**USING BAMBOO DANCING TECHNIQUE TO IMPROVE THE SPEAKING SKILL OF THE EIGHTH GRADE STUDENTS**

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**Abstract**

*The objective of this research is to find out whether using Bamboo Dancing technique improve the speaking skill of the eighth grade of SMP Negeri 3 Palu or not. The quasi-experimental research design was used in this research. The population of this research was the eighth grade students of SMP Negeri 3 Palu that consisted of 14 classes. The sample was drawn by applying purposive sampling technique to select an experimental group and a control group. The data were collected by using oral test of pre-test and post-test. The pre-test was administered to measure the students’ speaking skill before the treatment, while the post test was administered to measure the students’ speaking skill after the treatment. The result of the pretest shows that the mean score of the experimental group was 53.1, while the control group was 67.7. The scores has increased on the posttest to 74.5 for the experimental group and 72.6 for the control one. Furthermore, the result of data analysis shows that the t-counted of 5.25 is greater than the t-table of 1.99 when applying 0.05 level of significance and 53 degree of freedom. In conclusion, Bamboo Dancing technique has a positive effect on speaking skill of the eighth grade students of SMP Negeri 3 Palu.*

*Keywords: Bamboo Dancing, Speaking Skill*

**INTRODUCTION**

Speaking is a communication tool to enhance human’s life in the society. Its form and meaning are dependent on the context, including the participants themselves, collective experiences, the physical environment, and the purposes for speaking.

In speaking, students should master the elements of speaking, such as fluency, accuracy and comprehensibility. Eventhough many students have amount of vocabulary, but they still have difficulty in speaking. Thus, the teachers have a responsibility to prepare an effective method to the students as many as possible to be able to speak English in the real-life situation.

However, the teaching of English at public schools does not tend to emphasize on speaking skill. It is contradicted to the teaching of English at school that should focus on the goal stated in *KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan)* used at school. This

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curriculum has constructed standardized and basic competences that should be taught. It means that the materials and teaching indicators are designed by the school teachers. The competence is overall knowledge, skills and attitude that should be performed, demonstrated and shown by the students as the results of learning.

Depdiknas (2006) states that learning English is not only learning vocabulary or grammar in scientific meaning, but learning English is also applying English language in communication field. The students are expected to be able to express their ideas through communication. In gaining successful speaking, the students have to master vocabulary and practice their language in daily life.

There are many indicators of speaking skills that should be recognized such as fluency, accuracy, and comprehensibility. Based on the purpose of English speaking for the eighth grade students of junior high school level, the students are able to speak English in simple language in daily life. Therefore, the teacher should provide the appropriate methods or techniques to make the students interested in learning English especially to practice speaking English.

Subsequently, the researcher conducted an interview to English teacher of SMP Negeri 3 Palu and found the problems. The students got difficulty to express their ideas freely in speaking activities. They were unmotivated to speak because of several reasons: they had limited English words (vocabulary), they did not know how to construct meaningful phrases and sentences in good grammar to deliver their ideas, and they were afraid of making mistakes. Based on this condition, the researcher is interested in doing the quasi-experimental research by using Bamboo Dancing technique which is the strategy that can encourage the students to communicate with their friends as a team. He expects it can motivate and has advantages for teacher and students to speak English and communicate their need especially in the classroom and in their daily need in general.

Bamboo Dancing technique is one of cooperative learning techniques. Cooperative learning is not new thing in the world of teaching. Teacher and students might have used it when they study at class. Johnson (1994) argues that cooperative learning is a method which makes the students can study together as a team to complete the task for achieving common purpose. So every member of teams has same responsibility to make the discussion run well like their expectation.

Jacobs (2004) proposes that there are eight principles of cooperative learning. First, heterogeneous grouping means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables. Second, collaborative skills such as giving reasons, are those needed to work with others. Third, group autonomy encourages students to look to themselves for resources rather than relying solely on the teacher. Fourth, In classrooms in which group activities are not used, the normal interaction pattern is that one person speaks at a time. Fifth, a frequent problem in groups is that one or two group members dominate the group. Sixth, when we try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others. Seventh, when positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. Eighth, cooperation as a value, this principle means that rather than cooperation being only a way to learn, cooperation also becomes part of the content to be learned.

