

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language has an important role in human life in the process of communication with other people by written or oral ways. It is useful for people in the world to interact and communicate well with another. There are many languages used as a means of communication by people all over the world. In Indonesia, there are some foreign languages which develop the globalization era development and one of them is English, it has a role as an international language and important position on the rise of modern technology, science, culture. It is known as the first foreign language taught in Indonesia.

There are four skills in English; speaking, reading, listening, and writing. In this writing the researcher focuses in speaking. Speaking is the productive skill. It could not be separated from listening. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

In Indonesia, English is taught at elementary school, junior high school, senior high school, in university, many courses especially in Sumatera. Knowing that English is quite significant for our future, the government always makes efforts to improve the quality of English teaching. When learning English as a foreign language, students are expected to be able to master English skill, especially speaking skill because students must improve their practice for communication.

Speaking is one of communication skill that helps students to communicate. Using English in speaking, students able to express their mind and also they can

share the information to other people. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of context. In the process of the speaking, students thought that speaking is very difficult to practice.

Based on the writer's experience in doing the teaching practice (PPL) at SMK N 1 PercutSei Tuan, the students can't speak well. Most of the students have many problems when they want to speak English. The students can not communicate by using English actively. In my opinion, the student need the creative learning that can used to help student, many technique that can help student to speak, one of them is improvisation in drama. Dobson( 2001:41) states improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. English students working with improvisations use the language in an inventive and entertaining form. Improvisation in drama can help student to speak up and say anything. Student can creative and active also. Beside that it makes the class become fun because of the drama especially in speaking skill.

The researcher wants to face the students with drama or role play performance to remember and talk. Based on the explanation above, the research will be conducted under the title "The Effect of using Improvisation technique in role play into students' speaking ability"

## **1.2 The Problem of the Study**

Based on the background of the study explained above, therefore the research problem is formulated as following

“ DoesImprovisation Technique in role play affect students' speaking ability at eleventh grade year student of SMK N 1 PercutSei Tuan” ?

### **1.3 The Objective of the Study**

The objective of study is to find out whether improvisation technique in role play affect students' speaking ability at eleventh grade year students of SMK N 1 PercutSei Tuan.

### **1.4 The Scope of the Study**

There are many types of technique to improve student's speaking ability. They are dialogues, small-group discussion, field trip, debates and improvisation techniques. The writer focuses only improvisation technique in role play ateleventh grade of SMK N 1 PercutSei Tuan.

### **1.5 The Significance of the Study**

#### **1. Theoretically**

The finding of the study is expected to be useful for readeres to enrich their knowledge about teaching technique on students speaking ability.

#### **2. Practically**

The finding of the study is expected to be useful for:

- a. The students of Senior High School to improve their ability in their competence in speaking and to motivate students to improve their speaking ability in order to understand English well.
- b. For readers to improve their knowledge in speaking by using improvisation technique
- c. For writer to fulfill the final assigment to get S1 degree
- d. For the next researcher to help them to finish their research.

## **1.6 Hypothesis**

Ha: There is significant affect through improvisation technique in role play at eleventh grade year students of SMK N 1 PercutSei Tuan

Ho: There is no significant affect through improvisation technique in role play at eleventh grade year students of SMK N 1 PercutSei Tuan.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In supporting the idea of the research, theories are needed to explain some concepts or terms applied in the research, the terms must be clarified to avoid confusion. In doing research theories are need to explain some concept and term to be applied in research, concern which took from many sources to avoid misunderstanding between the writer and the reader.

#### **2.2 Speaking**

Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection, speaking is linked to success in life as it occupies an important position both individually and socially (Ulas, 2008:12)

##### **2.2.1 Speaking Ability**

According to (Glenn Fulcher: 2003:6) speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Practicing speaking and listening outside the language classroom, has traditionally been more difficult than reading and writing. One of the strength of podcasting is that it focuses on these skills and as a result students can benefit from having greater access to audio resources in their own time and being able to choose when and how they want to learn. Moreover, reluctantspeakers may feel more encouraged to record their spoken work in class because they know they are going to publish it to a real audience and therefore feel the task is more purposeful.

