



**THE EFFECT OF USING IMPROVISATION TECHNIQUE ON THE
ELEVENTH YEAR SCIENCE PROGRAM STUDENTS' SPEAKING
ABILITY AT SMAN 1 GIRI BANYUWANGI IN THE
2012/2013 ACADEMIC YEAR**

THESIS

By:

**MARSYA PRACILIA FIRSTA SUKMA
(080210401002)**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013**



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SPEAKING ABILITY AT SMAN 1 GIRI BANYUWANGI
IN THE 2012/2013 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Department
Faculty of Teacher Training and Education
Jember University

By:

MARSYA PRACILIA FIRSTA SUKMA

NIM 080210401002

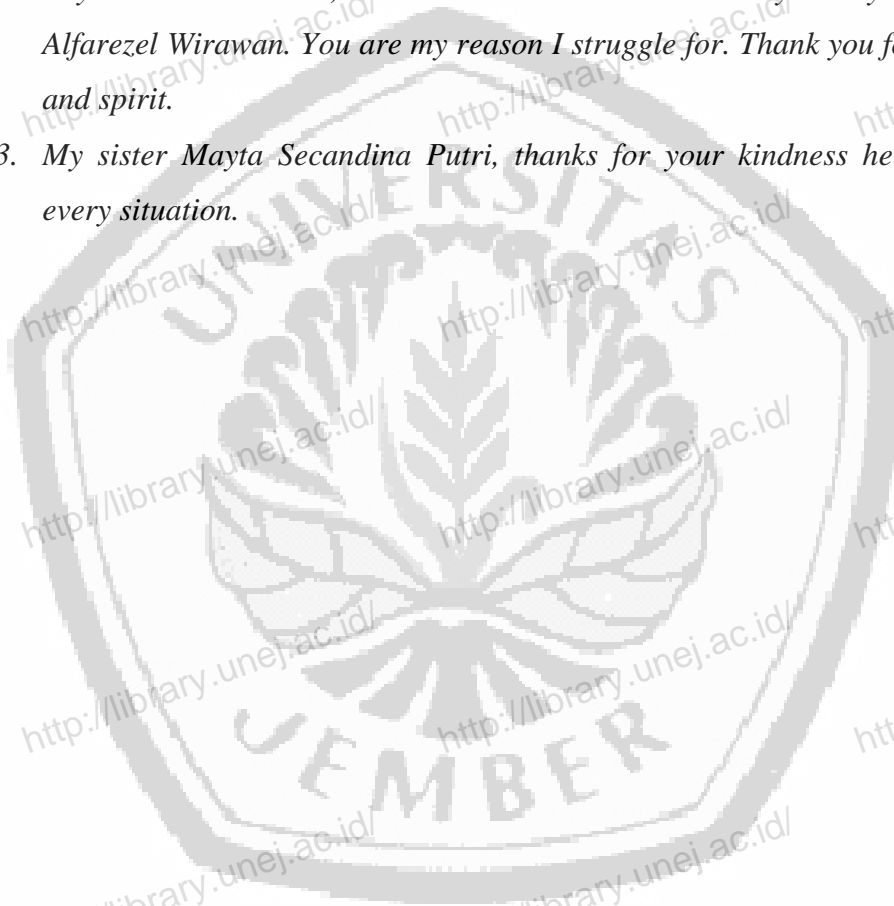
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2013

DEDICATION

This thesis is honorably dedicated to:

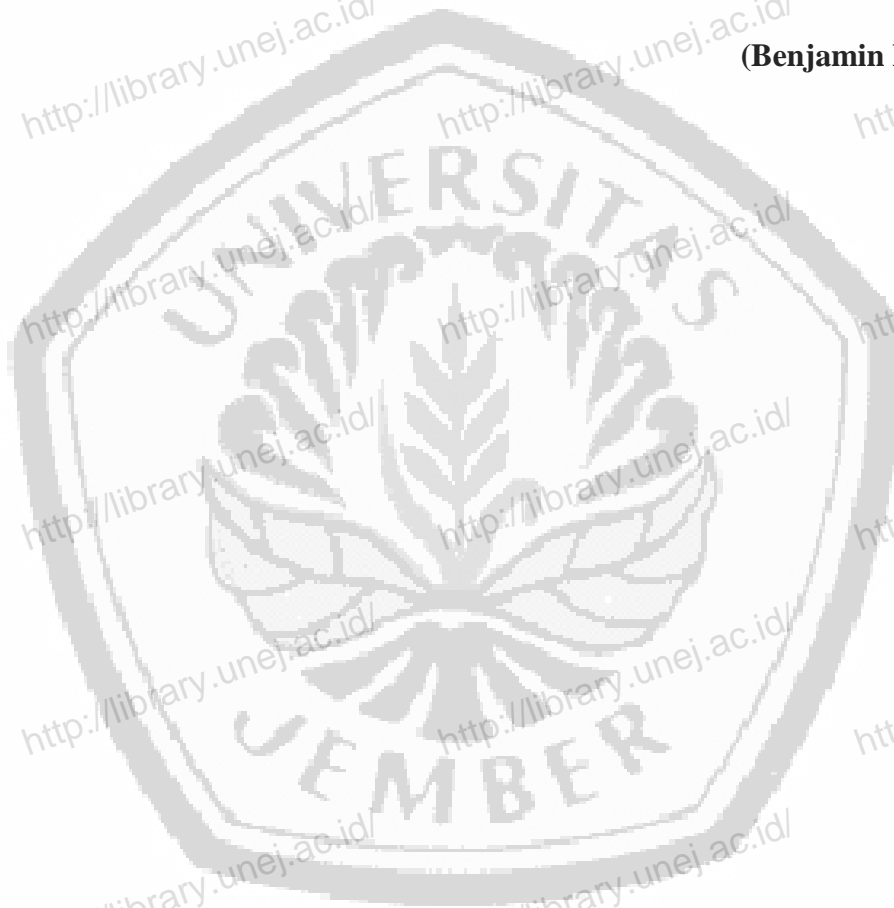
- 1. My beloved parents, Laila Kartikasari, SPd and Sumarman, you are my best inspiration, thank you for your pure, sacred, and endless love.*
- 2. My beloved husband, Lukman Hadi Wirawan and my lovely son, Adelio Alfarezel Wirawan. You are my reason I struggle for. Thank you for your love and spirit.*
- 3. My sister Mayta Secandina Putri, thanks for your kindness helping me in every situation.*



MOTTO

“Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment”

(Benjamin Franklin)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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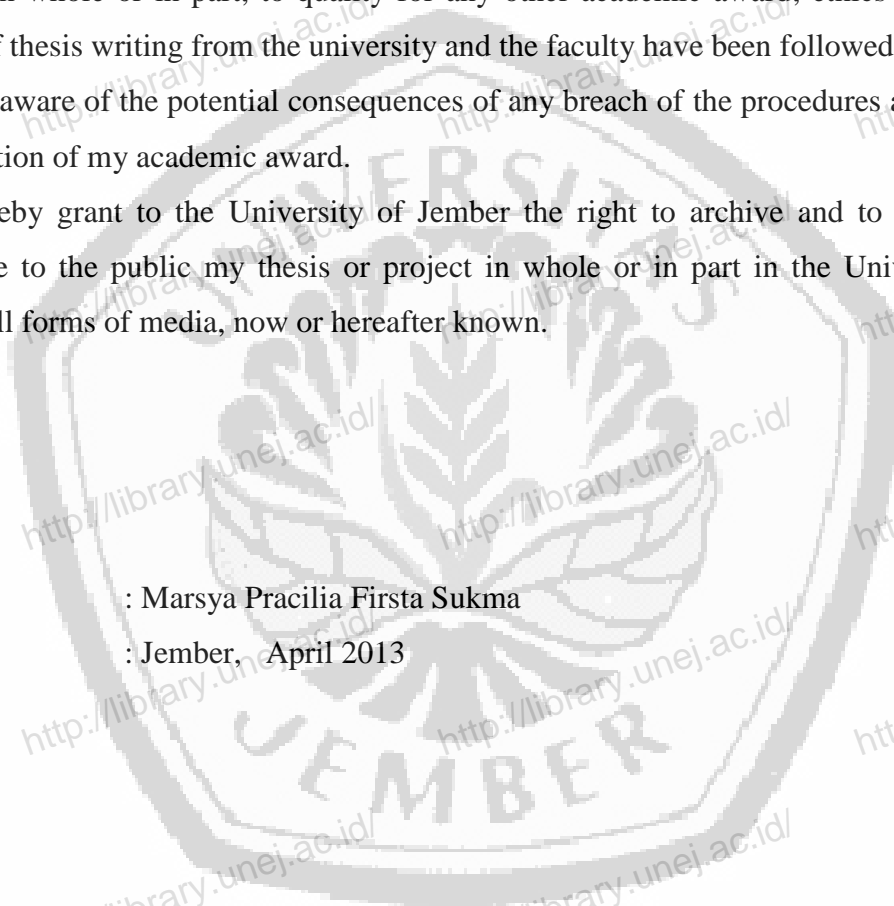
Signature