Cooperative learning method is one of useful methods to help students to understand material given by the teacher. Due to the method, the students are not learning a topic individually, but they can learn in group. They can share about the material, because some students may feel shy if they ask the teacher. So by using this method, the teacher expects the students to understand academic material, can respect each other, and also can distribute evenly information.

According to Supriyono (2009:98), Bamboo Dancing technique is a kind of technique that can motivate the students to be brave in giving opinion or saying something. Learning Bamboo Dancing technique gives an alternative way for the students to stimulate them to speak up when the teacher asks them about the material. This technique gives the students opportunity to speak more in front of the class.

Supriyono (2009:98) states that these are the steps of Bamboo Dancing technique. Firstly, The study begins with the introduction of the topic by the teacher. At this point, the teacher can write the topic or do question and answer to the students about the topic given. 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. Secondly, on a large group that contain 20 people is divided again into two groups. Each group contains 10 people arranged face to face with 10 other people with standing position. This pair is called the first couple. Then the teacher handing out different topics to each group to discuss. In this step, the teacher gave enough time to students, so they could discuss the material well. Thirdly, after discussion, 20 people from every large group who stand facing each other following lined slid a clockwise direction. This way every learner gets new partner and share information different so on. The mutual movement shifted and a variety of information that resembles bamboo trees dancing movement. The results of the discussion in every large group presented to the entire class. Teacher 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.

According to Supriyono (2009:98) Bamboo Dancing technique also has several advantages and disadvantages. The advantages are 1) students can exchange experiences with each other in the learning process, 2) increase cooperation among students, 3) increase tolerance among students. However, Bamboo Dancing technique has a few disadvantages. They are 1) the member of the group is too much so the students are confused in the teaching learning process, 2) the teacher should prepare a wide variety of topics, 3) Some students course active because the group are too much. Interaction not occurring along.

**METHOD**

In this research, the researcher wanted to prove whether Bamboo Dancing technique can improve the students’ speaking skill or not. Therefore, the researcher used experimental design in this research. One of the experimental design which is used by the researcher is quasi-experimental design. The researcher uses the design to concern regarding internal validity, because the experimental group and control group in this design may not be comparable at baseline. With random assignment, study participants have the same chance of being assigned to the intervention group or the comparison group. The researcher conducted pre-test before the treatment as the first information of the students’ skill in speaking English. Meanwhile, the post-test was used to find out the students’ progress in speaking English. The design of this research is adapted from Arikunto (2006:78) as follows:

**O1 X O2**

**O1 O2**

Where: O1 : Pre-test

O2 : Post-test

X : Treatment

The population of this research was the eighth grade students. They consisted of fourteen classes consisting of 35 up to 36 students. The total number of the students was 495. It is very necessary for the researcher to determine the research sample. In taking the sample, the researcher used a purposive sampling technique. There are two variables in this research; they were dependent variable and independent variable. The dependent variable in this research was speaking skill of the eighth grade, while the independent one was using ‘Bamboo Dancing’.

In collecting data of this research, the researcher used test as the instrument. The test consists of pre-test and post-test. Pre-test was a test that was given to the students to find out their prior skill in speaking before giving them the treatment by using ‘Bamboo Dancing’. The researcher was used describe how to do or how to make something in pre-test, because it is appropriate with the material that researcher have purposed. Meanwhile, post-test was a test that was given to the students after the researcher gives the treatment. The aim was to measure the students’ improvement in speaking, especially in describing procedure text, and to find out the effectiveness of Bamboo Dancing technique.

The researcher provided recorder to record the students’ speaking during the test in order to avoid mistakes in scoring their performance. In recording the students’ voice, the researcher asked them to go outside of classroom while waiting the researcher called their names. The researcher adapted the scoring system of Heaton to evaluate the fluency and accuracy of the students. The researcher measured only two aspects, fluency and accuracy. Besides it used rating 1-3 for the scale to assess students speaking skill in table 1 below.