### **2.2.2 The Nature of Speaking**

Fulcher(2003:23) states “speaking is the verbal use of language to communicate with others”. Speaking is make use of words by speaking. Speaking is fundamental of human communication. Speaking consists of producing systematic verbal utterances to convey meaning. Communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange.Hughes(2001:115) states that:

1. Speaking is fundamentally on interactive task.
2. Speaking happens under real time processing constrains.
3. Speaking is more fundamental linked to the individual who produce it than the written from it.

In other meaning, speaking is an interactive process in which an individual alternatively takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of contexts. It means that speaking is interaction between speakers with listener. Communication happen because of giving information.

There are two types of speaking named monologue and dialogue. The term monologue, is the long speech by one person in a conversation. In monologues, when a speaker uses spoken language, for any length of times, as in speeches, lectures, readings, new broadcasts, the listener must process long stretches of speech without interruption the stream of speech will go on whether or not listener comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and therefore relatively difficult to comprehend.

Unplanned monologue exhibit more redundancy, but the presence of more performance variables and other hesitations can either help to hinder comprehension.

While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship and those for which the purpose is to convey propositional or factual information.

### **2.2.3 Concept of Speaking**

Teaching is an activity where ones try to help and to lead someone in getting, changing or developing skill, attitude, idea appreciation and knowledge.

From communicative, pragmatic view of the language classroom, listening and speaking skill are closely intertwined foreign.

Brown (2002:265) explains about perspective in teaching speaking to the more practical consideration as follows:

#### **1. Conversation Discourse**

The conversation class is something of an enigma in language teaching. The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context.

#### **2. Teaching Pronunciation**

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study because the overwhelming majority of adult learner will never acquire an accent-free command of foreign language.

#### **3. Accuracy and Fluency**

Classroom must not become linguistics courses but rather than locus of meaningful language involvement, or so the argument went. Fluency is an initial goal in language teaching. Yet accuracy is achieved to some extent by allowing student to focus on the elements of phonology, grammar, and discourse in the spoken output.

#### 4. Affective Factors

One major obstacle learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid or incomprehensible.

Halliday(1975:108) distinguish seven basic functions of language use including that of communication:

1. The instrumental function: using language to get things
2. The regulatory function: using language to control the behaviours of others
3. The interactional function: using language to create interaction with others
4. The personal function: using language to express personal feelings and meanings
5. The heuristic function: using language to learn and to discover
6. The imaginative function: using language to create a world of the imagination
7. The representational function: using language to communicate information

Good speaking activity should engage the students by making them want to take part. It means that the students should be active. In producing the correct forms of language, the students need to practice the language they are learning.

#### **2.2.4 The Purpose of Speaking**

Harmer ( 2003:40) says that communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be :

- a. They want to say something
- b. They have some communicative purpose: speaker say something because they want something to happen as a result of what they say.



- c. They select from their language store. Speaker have an inventive capacity to creat new sentences. In order to achieve this communicative purpose they will select the language, they think it is appropriate for this purpose.

Student achievement in speaking is the student can speak English with their own words that the other student know and understand what they say especially in drama, they can speak up based on situation or topic, so from it the writer can see the success of the students in speaking ability.

### **2.2.5 The Component of Speaking**

Syakur (1987:3) state there are five components Of language that influence speaking ability. They are:

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is alsoto learn the correct way to gain expertise in a language in oral and written form

3. Vocabulary

Vocabulary plays a very important role in developing the speaking skills. The more vocabulary the learners have, the easier for them to develop their speaking. In this case, the using of the student vocabulary will be scored but the chosen of vocabulary must be related with the topic. One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary

nothing can be conveyed. Vocabulary plays a very important role in developing the speaking skills. The more vocabulary the learners have, the easier for them to develop their speaking. In this case, the using of the student vocabulary will be scored but the chosen of vocabulary must be related with the topic. So, vocabulary means the appropriate diction which is used in communication.

#### 4. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command or grammar and lexis but have difficult in understanding and being understanding by a native speaker. So, in this case the thing that will be scored are the errors of student's pronunciation, the inaccurate use of supra segmental elements, such as stress or intonation.

