



**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

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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JEMBER UNIVERSITY
2013**



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THE ELEVENTH YEAR SCIENCE PROGRAM STUDENTS'
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THESIS

Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Department
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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.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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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

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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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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

TABLE OF CONTENT

	Page
COVER	ii
DEDICATION	iii
MOTTO	iv
STATEMENT OF THESIS AUTHENTICITY	v
CONSULTANTS' APPROVAL	vi
APPROVAL OF THE EXAMINATION COMMITTEE	vii
SUMMARY	viii
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xi
TABLE OF APPENDICES	xiv
LIST OF TABLES	xv
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Research	1
1.2 The Problem of the Research	4
1.3 The Objective of the Research	4
1.4 The Significance of the Research	4
CHAPTER 2 REVIEW OF RELATED LITERATURE	6
2.1 Speaking Ability of English as a Target Language	6
2.2 The Aspects of Speaking Ability	8
2.2.1 Accent	8
2.2.2. Grammar	9
2.2.3 Vocabulary.....	10
2.2.4 Fluency.....	10

2.2.5 Comprehension	11
2.3 The Theory of Improvisation Technique	11
2.4 The Principles of Improvisation	13
2.5 The Application of Improvisation	14
2.6 The Procedure of Teaching Speaking Using Improvisation.....	16
2.7 The Advantages of Using Improvisation Technique.....	18
2.8 The Hypothesis of the Research.....	19
CHAPTER 3 RESEARCH METHOD.....	20
3.1 Research Setting.....	20
3.2 Research Design	21
3.3 The Activities of the Experimental Research	22
3.4 Area Determination Method	23
3.5 Respondent Determination Method	23
3.6 Operational Definitions of the Key Terms.....	24
3.6.1 Improvisation Technique.....	24
3.6.2 Speaking Ability.....	25
3.7 Data Collection Method.....	25
3.7.1 Test.....	25
3.7.2 Interview.....	30
3.7.3 Documentation	30
3.8 Data Analysis Method	31
CHAPTER 4 RESEARCH RESULT AND DISCUSSION.....	31
4.1 The Description of the Experimental Treatment.....	31
4.2 The Result of Supporting Data	31
4.2.2 The Result of Interview	31

4.2.3 The Result of Documentation.....	32
4.3 The Type of Test Validity	33
4.4 The Result of Primary Data	33
4.4.1 The Analysis of the Post Test	33
4.4.2 The Hypothesis Verification.....	37
4.5 Discussion.....	39
CHAPTER 5 CONCLUSION AND SUGGESTIONS.....	42
5.1 Conclusion	42
5.2 Suggestion	42
5.2.1 For the English teacher	42
5.2.2 For the Students	43
5.2.3 For the Future Researchers	43
REFERENCES.....	
Appendixes.....	

List of Appendices

page

Appendix 1. Research Matrix.....	47
Appendix 2. Lesson Plan 1.....	49
Appendix 3. Lesson Plan 2.....	63
Appendix 4. Post Test Material for Control Group.....	78
Appendix 5. Post Test Material for Experimental Group.....	79
Appendix 6. The Result of Post Test.....	80
Appendix 7. The Schedule of the Research	82
Appendix 8. The Names of the Respondents and the Previous English Score...	83
Appendix 9. Pictures of Students' Activities.....	87
Appendix 10. Students' Speaking Transcript.....	89
Appendix 11. Statement Letter of Accomplishing the Research from the Principal of SMAN 1 Giri.....	115

THE LIST OF TABLES

List of Tables	page
Table 3.1. The Syllabus of SMAN 1 Giri Banyuwangi	26
Table 3.2. Measurements based on Hughes' Rating Score	28
Table 3.3 The Analytic Scoring of the Students' Speaking Ability.....	29
Table 4.1. The English Mean Score of UAS of the Eleventh Year Science Program Students' of SMAN 1 Giri	34
Table 4.2. The Summary of Students' Post Test.....	35
Table 4.3 The Summary of the t-test Result	38

CHAPTER 1. INTRODUCTION

This study researches about the use of improvisation technique in teaching speaking for the eleventh year Science program students at SMAN 1 Giri Banyuwangi. The aim of the research is to know whether or not there is an effect of improvisation technique on students' speaking ability at that school. This chapter presents the background of the research, the problem of the research, the objectives of the research, and the significance of the research.

1.1 Background of the Research

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. People use language in many varied activities, such as informal conversation, reporting, discussing, giving direction and dramatizing. Luoma (2004:ix) says people must also understand what is being said to other people, and be able to put words together intelligibly with minimal hesitation.

One of the ways in communication is through speaking. According to Thornbury (2005:iv), speaking is interactive and requires the ability to co-operate in the management of the speaking turns. As stated in the Institutional Based Curriculum (2006), the aim of teaching speaking is to develop students to build good ability to communicate ideas in spoken language. Meanwhile, to develop the language ability, students need an environment, which is stimulating and challenging.

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. Thornbury (2005:1) adds that the average person produces tens of thousands words a day. It means that people more spend their time for speaking than reading or writing.

Since speaking skills are an important part of the curriculum in language teaching, 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. It means that teachers have responsibility to create an interesting learning environment in order to help students to be active and interested in the teaching learning process. Thus, they should concern with the elements of speaking skill such as accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2003:130).

Based on the result of some observations at SMAN 1 Giri Banyuwangi, the researcher discovered that the English teacher has never applied improvisation technique in speaking class. Here, the researcher also teaches at that school as a part time teacher. The observations were held four times a month on September 2012. The researcher found that the English teacher usually used conventional technique in which students were asked to create a monologue or a dialogue based on the topic given such as sport, expressing of love, sadness, embarrassment, and asking and giving opinion with their friend next to them. Then they performed their dialogue in front of the class. It made the students easily gave up and they could not participate in speaking class actively. It was also known that most of the students were passive because they often did the same thing, which was performing the monologue or the dialogue written with their partner. The English teacher has tried to teach speaking by using some techniques such as storytelling, picture-cued description, and debate. But they still did not have enough confidence to speak. They just listened to their friends' conversation or they did not obey their friends' performances by chatting with their friends.

Realizing the condition above, they need an interesting technique and a good atmosphere which encourages their speaking skill. Improvisation technique is one of the suitable techniques that can help the students' use their speaking ability. It can be applied as a teaching technique in speaking class because it can motivate the