Table 1: The Rating Score of Fluency and Accuracy

|  |  |  |
| --- | --- | --- |
| **Rating** | **Fluency** | **Accuracy** |
| 3 | Has to make an effort for most of times. Has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often. | Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. |
| 2 | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression. | Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many “basic” grammatical and lexical errors. |
| 1 | Full of long and unnatural pause. Very halting and fragmentary delivery. At times give up making effort. Very limited range expression. | Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of the language skills and areas practiced in the course |

*Adapted from Heaton* (1988:100)

The scoring system applied at SMP Negeri 3 Palu takes 0-100 scale. Therefore the researcher tried to convert and adjusted the Heaton’s scoring system. The scoring system goes from the rating 3 – 1 as presented in table 2.

Table 2: Speaking Scoring System

|  |  |  |
| --- | --- | --- |
| **Rating** | **Range Score** | **Description** |
| 3 (Competent Speaker) | 86 up to 100 | Has generally effective command of the language despite some inaccuracies, inappropriate. Can use and understand fairly complex language. |
| 2 (Fair Speaker) | 56 up to 85 | Basic competence is limited to familiar situation, has frequent problem in understanding and expression, is not able to use complex language. |
| 1 (Poor Speaker) | 0 up to 55 | No real communication is possible except for the most basic information using isolated words or short formula is familiar situation and to meet immediate needs. |

After delivering the pre-test to the students, the researcher conducted his treatment which was applied for eight meetings. To know the progress of students after getting the treatment, the researcher delivered post-test at the last meeting.

**FINDINGS**

In presenting the data, the researcher analyzed the data taken from pre-test and post-test in order to prove whether or not using Bamboo Dancingtechnique can give a good contribution in teaching English to the students, especially in improving students’ speaking skill in describing something. Before giving the treatment, the researcher tested the students. This test called pre-test.In pre-test, the researcher asked students several questions. The scope of the test are accuracy and fluency. These two scopes were to measure the students’ ability in speaking. This test is administered in order to measure the students’ prior speaking skill. Then, the researcher gave the post-test aimed to find out the students’ improvement after getting the treatment. The researcher counted the mean score of the students by applying formula which is proposed previously. The result of pre-test is presented in table 3 and table 4.

Table 3: The Result of Pretest of the Experimental Group

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Initials** | **Score Component** | | **Maximum** | **Standard** |
| **Accuracy** | **Fluency** | **Score** | **Score** |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14.  15.  16.  17.  18.  19.  20.  21.  22.  23.  24.  25.  26.  27.  28.  29.  30.  31.  32.  33.  34.  35.  36. | AR  AS  ASY  AN  ANS  AF  PD  ALR  AM  RZ  AD  RD  ADS  AL  ADT  AA  DMD  DFA  FD  FH  FT  HJ  MT  MF  MS  NA  NAK  NH  RY  RKH  SHL  SYD  SAA  ADP  RN  WN | 86  77  88  43  37  88  78  65  44  38  46  34  32  23  29  38  41  21  57  56  87  43  46  61  30  28  59  37  58  87  86  33  23  56  39  41 | 87  86  86  56  40  90  86  69  46  33  57  39  40  35  45  42  46  28  63  47  79  52  58  49  34  25  76  58  35  92  87  43  35  49  45  50 | 100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100 | 86.5  81.5  87  49.5  38.5  89  82  67  45  35.5  51.5  36.5  36  29  37  40  43.5  24.5  60  51.5  83  47.5  52  55  32  26.5  67.5  47.5  46.5  89.5  86.5  38  29  52.5  42  45.5 |
|  | **Total Score** | **1835** | **1988** |  | **1911.5** |