#### 5. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency is probably best achieved by allowing the stream of speech to flow. Then, a some of this speech spills over beyond coprehensibility, the riverbank of instruction on some details of phonology or discourse can channel the speech on a more purposeful

course. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

### **2.2.6 Basic Types of Speaking**

According to Brown (2003:141), there are five basic types of speaking, namely imitative, intensive, responsive, interactive and extensive (monolog) speaking namely:

#### **1. Imitative Speaking**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performances. We are interested only in what is traditionally labeled ‘pronunciation’; no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

#### **2. Intensive Speaking**

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but

interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

### 3. Responsive Speaking

Responsive speaking includes interaction and comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

### 4. Interactive Speaking

The differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

### 5. Extensive (monolog) Speaking

Extensive oral production includes speeches, oral presentations and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered

speech (for example, my vacation in the mountain, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### **2.2.7 Teaching Speaking**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking is teachenglish foreign language learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

### **2.2.8 Classroom Speaking Activities**

Jeremy Harmer (2001:271) says many of the classrooms speaking activities which are currently in use fall at or near the communicative end of the communication continuum. These are some of the most widely-used.

#### **1. Acting from the Script**

Teacher can ask the student to act out scenes from play and/or their course books, sometimes filming the results. Students will often act out to the front of the

class. When choosing who should come out to the front of the class teacher need to be careful not choose the shyest students first. Teacher need to give time to rehearse their dialogues before they are asked to perform them . Where the whole class is working on the same dialogue, teacher can go through the script as if the teacher were the directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performances, teacher ensure that acting out is both a learning and a language producing activity.

#### 1. Communication games

Games which are design to provoke communication between students frequently depend on an information gap so that the one students has talk to a partner in order to solve a puzzle, describe and draw, describe and arrange or find similarities or differences between pictures.

#### 2. Discussion

One of reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussions situations.

#### 3. Prepared talks

A popular kind of activity is prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script. Prepared talk represent a defined and useful speaking genre, and if properly organised, can be extremely interesting for both speaker and listeners. Just as in

process writing the development of the talk, from original ideas to finished work, will be of vital importance.

#### 4. Questionnaires

Questionnaire are useful because, by being pre planned they ensure that both questioner and respondent have something to say each other. Depending upon how tightly design they are, they may well encourage the natural use of certain repetitive language patterns and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as resource, helping them in design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

#### 5. Simulation and role play

Many students derive great benefit from simulation and role-play. Students stimulate real-life encounter as if they were doing so in the real world. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation especially where they are studying ESP.

### **2.3 The Definition of Role Play**

According to H. Douglas (2004:174) Role playing is a popular pedagogical activity in communicative language teaching classes. It may be used for the training of professionals or in a classroom for the understanding of literature history, and even science. Role play is drama like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation.

Role plays can be set up so that they are very structured ( for example, the teacher tells the students who they are, what the situation is, and what they are talking

about, but the students determine what they will say). According to Anna Dorathy (2011:3) there are many good reasons for using roleplays in class. First, role plays help students cope with real-life situations, commonly used expressions, forcing them to think “on their feet”. Second, role plays help students work together as a team or group, and communication in order to understand each other, because role plays are not simple acts of reading or reproduction the information from a piece of paper. Then, role plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose; role plays give learners more responsibility in their learning, encouraging interaction; role plays offer students the chance to evaluate their learning progress and their level of English.

#### **2.4 Technique**

A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (Anthony in Richards, J.C. and Rodgers, T.S. 1983:36).

#### **2.5 Technique in Teaching Speaking**

There are some effective technique in teaching speaking. They are dialogues, small group discussions, debates, field trip and improvisation ( dubson, 2001:35).

##### **2.5.1 Dialogues**

A short conversation between two people presented as language model the dialogue-often receives top billing in the manipulative phase of language learning. As a result, students spend much time repeating dialogues for pronunciation and memorization practice, for grammar drills on selected lines (Dubson2001 : 35).



