reading text, the researcher suggests that the teacher can apply bamboo dance method to his/her class activity.

Bamboo dance method is a method to teach reading. Spencer Kagan (1994:65) argued that learning with bamboo dancing was a cooperative learning method that used to teach related information early in order to study the matter further in. In this method, there is an occasion for students to enrich their comprehension of the text by doing a conversation after silent reading. Conversation also can provide chance to make student understand the reading text. Nation (2004) states that students' oral language proficiency plays a crucial role in the acquisition of reading fluency and comprehension. By using bamboo dance method, oral language is playing a role in supporting the students comprehension on reading text because this method provide the discussion session to share information or topics that are known by the students. This method can be used for sharing information to learn the others subject, this method doesn’t take place in the competition, the students will share information and the discussion occurs to students in pairs when the reading text is presented during the lessons. This method is useful to make students be more active in the class. It is also supported by previous similar research which was done by Nurintan Sanusi in Gorontalo where she applied this method to teach reading skill on Junior High School and the result was the improvement of students reading skill. Through this method, students are expected to improve their reading comprehension ability on descriptive text.

Nowadays, the teaching strategy in teaching reading comprehension does not suit to students. According to the students, the above problem may be due to the teaching strategy used by the teacher. The teaching strategy only covered distributing texts to the students, asking them to read the texts themselves and answering the questions given by teachers without any sufficient guidance. For this problem, the researcher will cooperate with the teacher to implement the bamboo dance method in order to teach students in comprehending the texts, especially descriptive text. Bamboo Dance Method comes from cooperative learning which was expected to be able to help and improve the students reading comprehension of descriptive text. Through the use of this method, researcher hopes that the students can be more active, can help them know each other and the students could get comprehension of descriptive text in reading by sharing ideas and informations with other students in the reading text easily and enjoyably without getting bored. The researcher also hopes that bamboo dance method can be suitable teaching method in teaching reading comprehension.

In conclusion, involving the bamboo dance method in the learning process may let the teacher facilitate the students managing their intention in learning reading comprehension. The teacher provides guidance and support to students as they generate their ideas in reading comprehension on descriptive text and as well to evaluate how far they have already applied the criteria of the goals in reading.
especially on descriptive text through bamboo dance method. In this research, the researcher is also as the teacher in the classroom who intends to guide them in reading comprehension on descriptive text based on the bamboo dance procedure such as brainstorming section, discussing section and confirmation section.

In this research, the researcher focuses on teaching reading comprehension on descriptive texts by using bamboo dance method. According to Miftahul Huda (2014:147) bamboo dance method can give an opportunity for students to share ideas and information. In brief, by using bamboo dance method in teaching reading comprehension, students can get a wide opportunity to comprehend the reading text by getting the ideas and information about the text from discussion activity on bamboo dance method.

Bamboo Dance method is a method of learning which students work in pair. By using bamboo dance method the researcher hopes the students to improve their reading, to help being active in the class and to help them being active in developing their knowledge and memorized. In order to clarify the process of this research, here are some procedures that the writer will do. According to Istarani (2011:58) there are six steps in bamboo dancing method.

**Scheme 1**
Bamboo Dance Method Procedure
The learning activity begins with the introduction of the topic of descriptive text by the teacher. At this point, the teacher writes the topic and doing question and answer to the students about the topic given. This step needs to be done so that the students are more prepared to face the new material.

The teacher handing out the descriptive text to the students and command the students to read it in silent way about twenty minutes to find the information needed and summarize it. The teacher divided the class into 2 large groups. Suppose if there are 40 children in a class, then each large group consists of 20 people. On a large group that contain of 20 people divided again into two groups. Each group contains of 10 people arranged face to face with 10 other people with standing position. This pair is called the first partner. In this step, the teacher gave enough time to students, so they could discuss the material well.

After discussion, 20 people from every large group who stand facing each other following lined slid a clockwise direction. In this way, every learners gets new partner and shares information different so on. A move clockwise new stop when learners back into its place of origin. The mutual movement shifted and a variety of information that resembles bamboo trees dancing movement. The results of the discussion in every large group then presented to the entire class. Teachers facilitate the occurrence of interactive dialogue, integration and so on. Through this activity intended to yield knowledge discussion by each major group can be understood and become knowledge along with the rest of the class. Therefore, to investigate the use of bamboo dance method in teaching reading comprehension is effective or not, the research method is quantitative research and the researcher decided to use a quasi experimental research in order to investigate the effectiveness of this method in teaching reading comprehension on descriptive text to the tenth grade students of SMAN 6 Pontianak in academic year 2014/2015.

