THE USE OF IMPROVISATION TECHNIQUE IN TEACHING SPEAKING AT THE SECOND GRADE OF SMAN 1 KUSAMBI

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Abstract

This study was aimed at investigating whether there was a significant effect of using improvisation technique on students' speaking ability. The research question of this study was "Is there any significant effect of using Improvisation technique on students' speaking ability at the second grade of SMA Negeri 1 Kusambi?". The sample of this study was students at XI IPA 3 consisting of 11 males and 15 females who were chosen using *purposive sampling*. The instrument of this study was a speaking test. To analyze the result of this study, the researcher used paired sample t-test computed in SPSS 16.0. It was conducted to compare the scores of pre-test and post-test in experimental class. After analyzing the data, it was found that there was a significant difference in the scores for pre-test ($M = 1.47$, $SD = 0.38$) and post-test ($M = 2.85$, $SD = 0.45$). The probability value was .000 ($< .05$). It means that there was a significance difference on students' speaking ability before and after the use of improvisation technique.

KEYWORDS: Speaking Ability, Teaching Speaking, Improvisation Technique.

INTRODUCTION

The role of teaching speaking is very important in order to achieve communicative competence which is required in CLT as a current trend in ELT. In teaching speaking, teachers should encourage the students to communicate each other, to respond to what people say, and to address questions for something we do not know right away. Harmer (2001:87-88) states that teachers should foster their students by giving speaking tasks that provoke them to use all and any language at their command. Those tasks lead the students to have a chance in using English in or outside the class, to give confidence, and to motivate the students.

Unfortunately, making students able to speak English is not an easy thing. Many English learners are reluctant and unmotivated (Nunan, 1999).

Some students will not talk because they are too shy or have such high levels of anxiety over speaking. Perhaps they are shy because they are afraid of making mistakes or their friends will laugh at them. They are also anxious because they do not have many chances to speak or because the teacher always gives criticism and corrects their mistakes right away.

There are many techniques to solve the students' problems in speaking English. One of the techniques is improvisation technique. Improvisation technique as one of the types of drama can be chosen because it provides a useful springboard for real life language use. In improvisation technique, the students have a big chance to practice speaking English freely. Improvisation is the strategy of teaching speaking where the students are given roles to perform dialogues or conversation by using their own words or sentences based on the conversation situation/topics on clue cards given.

Some benefits might be gained from the implementation of improvisation technique. Berlinger (2000) states that improvisation technique motivates the students to generate imaginative and detailed ideas, greatly expands students' vocabulary, actively practices language skills and attains far greater fluency. It also provides a setting in which the students can explore the social values of a different culture. In addition, Green (2012) proves that improvisation technique does help communication skills, especially interpersonal skill. It is a good way to improve students' confidence to speak English.

Numerous researchers have been investigating the use of improvisation technique in teaching speaking. Umar Fauzan (2014) found that improvisation technique can improve the students' speaking ability. Through improvisation technique, students' fluency and accuracy have been improved significantly. Similarly, Hadeli and Eviarni (2017) found that by having more vocabulary and self-confidence, the students are able to talk much in English.

The researcher hopes that teaching speaking through improvisation technique can help the students' learning easier especially in improving their speaking ability. Besides, the classroom would be fun and the students would be more active in studying. In addition, the problems of teaching speaking could be covered by applying this technique.

LITERATURE REVIEW

Improvisation Technique

One of the techniques suggested in teaching speaking is improvisation technique. Improvisation is the strategy of teaching where students are given roles to perform dialogues or conversation using their own words or sentences based on the conversation situation on clue cards given. Students use their own knowledge in the target language.

Via in Rivers (1987:120) states that improvisation is a very useful drama technique since the focus is on students' ability to use the language that they have acquired without the benefit of a script. All improvisation should be goals oriented or have a problem to solve. This enables student to have something definite to talk about. While Lubis (1988:44) defines "Improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation".

Gonzalez Pino in O'Malley and Valdez Pierce (1996:85) argues that improvisation call for students to generate language given an oral or written clue called a prompt. Students interact following the directions on clue cards provided by the teacher. Students typically get no time to prepare what they are going to say. In addition, Clare (2006) states that role play involves giving students role cards, instructions and time to prepare. Improvisation is more spontaneous. The teacher does not give details or language phrases to use.

According to Hodgson and Richard (1974), improvisation is a spontaneous response to the unfolding of an unexpected situation. This activity is less guided and allows more room for spontaneous responses. The tension or conflict in role-play creates unpredictability and this is a key element in language use and something students should prepare for.

Improvisation has been defined as intuition guiding action in a spontaneous way (Crossan & Sorrenti,1997). When improvisation is used in teaching, students provide different responses throughout the class session, and the instructor does not evaluate any given response but instead facilitates the improvisation process among the students, with the goal of guiding them toward discovery of their own knowledge (Sawyer, 2003). All students get to express themselves creatively, to play together, to have their ideas honored, and to have their mistakes forgiven (Koppett, 2001).