Students learning English may want to stage a show for friend and family based on dialogues. This is a good project for a conversation group and can be done at all proficiency levels. At more advanced levels, the students can design their own dialogue themes and rehearse the conversation-ad-libbing each time.

### **2.5.2 Small – group Discussion**

(Dobson, 2001 : 62) This is an excellent way to give students opportunities to speak English, especially if the class is a large one. Discussion techniques for use in small groups or buzz groups are outlined as follows :

1. Divide the class into small groups of three to six people each
2. Allow the groups to discuss their respective topics for at least 10 minutes
3. Call on the spokesman of one of the groups
4. Follow the same procedure with the remaining groups until all groups have given their presentation.

### **2.5.3 Debates**

If your students have reached the advanced level in English, they may enjoy participating in debates. In order for debates to be successful, however, you must make modifications in traditional debate format. When we participate in debates in our native language, for instance, we sometimes act as a spokesman on the “pro” side of an issue whereas our true feelings are on the “con” side and vice versa (Dobson, 2001 : 64)

These are the steps in debates. There are describe the debate topic, select an equal number of students to speak on each of the two debates “teams”, allow the students sufficient time to prepare their arguments, have the two teams sit in front of the class so that everyone can see them, appoint one member on each team as the “captain”, set a three-minute time limit for each presentation, after everyone has given his

presentation and the captains have summed up team views, class members in the audience can question people on either team, end the debate when the subject is exhausted or if the students get involved in heated argument.

#### **2.5.4 Field Trips**

Field trips are not only five ways to get students to practice their English; they also tend to increase the motivation to learn English because they take the language outside the classroom and into the world at large where it is spoken (Dobson, 2001:106)

Fields trip technique can extended the resource available to students in the classroom. They expand learning by giving the students access to the real thing. They illustrate and permit experience with what has been read about, seen on television or computer software. Teachers include field trips in their units of study for this purpose. Field trips are linked to the classroom because they are contextualized within the classroom curriculum. Teacher choose from museum programs and exhibits to expand and reinforce desired concepts.

#### **2.5.5 Improvisation**

Dobson (2001:41) states improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. Once the students are adopt in performing their own renditions of a given dialogue situation as outlined in the preciding chapter, you may want to borrow from the field of drama a special conversational technique known as “improvisation”. English students working with improvisations use the language in an inventive and entertaining form.

#### **2.6 Concept of Improvisation**

According to Dobson (2001:41) improvisation is a dramatic hypothetical situation in which two speaker interact without any special preparation.

Improvisation is an excellent technique to use in the classroom as it motivates the learners to be active participants in authentic situations there by reducing their self consciousness. According to Cuslin (2004:16) dialogue in improvisation is apt to be brief and scanty at first, but with practice words begin to come and the players discover the possibilities of character development when oral language is added.

According to McCashin (2003:5) the focus of improvisation is on helping learnerflow, participants gain freedom as self-discipline and the ability to work with others develops. Improvisation provides learners with oppurtunities to not only improve their language communication skill, but also to improve their confidence which wil ultimately lead to development of positive concepts.

Here is an example of a setting for improvisation :

You are walking down the hall in an office building. A girl ahead of you drops a paper but does not realize it is missing. You pick the paper up and give it to her. As she thanks you, you suddenly realize that she was a classmate of yours several years ago.

### **2.7 Steps of Improvisation**

Improvisation is an excellent technique to use in the classroom as it motivates the learners to be active participants in authentic situations there by reducing their self consciousness. Dobson (2001:41) There are some steps of improvisation :

1. Introduce improvisation to the whole class first.
2. Introduce the topic/situation story that will develop in one story of drama.
3. Give the time to student to performance it.
4. Record the performance of student.

## **2.8 Previous Research**

*“Improvisation As a Tool for Developing Students’ Competence in English Language: A Study of the Federal University of Agriculture, Abeokuta, Nigeria”*. By Alphonsus( 2013). Improvisation in English is the act of using alternative resources to facilitate instructions for teaching wherever there are lack or specific first hand teaching aids. Improvisation reveals that there are possibilities of alternative to teaching and learning aids. Improvisation in English language is an element of creativity and resource-fulness, it is the use of local resources in our immediate environment to build, construct, mould or make instructional teaching learning materials that can assist in the smooth dissemination and transfer of knowledge from teachers to student, or coaches to athletes. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which will ultimately lead to the development of positive concepts.