RESEARCH METHODOLOGY

The general approach that will be used in this research is quantitative study and this research will be conducted based on quasi-experimental research. According to Joan and Barry (1997:7) quasi-experimental designs are commonly employed in the evaluation of educational programs when random assignment is not possible or practical. This research used quasi-experimental design because the education world consists of limitation that affects researcher in assigning sample randomly.

The design of quasi experimental with non-equivalent control group design is described as follows:

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O1--------------------------------------------X----------------------------- O2
O3                                      O4
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The population of this research was taken from the tenth grade students of SMA Negeri 6 Pontianak in academic year 2014/2015 with the total of students was 298 students and the sample is 100 students. The sample of this research was taken randomly from the tenth grade students of SMA Negeri 6 Pontianak in academic year 2014/2015. Technique of data collecting is measurement technique by using reading test (pre-test and post-test). The instrument of this research was validated by one lecturer of English Study Program and one teacher of SMAN 6 Pontianak. Based on the tryout of the test items, the researcher got the criteria of the test reliability was moderate with the reliability coefficient was 0.41. The data were collected through following procedure.

a. Giving pre-test to the experimental group
   The researcher conducted pre-test for experimental group in order to know the students’ ability in reading comprehension before being treated by Bamboo Dance Method.

b. Giving pre-test to the control group
   The researcher conducted pre-test for control group in order to know the students’ ability in reading comprehension by using the teacher’s technique.

c. Giving treatment to the experimental group
   The researcher gave treatments by applying bamboo dance method to the experimental group. Treatments was given three times to make sure that the students comprehend the text constantly.

d. Giving post-test the experimental group
   The researcher gave the post-test for experimental group in order to get the score of students’ ability in reading comprehension after being treated three times by Bamboo Dance method.

e. Giving post-test to the control group
   The researcher gave the post-test for control group in order to get the score of students’ ability in reading comprehension by the teacher’s technique which will be compared to experimental group’s post test result.

f. Analysing the test result
   After conducting the points above, the researcher analysed the result of the tests. An analysis was done to get the significant data result.

Then, the collected data were analyzed by using effect size formula to measure the effectiveness of Bamboo dance method to teach reading comprehension of descriptive text. The result of effect size is classified as seen in Table 1 Effect Size.
Table 1
Criteria of The Result of Effect Size

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.20</td>
<td>Weak Effect</td>
</tr>
<tr>
<td>0.21 – 0.50</td>
<td>Modest Effect</td>
</tr>
<tr>
<td>0.51 – 1.00</td>
<td>Moderate Effect</td>
</tr>
<tr>
<td>&gt; 1.00</td>
<td>Strong Effect</td>
</tr>
</tbody>
</table>

Cohen (2007: 139)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was applied to the tenth grade students of SMA Negeri 6 Pontianak in academic year 2014/2015. The form of this research is quasi experimental research. According to Joan and Barry (1997:7) quasi-experimental designs are commonly employed in the evaluation of educational programs when random assignment is not possible or practical. The researcher divided the students into two groups, experimental group and control group. The experimental group was applied bamboo dance method and the control group was applied conventional teaching technique (teacher gives explanation and asks questions to the students, the students answer the questions from the teacher, if they feel confused, they can ask to the teacher).

Table 2
The Students Criteria of Pretest and Postest in Experimental Group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest (M2)</td>
<td>80.1</td>
<td>Above KKM</td>
</tr>
<tr>
<td>Pretest (M1)</td>
<td>69.4</td>
<td>Below KKM</td>
</tr>
<tr>
<td>Interval Score</td>
<td>10.7</td>
<td></td>
</tr>
</tbody>
</table>

Table 3
The Students Criteria of Pretest and Posttest in Control Group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest (M2)</td>
<td>76.4</td>
<td>Above KKM</td>
</tr>
<tr>
<td>Pretest (M1)</td>
<td>67.3</td>
<td>Below KKM</td>
</tr>
<tr>
<td>Interval Score</td>
<td>9.1</td>
<td></td>
</tr>
</tbody>
</table>

Based on the result of pre-test and post-test, the researcher knew that there is different significant achievement of both groups. It was proved by the result of
mean score of post-test in experimental group is 80.1 and the interval score is 10.7. Meanwhile, the result of mean score of post-test in control group is 76.4 and the interval score is 9.1. After that, the researcher computed those results into t-test formula. The result of t-test formula compares two different treatments and makes general conclusion (Subana, et al, 2005: 168). The t-value is 0.228. This value could accept the hypothesis of this research. Besides that, the value of the effect size treatment is 2.95. It showed that the treatment had strong effect (2.95 > 1). It indicated that teaching reading comprehension on descriptive text through bamboo dance method to the tenth grade students of SMAN 6 Pontianak in academic year 2014/2015 is effective.