Table 4: The Result of Pretest of the Control Group

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Initials** | **Score Component** | | **Maximum** | **Standard** |
| **Accuracy** | **Fluency** | **Score** | **Score** |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14.  15.  16.  17.  18.  19.  20.  21.  22.  23.  24.  25.  26.  27.  28.  29.  30.  31.  32.  33.  34.  35.  36. | MR  AP  AA  AZ  AS  AM  ASAU  DAS  DA  DFTS  DAR  ENR  EEAS  FP  FRM  HL  MAPB  MFJ  MI  MRS  MTR  MK  MM  MRH  NGR  NH  NZ  RAB  SA  SML  MMM  SPM  SAD  UH  WAI  SDF | 56  57  30  87  86  66  70  88  75  86  43  58  67  40  65  76  79  68  47  33  25  76  63  61  87  70  88  68  58  89  73  89  87  74  56  44 | 60  35  38  88  76  71  86  87  73  78  59  67  73  35  50  72  87  74  56  55  31  86  68  44  89  86  87  70  64  95  86  92  89  79  60  48 | 100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100 | 58  46  34  87.5  81  68.5  78  87.5  74  82  51  62.5  70  37.5  57.5  74  83  71  51.5  44  28  81  65.5  52.5  88  78  87.5  69  61  92  79.5  90.5  88  76.5  58  46 |
|  | **Total Score** | **2385** | **2494** |  | **2439.5** |

Based on table 3 and table 4, the highest score of experimental group is 89.5 and the lowest score is 24.5. Whereas, the highest score of control group is 92 and the lowest score is 28. After analyzing the result of both group, the researcher showed the difference of mean score between experimental group and control group, where experimental group was 53.1 and control group was 67.7. So, the difference between two groups were about 14.6. It means that the level of knowledge those groups was closely equal.

After administering eight treatments, the researcher gave posttest to both groups. The posttest aimed to find out the students’ improvement after getting the treatment. Same formula were used to calculate the students’ score on the posttest. The result of post-test is presented in table 5 and table 6.

Table 5: The Result of Post-test of the Experimental Group

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Initials** | **Score Component** | | **Maximum** | **Standard** |
| **Accuracy** | **Fluency** | **Score** | **Score** |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14.  15.  16.  17.  18.  19.  20.  21.  22.  23.  24.  25.  26.  27.  28.  29.  30.  31.  32.  33.  34.  35.  36. | AR  AS  ASY  AN  ANS  AF  PD  ALR  AM  RZ  AD  RD  ADS  AL  ADT  AA  DMD  DFA  FD  FH  FT  HJ  MT  MF  MS  NA  NAK  NH  RY  RKH  SHL  SYD  SAA  ADP  RN  WN | 86  79  85  68  70  88  75  70  65  75  69  77  62  67  56  62  71  72  65  67  85  65  51  50  65  58  78  60  72  88  86  77  65  55  77  68 | 90  86  80  75  72  85  90  71  76  77  70  79  65  75  78  82  76  88  78  77  83  72  60  69  74  77  86  68  85  95  90  83  78  79  85  79 | 100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100 | 88  82.5  82.5  71.5  71  86.5  82.5  70.5  70.5  76  69.5  78  63.5  71  67  72  73.5  80  71.5  72  84  68.5  55.5  59.5  69.5  67.5  82  64  78.5  91.5  88  80  71.5  67  81  73.5 |
|  | **Total Score** | **2529** | **2833** |  | **2681** |

