

**IMPROVING STUDENTS' SPEAKING SKILL BY USING
IMPROVISED DRAMA TECHNIQUE OF SEMESTER TWO
AT CLASS B OF THE ENGLISH EDUCATION DEPARTMENT
OF UIN SUSKA RIAU**

THESIS



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ABSTRAK

Yasir Amri. 2009. Meningkatkan kemampuan Berbicara Mahasiswa Semester II pada Kelas B di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.

Permasalahan yang dialami oleh siswa bahasa inggris semester II dalam berbicara bahasa Inggris sangat membutuhkan jalan keluar yang tepat. Dalam hal ini, guru sangat diharapkan sekali untuk menemukan sebuah strategi yang bagus untuk meningkatkan kemampuan siswa tersebut dalam berbicara yaitu dengan mengaplikasikan teknik improvisation sebagai sebuah teknik pengganti teknik yang digunakan sebelumnya.

Penelitian tindakan kelas ini tidak hanya bertujuan untuk mengetahui peningkatan kemampuan siswa dalam berbahasa inggris dengan menggunakan teknik improvisation akan tetapi juga untuk menemukan faktor- faktor yang mempengaruhi kemampuan berbicara siswa tersebut. Penelitian ini dilakukan dalam tiga siklus yang mana tiap- tiap siklus terdiri dari empat kali pertemuan. Dalam penelitian ini, peneliti dibantu oleh seorang kolaborator untuk mengumpulkan data yang didapat dari field note, observasi, dan test pada setiap siklus tersebut.

Setelah menganalisa dan mengkalkulasi data yang diperoleh, hasil penelitian menunjukkan bahwa Improvisation technique mampu meningkatkan kemampuan berbicara siswa dan beberapa faktor seperti teacher's model, turn-taking, dan negotiation of meaning, mempengaruhi seluruh indikator kemampuan berbicara dan mempengaruhi spontanitas berbicara siswa dan menumbuhkan rasa percaya diri. Kesimpulannya, teknik improvisation merupakan sebuah teknik yang bagus bagi siswa dalam meningkatkan kemampuan berbicara bahasa inggris.

ABSTRACT

Yasir Amri. 2009. Improving Students' Speaking Skill by Using Improvisations Technique of Semester Two at Class B of the English Education Department of UIN Suska Riau.

The problems of speaking in English experienced by the students of semester two at class B of English education department of UIN Suska Riau required to be overcome. The teacher was strongly supposed to change the previous strategy of teaching speaking for better improvement by implementing improvisations technique.

The purposes of this research were to explain whether improvisations technique can improve the students speaking skill and to explain the factors influencing the improvement of speaking skill. This research was carried out in three cycles in which each cycle consisted of four meetings. The researcher cooperated with a collaborator to gather the data from observation, field notes/ recordings and tests in every step of three cycles.

Having analyzed and calculated the data from the test, observation, field notes, and interview, the result of this research shows that improvisation technique improved the students' speaking skill and some factors such as teacher's model, turn-taking, and negotiation of meaning influenced the indicators of speaking skill for vocabulary, grammar, comprehension, accent, and fluency and students' spontaneity and confidence. In short, improvisation is a good technique for the students to improve their speaking skill.

SURAT PERYATAAN

Dengan ini saya menyatakan:

1. Karya tulis saya, sebuah tesis dengan judul “Improving Students’ Speaking Skill by Using Improvisation Technique of Semester two at Class B of the English Education Department of UIN Suska Riau” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
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Padang, 2009

Saya yang menyatakan

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TABLE OF CONTENTS

	Page
ABSTRAK	i
ABSTRACT	ii
SURAT PERNYATAAN	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	xi

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	3
C. Focus of the Problem	4
D. Research Questions	4
E. Purpose of the Research.....	5
F. Importance of the Research.....	5
G. Definition of the Key Terms	5