Name

: Marsya Pracilia Firsta Sukma

Date

: Jember, April 2013



CONSULTANT'S APPROVAL

**THE EFFECT OF USING IMPROVISATION TECHNIQUE ON THE
ELEVENTH YEAR SCIENCE PROGRAM STUDENTS' SPEAKING
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YEAR**

THESIS

Proposed to Fulfill One of Requirements to Obtain the Degree of S1 at the English
Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

Name : Marsya Pracilia Firsta Sukma
Identification Number : 080210401002
Level : 2008
Place and Date of Birth : Banyuwangi, March 22th, 1990
Department : Language and Arts Education
Study Program : English Education

Approved by:

Consultant 1

Consultant 2

Drs. Bambang Suharjito, M.Ed.

NIP. 19611025 198902 1 004

Dra. Wiwiek Istianah, M.Kes., M.Ed.

NIP. 19501017 198503 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson

The Secretary

Drs. Annur Rofiq, M.A., M.Sc.

NIP. 19681025 19990 3 1001

Member,

Dra. Wiwiek Istianah, M.Kes., M.Ed.

NIP. 19501017 198503 2 001

Member,

Dr. Aan Erlyana Fardhani, M.Pd.

NIP. 19650309 19890 2 2001

Drs. Bambang Suharjito, M.Ed.

NIP. 19611025 198902 1 004

The Dean

Faculty of Teacher Training and Education
Jember University

Prof. Dr. Sunardi, M.Pd.

NIP. 1954051 198303 1 005

SUMMARY

The Effect of Using Improvisation Technique on the Eleventh Year Science Program Students' Speaking Ability at SMAN 1 Giri Banyuwangi in the 2012/2012 Academic Year; Marsya Pracilia Firsta Sukma, 080210401002; 2013; English Education Program of Language And Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Communication is a fundamental part in daily life. Language as the tool of communication plays an important role to express our idea or feeling to someone else. One of the ways in communication is through speaking. Speaking is so much a part of daily life that we take for granted. Speaking is a very important skill because it is used to practice how to introduce and express ideas, feelings, and thoughts in the target language. The target language teachers need to improve their teaching strategies to solve the students' difficulties in practicing to speak by knowing what to teach and recognizing what to develop students' speaking skill. So, the students will be more active and interested in teaching learning speaking.

Improvisation technique is one of the suitable techniques that help the students' use their speaking ability because it can motivate the students to be more active in teaching learning process and it will make them express their idea easier. The speaking activity will be more enjoyable and the students will feel a good atmosphere that will motivate and encourage their speaking ability.

This research was an experimental research that was conducted by using improvisation technique on the eleventh year Science Program students' speaking ability at SMAN 1 Giri Banyuwangi in the 2012/2013 academic year. The writer found that most of students were passive in speaking activity. They could not participate well and easily gave up because the English teacher usually used the conventional technique, in this case role play in teaching speaking. The students needed an interesting and challenging atmosphere to make them interested in speaking class. Besides, speaking is one of the language skills that must be mastered

by students. As stated in the Institutional Based Curriculum (2006), the aim of teaching speaking is to develop students to have good ability to communicate ideas in spoken language.

The purpose of this research was to know whether or not there was a significant effect of using improvisation technique on the eleventh year Science Program students' speaking ability at SMAN 1 Giri Banyuwangi in the 2012/2013 academic year. The population of the eleventh year Science Program students was consisting of four classes. Each class had 32 students. The research design was quasi experimental research with non-equivalent group post-test only design. The respondents were determined through a lottery. Both the experimental and the control group received the treatment twice, while speaking at the experimental group was taught by using improvisation technique and the control group was taught by using role play.