According to Hodgson and Richards (1966) improvisation is a spontaneous response to the unfolding of an unexpected situation. Landy (1982) defines improvisation as unscript, unrehearsed, spontaneous set of actions in response to minimal directions from a leader. It can be done with a large group, small group or as an individual. It can be also used both in the classroom and outside the classroom. The only thing that requires consideration is students need to pay attention to their partners in order to react appropriately.

The Teaching of Speaking Using Improvisation Technique

Teacher carries out improvisation technique in three stages: preparation, implementation and feedback stage. Preparation is a stage where the teacher is concerned with lesson plan, teaching materials, and seat arrangement. The situations in which the students will perform in improvisation should be prepared in the form of role cards. They can take and understand what situations are and try to act them out in front of the class using all the languages they knew with a little preparation. This meant to induce spontaneity and encourage improvisation. The speaking situation can be made in the form of a role-play card.

Implementation is done in three stages namely pre teaching, whilst teaching, and post teaching. In pre teaching stage, the teacher warms the speaking class by making conversation with some students for about 10 minutes. After the warming session, the teacher can explain how to initiate, maintain, and develop conversations. The pre teaching step is the step to develop students' knowledge about the lesson that they are going to learn. At this step, the teacher should also explain how to use that knowledge in the form of drama improvisation.

The next stage is introducing improvisation technique. This stage is a training session in which students are encouraged to perform the improvisation as well as to introduce the technique so that they get used to doing it. In this step, the students are asked to perform in front of the class. The chairs are arranged in the form of semi-circle and students who perform stand, sit, and act in the middle so that everyone could see and hear them.

The students do it in the group. There are different speaking topics/situations for each group. The first step is they get a role-play card with another student in the same group. Then, they have 5 minutes to prepare the improvisation by making the plot of the story based on their own knowledge. They should do improvisation in 3-10 minutes for each group.

After giving the above explanation on how to perform improvisation, the teacher groups the students of four students. He should do it randomly, so there are high and low achiever students in each group. When the students have been in group, the teacher distributes the role-play cards that will be used by the students as a basis of drama improvisation.

The last stage is feedback stage which aims at enhancing the students' motivation to use English in performing, the teacher lets the students use English as much as possible. Enhancing students' motivation is the most important key in succeeding the implementation of improvisation.

METHOD

The design of this study was pre experimental design (One group pre-test and post-test). It used one class which was given pre-test and post-test before and after treatment.

The population of this study was all the second grade students of SMAN 1 Kusambi in Science Class who were registered in academic year 2017-2018. The second grade students were grouped into three classes (XI IPA.1, XI IPA.2, and XI IPA.3). The total population was about 82 students. The sample of this study was one class namely class XI IPA³ which consisted of 26 students. In taking the sample, the researcher applied purposive sampling technique.

In this study, the researcher used test as the instrument. The test was oral test where the students performed in front of the class. The speaking test was administered every meeting.

The researcher collected the data by giving a test to the students. The test was an oral test which consisted of pre-test and post-test. To assess students' fluency and accuracy, the researcher used scale of Penny Ur (1996).

In analyzing the data, the researcher used parametric statistic. There were two techniques in data analysis in this study. They were inferential statistics and descriptive statistics. The inferential statistics was used to

examine hypothesis, while the descriptive statistics was used to describe the students score such as mean score, frequency, minimum, maximum, and range score in both pre-test and post-test given.

Findings

Pre-Test

Pre-test was performed before applying teaching and learning process using improvisation technique. This test was given to students' speaking skills before treatment.

There were 7 students who got score 1, 4 students got score 1.25, 6 students got score 1.5, and 3 students got score 1.75. They were categorized as very poor. Moreover, 6 students got score 2 and were categorized as poor.

Based on the result of pre test, generally the students were still low in speech accuracy and fluency. Most of them used simple past tense to express their feeling to someone, while it should be in present tense. Furthermore, they spoke doubtfully on how they tried to find words to describe their utterance.

The results of students' speaking ability on pre-test of all samples of this study can be seen bellow:

Students' Speaking Ability on Pre-test

Speaking Criteria	Students' Score (X)	Frequency (F)	FX	Percentage (%)
Very good	5	0	0	0 %
Good	4	0	0	0 %
Moderate	3	0	0	0 %
Poor	2	6	12	23.0 %
Between very poor and poor	1.75	3	5.25	11.5 %
	1.5	6	9	23.0 %
	1.25	4	5	15.3 %
Very poor	1	7	7	26.9 %
Mean score	1.4712			
Maximum	2			
Minimum	1			

The table above explains that no one student got high score in pre-test session. From the data, it was found that the mean score of pre-test was 1.4712; minimum score was 1 and maximum score was 2. There was not student (0%) which was categorized very good, good, and moderate, 6 students were poor (23.0%), 13 students were between poor and very poor (49.8 %), and

7 students were very poor (26.9%). Students who got minimum score only gave a little even no information in pre-test.