According to Purba, Ayu (2013) with class action research method that entitled “Improving Students’ Speaking Ability by using Improvisation technique ”. The Improvisation could improve Students’ ability . Improvisation was chosen in this study because this technique gave the real experience that become material for students make a good speaking. The similarity with this study is that both use Improvisation Technique. The differences are this study use Experimental research, and focuses to improve students’ speaking ability. But the previous research uses class action research and focuses to improve students’ speaking ability.

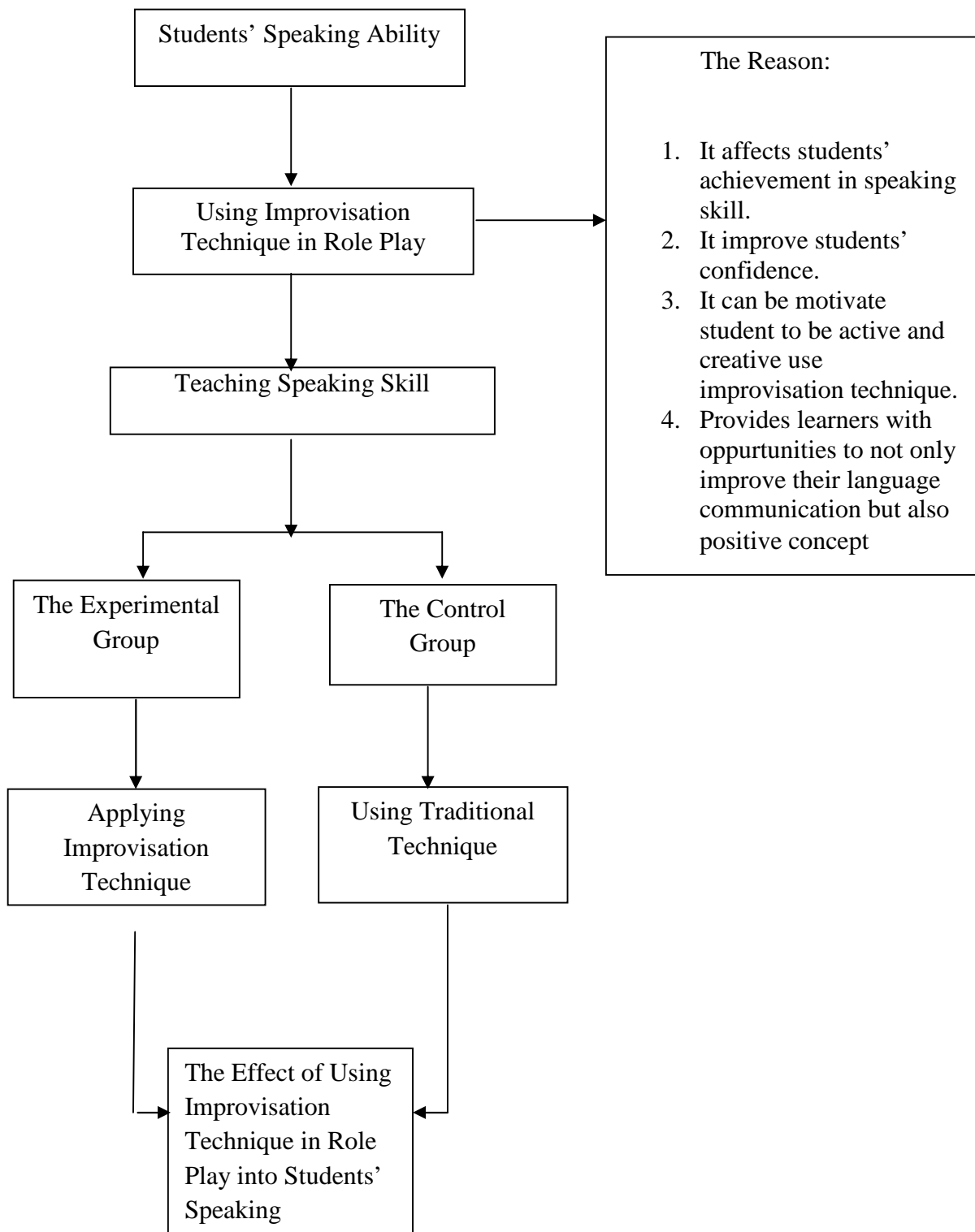
## **2.9 Conceptual Framework**

Speaking is productive skill. It is interaction between two modes of performance applies especially strongly to conversation. It is the way to express