Table 6: The Result of Post-test of the Control Group

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Initials** | **Score Component** | | **Maximum** | **Standard** |
| **Accuracy** | **Fluency** | **Score** | **Score** |
| 1.  2.  3.  4.  5.  6.  7.  8.  9.  10.  11.  12.  13.  14.  15.  16.  17.  18.  19.  20.  21.  22.  23.  24.  25.  26.  27.  28.  29.  30.  31.  32.  33.  34.  35.  36. | MR  AP  AA  AZ  AS  AM  ASAU  DAS  DA  DFTS  DAR  ENR  EEAS  FP  FRM  HL  MAPB  MFJ  MI  MRS  MTR  MK  MM  MRH  NGR  NH  NZ  RAB  SA  SML  MMM  SPM  SAD  UH  WAI  SDF | 60  63  40  85  88  60  80  88  76  80  53  68  70  55  65  78  83  61  55  45  43  87  76  69  90  79  89  70  68  96  69  79  87  76  50  59 | 69  75  58  87  81  76  88  90  75  79  55  72  84  62  50  65  80  84  60  65  61  76  78  54  85  85  83  88  74  97  80  85  80  71  70  69 | 100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100  100 | 64.5  69  49  86  84.5  68  84  89  75.5  79.5  54  70  77  58.5  57.5  71.5  81.5  72.5  57.5  55  52  81.5  77  61.5  87.5  82  86  79  71  96.5  74.5  82  83.5  73.5  60  64 |
|  | **Total Score** | **2540** | **2691** |  | **2615.5** |

Based on table 5 and table 6, the highest score of experimental group is 91.5 and the lowest score is 55.5. In addition, the highest score of control group is 96.5 and the lowest score is 52. The data shows that, there is a significant improvement in the post-test compared to the previous test. The mean score of the experimental group pre-test was 53.1 while in post-test there was 74.5, meanwhile, the mean score of control group pre-test was 67.7 whereas in post-test there was 72.6. In addition, the students’ skills advance after getting the treatment. The result above shows the total standard score of the students of both group. To get the standard score, the reseacher computed average score of students’ accuracy and fluency. After getting the mean score of pre-test and post-test, the researcher continued to count the mean deviation and square deviation.

Based on the result, the mean deviation of experimental group was 21.76 and the mean deviation of control one was 6.69. Furthermore, the researcher calculated the square deviation. Then, the researcher computed the t-counted value to prove the effectiveness of Bamboo Dancing technique of the eighth grade students. The researcher used testing hypothesis is to prove whether or not Bamboo Dancing technique is accepted or rejected. The rule of the testing hyphotesis is that if the t-counted is higher than t-table, then the hypothesis is accepted. It means that using Bamboo Dancing technique can improve the students’ speaking skill particularly in oral fluency and accuracy. If the t-counted is the same or lower than t-table, the hypothesis is rejected.

From the explanation above, it can be seen that the mean score of deviation of pretest and posttest of experimental group is 21.76 and the control one is 6.69. After analysing the data of the test, the result of data analysis shows that the t-counted is 5.25. By applying 0.05 level of significance and 53 degree of freedom (df) (Nx + Ny – 2 = 36 + 36 – 2), the researcher found that the t-counted (5.25) was higher than t-table (1.99).

**DISCUSSION**

In this part, the researcher discusses about the findings of the research. The researcher took a sample of his research in SMP Negeri 3 Palu. The English teacher recommended conducting the research in VIII E and VIII F, because they still had problems in English especially in speaking.

There were several problems that faced in their speaking, such as: In some cases they knew about some vocabulary that they needed to express about some information or expression such as describe something, but they were afraid of making mistake in pronunciation or structure or they felt shy to their friend when done a mistake. In the other cases, they knew about structure in descriptive text but they have limited vocabulary. The last was that the teacher dominates the teaching activity using Indonesian so it could not improve students’ speaking skill. The objective of this research is to find out whether Bamboo Dancing technique can improve students’ speaking skill or not. This research was conducted at SMP Negeri 3 Palu. The researcher took VIII E as the experimental and VIII F as the control group of this research. The pretest was given before applying the Bamboo Dancing technique. The topic in pre-test is about procedure text. The researcher asked them to come in front of the class one by one for having interview and recorded their voice on the phone. The researcher found that there were some mistakes which made by the students in speaking.

Most of them were confused to speak grammatically such as generic structure of procedure text. For example: *First, prepared …, and then boil …, second …* The correct sentence should be *First, prepared …, second …, and then ...* Another problem in speaking was the difficulty to express their ideas. They usually spoke with long pauses. For example, *After that, eee… put the eee… the ingredients*. The correct one should speak naturally and directly think the English sentence. The researcher gave pre-test for the students in order to test their entry level in speaking skill. The data collected shows the experimental group was only 5 students belong to rating 3 classified as competent speaker, 6 students belong to rating 2 classified as fair speaker, 25 students belong to rating 1 classified as poor speaker.