The subjects of this research were 62 students of classes XI IPA 3 and XI IPA 4. They were taken randomly by lottery from four classes. Based on the computation of the t-test formula, the mean score of the experimental group was higher than the mean score of the control group ($3.44 > 1.67$). Therefore, the null hypothesis (H_0) formulated: "there is no significant effect of using improvisation technique on the eleventh year Science Program students' speaking ability at SMAN 1 Giri Banyuwangi in the 2012/2013 academic year" was rejected. In other words, the alternate hypothesis (H_a) formulated: "there is significant effect of using improvisation technique on the eleventh year Science Program students' speaking ability at SMAN 1 Giri Banyuwangi in the 2012/2013 academic year" was accepted.

The research result showed that there was a significant effect of using improvisation technique on the eleventh year Science Program students' speaking ability at SMAN 1 Giri Banyuwangi in the 2012/2013 academic year. Therefore, it is suggested to the English teachers to use improvisation technique as an alternative technique in teaching speaking.

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First of all I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I could finish writing the thesis entitled **“The Effect of Using Improvisation Technique on the Eleventh Year Science Program Students’ Speaking Ability at SMAN 1 Giri Banyuwangi in the 2012/2013 Academic Year.”** In relation to the writing and finishing of this thesis, I would like to express my deepest gratitude to:

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2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Language Education Study Program
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7. The eleventh year Science Program students of SMAN 1 Giri Banyuwangi in 2012/2013 academic year.
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I realize that this thesis might have some weaknesses. Therefore, I will be grateful to have a precious criticism from all the readers to make this thesis better.

Jember, April 2013

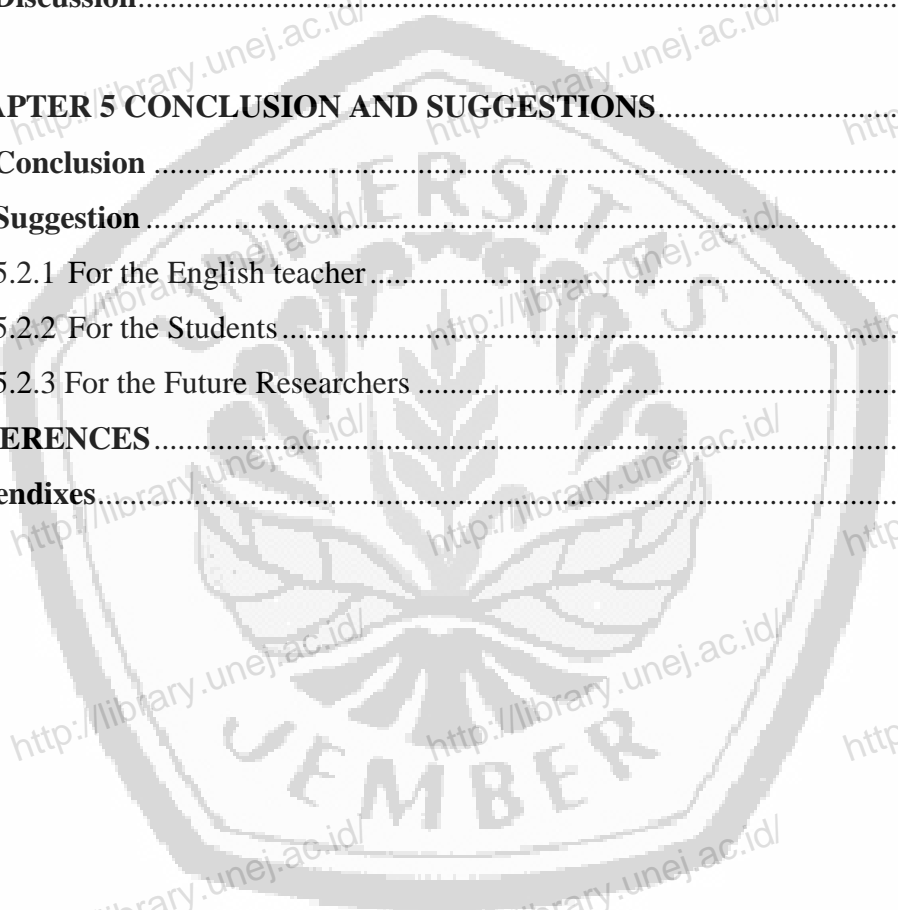
Writer

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