ideas and opinion, expressing and desire to do something. The main aim of speaking is communication which conveys to the listener the message from the speaker.

Many techniques are available to be used to teach and improve students' speaking ability. One of the most ideal technique most teachers favor and students enjoy doing is improvisation technique. Improvisation technique can affect students' achievement in speaking skill, can improve students' confidence and can be motivate student to be active and creative use improvisation. The writer believes that improvisation will affect the students speaking skill.

The Conceptual Framework can be shown in this following:



**Figure 2.9**  
**Conceptual Framework**

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**3.1 Research Design**

This study used an experimental quantitative research. There are two variables in this study, namely improvisation technique in drama as independent variable and speaking ability as dependent variable. In conducting the experimental research, the sample is divided into two groups; the experimental group was taught by using improvisation technique and control group is taught without using improvisation. Both of the groups got pre-test and post-test also with the same items.

**Table 3.1**  
**Research Design**

Group	Test	Teaching	Test
Experimental	Pre-test	Using improvisation technique	Post-test
Control	Pre-test	using traditional technique	Post-test

**3.2 Population and Sample**

In a research, the researcher must find out the population and the sample before. The population and the sample in this study are following :

**3.2.1 Population**

Arikunto (2010:173) states that a population is a set or collection of all elements possessing one or more attributes of interest. The population of this research is the second grade students of which the average number of students are 20 until 30 students in each class with the total number of 420 students. SMK N 1 Percut Sei Tuan.

### **3.2.2 Sample**

According Gay (1987:101) in Suneri sample is process of the selecting individuals for a study. The sample of this research were the seventh grade of SMK N 1 Percut Sei Tuan. There are two classes namely XII TKJ 1 and XII TKJ 2, It class consist of 20 students. The total member of students is 20 students. The two classes divided in to two class as experimental and control group.

### **3.3 Instrument of Collecting Data**

The writer gave speaking test to collect data. Both control and experimental group was given pre-test and post-test. The treatment would be conducted after the administration of pre-test. The experimental group would be taught by using Improvisation technique. The writer would ask students make conversation based the instruction or situation that the teacher given. Students would work it in group. Each group consists 4 students. Each group would be performance it in front of class. But control group would be taught by using conventional method.

### **3.4 Procedure of The Collecting Data**

The research would be divided into two groups. The first group is experimental group which is teach by using improvisation technique, the second group is control group which is teach without using improvisation technique. The procedure is divided into three steps, namely pre-test, treatment, and post-test.

#### **3.4.1 Pre – Test**

In this study, before the writer gave the treatment, both of the groups are given the pre-test. It is conducted in order to know the students' speaking skill of both groups. The result of this test were compared with the post test to find out the effect of Improvisation technique



### 3.4.2 Treatment

The treatment would given to students after the writer give pre-test. In the experimental group, the students is taught by using Improvisation technique, while the control group is taught without using Improvisation technique.

### 3.4.3 Post – Test

After give treatment, the teacher gives post-test to experimental and control group to know the students’ ability speaking. The result of post-test was corrected accurately in order to find out if the effect of Improvisation technique on the students’ speaking skill is significant or not.