Then, the researcher tried to calculate test the hypothesis of this research by using t-test of the bamboo dance method in teaching reading comprehension on descriptive text. First, the researcher had to calculate the standard deviation of both experimental group and control group and then administered the variance of both experimental group and control group.

The standard deviation of the experimental group calculated as follows:

$$sd = \sqrt{\frac{\sum d^2 - (\sum d)^2}{n}}$$

$$sd = \sqrt{9.55} = 3.09$$

The standard deviation of the control group calculated as follows:

$$sd = \sqrt{17.3} = 4.15$$

**Variance of Experimental Group**

Variance = $Sd^2$

= 3.09^2

= 9.54

**Variance of Control Group**

Variance = $Sd^2$

= 4.15^2

= 17.22

Then, The researcher computed the variances above into t-test formula

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1 - 1)S1^2 + (n2 - 1)S2^2}{n1 + n2 - 2} \left( \frac{1}{n1} + \frac{1}{n2} \right)}}$$

$$t = 0.68$$
The result of t-test is higher than t-table with the df = 0.228 (0.68 > 0.228). it means that the hypothesis of this research (Bamboo Dance method is effective in teaching reading comprehension on descriptive text to the tenth grade students of SMA Negeri 6 Pontianak in Academic year 2014/2015) is accepted.

The researcher tried to investigate how effective bamboo dance method implementation in teaching reading comprehension on descriptive text.

The effect size formula : \( \text{Effect size} = \frac{M_1 - m_2}{SD} \)

To get Pooled Standard Deviation \( = \frac{Sd_1 + Sd_2}{2} \)

Then, the effect size is

\( \text{Effect Size} = \frac{80.1 - 69.4}{3.62} \)

\( = 2.95 \)

Based on the calculation above, the researcher got the effect size is 2.95 (the category is “strong effect”. Thus, the use of bamboo dance method is very effective in teaching reading comprehension on descriptive text.

Discussion

Regarding to the findings in this research, the researcher felt more the contribution of bamboo dance method toward students’ learning, especially in their reading comprehension on descriptive text. The researcher found that bamboo dance method which was done by the students gave the contribution in their learning on reading comprehension on descriptive text. Supported by theory of Istarani (2012) about the aim of bamboo dance method advantages that Students can share with others about the topic or sharing about their experience. The students can share information with others where in this activity they will give and get idea or opinions from the others students related to the topic.

Dealing with the bamboo dance method procedure, the researcher considered that the first procedure of bamboo dance method which is called brainstorming creates metacognition process in students learning. According to Earl (2003:9) metacognition is thinking about idea and it is used when students can draw conclusions about their own work, set goals, keep records, use aids or cuing devices to check for understanding. In brainstorming section, the students learned to collect idea of the descriptive text through discussion guidance that the teacher gave in brainstorming section.

Through this research the researcher found that bamboo dance is appropriate in enhancing reading comprehension process where the teacher wants the students are able to draw their own learning and keep the record as well as feedback of their work for the long last learning from their pair when they did discussion section and also from the teacher when they were presented their report about the descriptive text. It is strengthened by the theory of Earl (2003:11) about students’ learning if
they are gaining feedback that when students become comfortable with a continuous cycle of feedback and adjustment, learning becomes more efficient and students begin to internalize the process of standing outside their own learning and considering it against a range of criteria, not just the teacher's judgment about quality or accuracy.

Researcher also considered that the strategy is by engaging oral language from discussion section in bamboo dance method procedure where the students in pair gave their ideas of their answer on discussion guidance to enhance their reading comprehension on descriptive text. As according to Nation (2004) states that students’ oral language proficiency plays a crucial role in the acquisition of reading fluency and comprehension. Dealing with students’ problem in critical and analysis questions that the writer found in their answers before, indeed Clay (2001:22) answered the problem that students who are working the procedural steps with a focus on completion may be thinking about their own thoughts, connecting their work to the concept and thinking critically.