Post-Test

Post-test was given after the students were taught by using improvisation technique. This test was used to know their speaking ability after being given treatment.

The score was gained and categorized by the two raters based on the marking scheme of the accuracy and fluency aspect. There was no more student whose score 1, 1.25, 1.5 and 1.75 in post-test. It means that there was no student categorized as very poor. Furthermore, 1 student got score 2, 2 students got score 2.25, 6 students got score 2.5, and 5 students got score 2.75. They were categorized as poor. Then, there were 6 students who got score 3, 2 students got score 3.25, and 3 students got score 3.5. They were categorized as moderate. There was only 1 student who got score 4 and categorized as good. In conclusion, most of the students were categorized as middle level or enough and some of them in a good level.

The results of students' speaking ability on the post-test of all samples of this study can be seen below:

Students' Speaking Ability on Post-test

Speaking Criteria	Students' Score (X)	Frequency (F)	FX	Percentage (%)
Very Good	5	0	0	0 %
Good	4	1	4	3.8 %
Between Moderate and good	3.5	3	10.5	11.5 %
	3.25	2	6.5	7.6 %
Moderate	3	6	18	23.0 %
Between poor and moderate	2.75	5	13.75	19.2 %
	2.5	6	15	23.0 %
	2.25	2	4.5	7.6 %
Poor	2	1	2	3.8 %
Very poor	1	0	0	0%
Mean Score	2.8558			
Maximum	4			
Minimum	2			

There were six students (23%) who got score 3 and categorized moderate. The mean score of students in describing place in post-test was

2.8558. It means that students' score improved after the experiment. This improvement can be seen from how the students could express their ideas to inform all the information in pre-test and post-test session.

Hypothesis Testing

The hypothesis testing was used to investigate whether or not there was significant effect of using improvisation technique on students' speaking ability at the second grade students of SMA Negeri 1 Kusambi by using t-test with significant .05 and degree of freedom 25.

To determine the data were distributed normally, the value of data must be higher than alpha ($\alpha = 0.05$). In this study, the researcher used Kolmogorov Smirnov to check the normality of distribution. After analyzing the data, it was found that the value (Asymp.sign) of pre-test score was .08 and post test was .16. Both these scores were higher than alpha. It could be concluded that the scores for both pre and post test were distributed normally.

After getting the result of normality test, the researcher processed the data in parametric statistic using t-test namely Paired Sample t-test. After computing Paired Sample t-test, it was found that the value of Sig. was .000. It means that there was a significant effect of using improvisation technique on students' speaking ability at the second grade of SMA Negeri 1 Kusambi.

DISCUSSION

In this study, the researcher gave four treatments to the students by applying improvisation technique. The findings indicate that improvisation technique can improve students' speaking ability.

In accuracy aspect, students made lots of grammatical mistakes. Major problem was difficult to say the words in simple past tense and also lack of vocabularies. This is supported by Jack (2008) who states that one of problem in speaking is poor grammar. This matter causes students cannot produce the language correctly. The researcher solved this problem by re-explaining the pattern of the structure and gave more examples of using grammar in the treatment process. The students can already use past tense correctly and the students have been able to vary the vocabulary obtained during the treatment in doing conversation.

In fluency aspect, students made lose of pronunciation mistakes. The problem was difficult to speak. The researcher solved this problem by giving more practice to speak. Although the students always forget how to pronounce the words, the students kept try to practice in the process of treatment. After getting the treatment, the students' speaking ability increased gradually. They were also active in the learning process. The problem in fluency was students still hesitate to speak out and the researcher gave motivation in order to make the students more confidence in speaking. According to Green (2012), improvisation technique is a good way to improve students' confidence to speak English. By having self-confidence, the students will be able to talk much in English. Then the students' fluency is a high way to improve their speaking ability. It means that applying this strategy in the course will help communication skill, especially interpersonal skill.

Applying improvisation technique in teaching speaking could help students to improve their speaking ability. It has made students interesting to learn. Students have chance to speak. The students have a big chance to practice speaking English freely. As Gonzalez (O'Malley and Pierce 1996:85) stated that improvisation calls for students to generate language given an oral or written clue called a prompt. Students interact following the directions on clue cards provided by the teacher. The students must speak English spontaneously without thinking so hard first, and without preparing the words or sentences they want to use.

One of the important points in improvisation technique is that students have a big chance to practice speaking English freely. Improvisation technique is a good way to improve students' confidence to speak English. By having self-confidence, the students will be able to talk much in English. Talking much in English has a big contribution to build their fluency so it can improve their speaking ability.

CONCLUSION

Based on the data analyzed previously, it can be concluded that after giving the treatment in experimental class, the students' score in pre-test indicated some improvements in post-test. After using improvisation technique, the students were confidence to speak English and they were not

worry of making mistakes, they were not hesitate to speak English, and they were not shy to speak English. Therefore, it indicated that using improvisation technique can improve students' speaking ability at the second grade students of SMAN 1 Kusambi.

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