**Table 3.4**  
**Teaching Procedure the Experimental and Control Group Activities**

<b>EXPERIMENTAL GROUP</b>	<b>CONTROL GROUP</b>
<b>The First meeting</b>	<b>The First Meeting</b>
Teacher give Pre-Test / Speaking Test <ul style="list-style-type: none"> <li>- Teacher greets and checks the students’ attendance.</li> <li>- Teacher describes the objective of the study.</li> <li>- Teacher devides the students into some groups and explain the activities.</li> <li>- Teacher asked the student to make drama</li> <li>- Teacher scores the students .</li> <li>- Teacher closes class by greeting students.</li> </ul>	Teacher give Pre-Test / Speaking Test <ul style="list-style-type: none"> <li>- Teacher greets and checks the students’ attendance.</li> <li>- Teacher describes the objective of the study.</li> <li>- Teacher devides the students into some groups and explain the activities.</li> <li>- Teacher asked the student to make drama</li> <li>- Teacher scores the students .</li> <li>- Teacher closes class by greeting students.</li> </ul>
<b>The Second Meeting</b>	<b>The Second Meeting</b>
Teacher gives treatment (improvisation technique) <ul style="list-style-type: none"> <li>- Teacher greets and checks the students’ attendance</li> <li>- Teacher explain about improvisation technique</li> <li>- Teacher divides the student into some groups to make drama</li> <li>- Teacher asks each group to perform ( the teacher give the situation)</li> <li>- Teacher closes class by greeting students.</li> </ul>	Teacher teach the students without sugestopedia method in teaching speaking <ul style="list-style-type: none"> <li>- Teacher greets and checks the students’ attendance</li> <li>- Teacher asked the student to make drama and perform</li> <li>- Teacher closes class by greeting students.</li> </ul>
<b>The Third Meeting</b>	<b>The Third Meeting</b>
Teacher gives Post - Test / Speaking Test <ul style="list-style-type: none"> <li>- Teacher greets and checks the</li> </ul>	Teacher gives Post - Test / Speaking Test <ul style="list-style-type: none"> <li>- Researcher greets and checks the</li> </ul>

EXPERIMENTAL GROUP	CONTROL GROUP
students' attendance - Teacher divides the student into some group - Teacher asks each group to make drama and perform it - Teacher scores the students. - Teacher closes class by greeting students.	students' attendance - Teacher divided the student into some group - Teacher asked each group to make drama and performed it. - Teacher scores the students. - Teacher closes class by greeting students.

### 3.5 Scoring the Test

In scoring the data of this research, oral test was given to the students in order to evaluate the students' speaking ability . Some criterions should be considered which were adapted from Proficiency Ratings ( Fulcher 2003:228) in five categories of speaking assesment involved accent, grammar, vocabulary, fluency, and comprehension. Each category was rated on six-point scale.

**Table 3.5**  
**Assessment in Speaking Test**

Proficiency Description	1	2	3	4	5	6
Accent/Pronunciation	0	1	2	3	4	5
Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	14	33	50	66	83	100

Source: (Fulcher 2003:228)

#### Accent

1. Pronunciation Frequently unintelligible ( score 0).
2. Frequent gross erros and very heavy accent make understanding difficult, requires frequent repetition ( score 1)

3. Foreign accent require concentrated listening and mispronunciation lead to occasional misunderstanding and apparent erros in grammar or vocabulary (score2)
4. Marked foreign accent and occasional mispronunciation that to do not interfere with understanding ( score 2)
5. No conspicuousmisprononciation, but would not be take for a native speaker (score 3)
6. Native pronunciation, with no trace of foreign accent ( score 4)

### **Grammar**

1. Grammar almost entirely inappropriate or inaccurate, expect in stock phrases (score 6)
2. Constant erros showing control of very few controversial micro skills or major patterns, and frequently preventing communication (score 12)
3. Frequent errors showing inappropriate use of some conversation micro skills or some pattern, but no weakness that causes misunderstanding ( score 24)
4. Occasional erros showing imperfact control of some conversation micro skills or some pattern, but no weakness that causes misunderstanding ( score 24)
5. Few errors, with no patterns of failure (score 30)
6. No more than two errors during the conversation ( score 36)

### **Vocabulary**

1. Vocabulary limited to minimum courtesy requirments ( score 4)
2. Vocabulary limited to basic personal areas and very familiar topics ( autobiographic information, personl experiences, etc) ( score 8)
3. Choice of words sometimes inacurrate, limitations of vocabulary prevent discusssion of some common familiar topics. ( score 12)

4. Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions. ( score 16)
5. Vocabulary board, precise and adequate to cope with complex practical problems and varied topics of general interest ( current events, as well as work, family, time, food, transportation. ( score 20)
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker ( score 24)

### **Fluency**

1. Speech is so halting and fragmentary that conversation is virtually impossible. (score 2)
2. Speech is very slow and uneven, expect for short or routine sentences: frequently punctuated by silence or long pause. ( score 4)
3. Speech is frequently hesitant and jerky, sentences be left uncompleted. (score 6)
4. Speech is occasionally hesitant, with some unevenness cause by rephrasing and grouping for words.
5. Speech is effortless and smooth but perceptible nonnative in speed and evenness. ( score10)
6. Speech on all general tpics as effortless and smooth as a native speaker's. ( score 12)

### **Comprehension**

1. Understands too little to respond to conversation initiations or topic nominations.
2. Understands only slow, very simple speeh on topics of general interests; requires contant repetition and rephrasing. ( score 8)
3. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing. ( score 15)

4. Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing. ( score 15)
5. Understands everything in normal educated conversation, except for every colloquial or low frequently items or exceptionlly rapid or slurred speech. ( score 19)
6. Understands everything in informal and colloquial speech to be expected of an educated native speaker. ( score 23)

### 3.6 The Technique of Analyzing the Data

This study applied the quantitative data. The quantitative data was used to analyze the score of students. It was collected and analyzed by computing the score of students' speaking achievement during oral test.

To know the mean of students' score for each group, the following formula was applied.

$$\bar{x} = \frac{\sum x}{N} \times 100 \%$$

$\bar{x}$  : the mean of the students

$\sum x$  : the total score

N : the number of students

To test the hypothesis, the T-test formula was used as the following:

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2} + \frac{1}{Nx} + \frac{1}{Ny}}}$$

Where:

t : the effect

Mx : mean of experimental group

My : mean of control group

$dx^2$  : the deviation square of experimental group

$dy^2$  : the deviation square of control group

$N_x$  : the sample of experimental group

$N_y$  : the sample of control group

### 3.7 The Validity and Reability of the Test

A test is aid to be good if it is valid and reliable. To ensure that the test is already good both its validity and reliability will be established.

#### 3.7.1 Validity of the Test

A test is said to be good if the test valid. According to Best (2002:208) validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. There were some types of validity namely content validity, construct validity,etc. This research applied construct validity which concerned with the extent to which a test measured specific trait or measured. According to Fulcher (2003:18) a construct is frequently said to be a concept that is deliberately define for a special scientific purpose.

Table 3.6  
Specification of Test Items

Content	Test items	Kinds of Test	Score
Pronunciation	5	Oral test	20
Grammar	5	Multiple Choice	20
Vocabulary	5	Multiple Choice	20
Fluency	5	Oral test	20
Comprehension	5	Oral test	20
			100

### 3.7.2 Reability of the Test

It is reliability; a test must be consistent in its measurements in order to reliable. A test reliable if it will give the same result under the same condition. According to Bollen (1989:154) reliability is consistency of measurement.

To get the reliability of the test, the writer used Sperman Brown formula as follows:

$$a. r_{11} = \frac{2r \frac{1}{2} \frac{1}{2}}{1 + \frac{1}{2} \frac{1}{2}}$$

Where:

$r_{11}$  : Reliability of instrument

$k$  : The number of Items of the Test

$\sum \sigma_B^2$  : The number of variants of each item

$\sigma^2 t$  : Total of variants

According to Aruan (2007) in Esra Pranata Pasaribu Thesis asserts that reliability of the test can be categorized as follows:

0,0 - 0,20 = the reliability is very low

0,21 - 0,40 = the reliability is low

0,41 - 0,60 = the reliability is fair

0,61 - 0,80 = the reliability is high

0,81 - above = the reliability is very high

### 3.8 The Procedure of Analyzing the Data

The data is analyzed by using some steps:

1. Collect the data from the scoring of the experimental and control group
2. Identify the score of students who is being treated and who was not.
3. Compare the score.

4. Draw the conclusion and answer the hypothesis.
5. Write some findings.