The treatment towards the students in both groups was done in eight meetings. In the experimental group, in the first meeting students are given explanation about imperative sentences, generic structures, and time orders of procedure text. The study begins with the introduction of the topic by the researcher. At this point, the researcher writes the topic or asks question to the students about the topic given. This step is done and the students are more prepared to face the new material. The researcher divides the class into 2 large groups. There are 36 students of the experimental group. Then each large group consisted of 18 people. A large group that contains of 18 students is divided again into two groups. Each group contains of 9 students standing face to face with other 9 students. This pair is called the first couple. Then, the researcher hands out different topics to each group to discuss. In this step, the researcher gives enough time to the students, so they could discuss the material well. After discussion, 18 students from every large group who stand facing each other follow lined slid a clockwise direction.

In this way, every student gets new partner and shares different information. Students’ movement will stop when they go back to their previous partner. At last, the mutual movement shifted and a variety of information that resembles bamboo trees dancing movement. The results of the discussion in every large group presented to the entire class. Through this activity, the topic which is discussed by each partner can be understood. In control group, the students also were given explanation about procedure text by using communicative approach. During teaching learning process, the researcher found introduced the topic and slightly illustrated about procedure text. The researcher found that most of students engage to study and some of them did not pay attention. The last step is posttest. The researcher asked the students to come in front of the class and interviewed them one by one. He recorded their voice and gave score based on Heaton’s scoring system stated in table 1.

The data collected show that in the experimental group 4 students belong to rating 3 classified as competent speaker, 31 students belong to rating 2 classified as fair speaker, 1 student belongs to rating 1 classified as poor speaker. The total score of the students in experimental group was greater than the total score of the students in control group. In pretest there are only 11 students that passed the test (30.5%) while in posttest there are 35 out of 36 students that passed (97.2%).

There are several strengths that made the students achieved the improvement in speaking skill especially in describing something. First, the students could work in pairs, in which they shared their answers and solved the problems in learning. Second, Bamboo Dancingtechnique, made the students not so much dependent on teachers, but increased confidence in ability to think by themselves, and learn from other students. Third, this strategy made the students have motivation to speak because it encouraged students to speak in front of the class every meeting.

The result of this research supports Supriyono’s (2009) ideas about Bamboo Dancingtechnique that itis used to promote cooperative learning method. Bamboo Dancing technique shows the advantages and the importance of learning in pair. This strategy also shows that spouse or couple is better than one.

**CONCLUSION AND SUGGESTIONS**

On the basis of finding and previous discussion, the researcher can draw a conclusion that using Bamboo Dancing technique can improve speaking skill of the eighth grade students. The result of data analysis shows that the t-counted (5.25) is greater than the t-table (1.99). By looking at the result of t-counted and t-table, it can be said that there is a significant improvement of the students’ achievement. The previous statement answers the research question that using this technique can improve speaking skill of the eighth grade students of SMP Negeri 3 Palu. Based on the conclusion above, there are some suggestions for the improvement of teaching and learning English especially in speaking to students, English teachers, and other researchers.

First, to the students, the research is certainly aimed at improving their ability in speaking when being taught by using Bamboo Dancing technique. The students get easier to learn English especially speaking, and grammar focuses.

Second, to the English teachers, applying Bamboo Dancing technique is one of the good ways to improve the students’ speaking skill in order to have more time, chance, and guidance to be better in performing speaking skill. The researcher also suggests that the teacher has to make correction of students’ mistake in order to keep the students’ motivation in learning English.

Third, to the other researchers, since Bamboo Dancing is implemented in improving students speaking skill especially in describing procedure text, then it is recommended to other researchers to do further research in studying the effectiveness of Bamboo Dancing technique in other language functions and in improving other skills.

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