The researcher findings about the contribution of bamboo dance method in the students’ reading comprehension on descriptive text is also lined by the proven of previous study on the implementation of bamboo dance method which is done by Nurintan Sanusi (2011). The research also indicated the effective teaching-learning reading appears in the classroom using bamboo dance method. She did a research as she is also as a teacher in SMAN 1 Gorontalo and she applied the bamboo dance method to the students by letting them got feedback during the learning process. The feedback form was created to find out what the problem they faced during their reading time. As the result, she found that her students clearly showed their obstacles in reading and from it the students knew the source of their problem is the lack of students ability in understanding how to get the idea of the text and comprehending it while they were also guided how to solve it by letting the students to list their first answer on discussion guidance and then, they discuss it with his or her friend in pair to check their answer, ideas, and opinion according to descriptive text and then correct it together. In the last, the teacher also guide them by giving them feedback to guide them to comprehend the text.

When doing reading comprehension on descriptive text using bamboo dance method, the students could collect the ideas about the text by themself in brainstorming section, and discussing it and also selecting it by doing discussion section with his or her partner where can enrich their ideas about the text. In here they assessed their own work and got feedback on how to recognize their own needs in learning reading comprehension. Therefore, from the experiment, the researcher found that the feedback is important for the student and bamboo dance can provide this chance from discussion section from their pair and in the last section where they were presenting their work and got the feedback from the teacher. As it is strengthen by the theory of Miftahul Huda (2012:57) about the positive effect of bamboo dance method that Students can exchange experiences, ideas, and opinion with each other in the learning process. Students in theory create a positive learning environment and are empowered to reflect on their work and help them in comprehending the text by giving them the chance to collect the ideas and get the feedback at the same time.
The researcher also found that the students enjoyed practicing bamboo dance method. When they answer the essay questions about descriptive text in discussion guidance, there was no need for them to focus on the long text and the vocabulary only, because the bamboo dance method, particularly in discussion guidance provided them the questions that guide them to comprehend the descriptive text. In conclusion the bamboo dance method gave the new atmosphere of learning English to the students because the students had more chances to be serious doing their work and activating their metacognition process in brainstorming section, and then the process of reading comprehension is enhanced by the oral language on discussion section and finally in final section where they were presenting their ideas, they can get the feedback of their problem in reading comprehension and fix it.

CONCLUSIONS AND SUGGESTIONS

Conclusion
Referring to the discussion in this research, the researcher may propose the agreement toward the implementation of bamboo dance method, that through the use of bamboo dance method in learning reading comprehension, the students experienced the real process of reflecting their own work in comprehending descriptive text and they also got feedback which helped them to understand the material better, due to they know their own weakness and strength for the next learning. Through the use of bamboo dance method which provides the criteria in comprehending descriptive text, the students actually were guided to know the answer without too much focus on the vocabularies in the text to understand the story. It could be concluded that implementing bamboo dance method does not mean always formally be appropriate and will always work. However, students who are given the opportunity to become more engaged in the learning process and in assessing their own thinking ability often do respond with intelligence, responsibility that students’ sense of self improved, their work became more meaningful to them, they became care and fun in learning through this method, and they began to reflect on what they had acquired as well as on what they still needed to discover.

Suggestions
1. To The Teacher, in teaching and learning process, teacher should be aware of teaching method that is used in teaching and learning process. By understanding the result of the study on reading comprehension of descriptive text through speaking on bamboo dance method, English teacher can implement this method rather than using the old way where the teacher just preparing the reading material, distributing it, commanding the students to read it, and answering the questions related to the text. English teacher can use a method in a communicative way, so the students can be involved to the learning activity. The researcher suggest and offer speaking on bamboo dance method as one of teaching method which can be used in teaching reading comprehension since it is effective, attractive and communicative, so the learning process will be meaningful to the students.
2. To the students, they need to get involved in learning activities. The students must be active in learning English and not to be ashamed to ask the teacher about the material or their problem in learning English especially in reading. Reading English is very important to support students ability in English. The students can find any information related to the text given which is useful for their knowledge if they could comprehend the reading text. So, the students need to improve their reading ability in order to improve their knowledge.

REFERENCES