CHAPTER II REVIEW OF THE RELATED LITERATURES

A. Review of the Related Theories	7
1. Improvisation Technique	7
a. Concept of improvisation Technique	7

b. Application of Improvisation Technique	10
c. Advantages of Improvisation Technique	14
2. Speaking Skill	16
a. Nature of Speaking.....	16
b. Problem of Speaking.....	19
c. Teaching Speaking	21
d. Technique of Teaching Speaking.....	24
e. Speaking Assessment	25
B. Review of Related Findings.....	30
C. Conceptual Framework	33

CHAPTER III METHOD OF RESEARCH

A. Type of the Research.....	36
B. Participants of the Research.....	36
C. Location of the Research.....	37
D. Instrumentation of the Research.....	37
E. Procedures of the Research.....	41
F. Technique of Data Collection	46
G. Technique of Data Analysis.....	47

CHAPTER IV FINDINGS AND DISCUSSION

A. The Description of Data Analysis.....	53
B. Discussion	82
1. The Improvement of Students' Speaking Skill	83

2. The Factors Influence the Improvement of	
Speaking Skill	85
C. The Limitation of the Research.....	87

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions	88
B. Implications.....	89
C. Suggestions	89

BIBLIOGRAPHY

LIST OF TABLES

	Page
Table 1. Observation Checklist for Teacher.....	38
Table 2. Observation Checklist for Students.....	39
Table 3. Indicators of Students' Speaking Skill.....	40
Table 4. Oral Language Scoring Rubric.....	47
Table 5. The Analysis of the Base Score of the Students' Speaking Skill	54
Table 6. The Average of the Base Score of the Students' Speaking Skill	57
Table 7. The Analysis of the Students' Speaking Skill In the First Cycle	61
Table 8. The Average of the Score of the Students' Speaking Skill In the First Cycle	64
Table 9. The Analysis of the Students' Speaking Skill In the Second Cycle	69
Table 10. The Average of the Score of the Students' Speaking Skill In the Second Cycle	72
Table 11. The Analysis of the Students' Speaking Skill In the Third Cycle	75
Table 12. The Average of the Score of the Students' Speaking Skill In the Third Cycle	78
Table 13. The Comparison of the Students' Speaking Results In All Tests.....	83

LIST OF FIGURES

	Page
Figure 1. Conceptual Framework	34
Figure 2. Action Research Spiral.....	42
Figure 3. The Rating of the Students' Speaking Skill Based on The Base Score in Term of Accent	55
Figure 4. The Rating of the Students' Speaking Skill Based on The Base Score in Term of Grammar	55
Figure 5. The Rating of the Students' Speaking Skill Based on The Base Score in Term of Vocabulary	56
Figure 6. The Rating of the Students' Speaking Skill Based on The Base Score in Term of Fluency.....	56
Figure 7. The Rating of the Students' Speaking Skill Based on The Base Score in Term of Comprehension	57
Figure 8. The Rating of the Students' Speaking Skill in Terms of Accent in the First Cycle.....	61
Figure 9. The Rating of the Students' Speaking Skill in Terms of Grammar in the First Cycle.....	62
Figure 10. The Rating of the Students' Speaking Skill in Terms of Vocabulary in the First Cycle	63
Figure 11. The Rating of the Students' Speaking Skill in Terms of Fluency in the First Cycle	63
Figure 12. The Rating of the Students' Speaking Skill in Terms of Comprehension in the First Cycle.....	64
Figure 13. The Average Score of the Students' Speaking Skill In the First Cycle	64
Figure 14. The Rating of the Students' Speaking Skill in Term of Accent in the Second Cycle	69
Figure 15. The Rating of the Students' Speaking Skill in Term of Grammar in the Second Cycle	70

Figure 16. The Rating of the Students' Speaking Skill in Term of Vocabulary in the Second Cycle	71
Figure 17. The Rating of the Students' Speaking Skill in Term of Fluency in the Second Cycle.....	71
Figure 18. The Rating of the Students' Speaking Skill in Term of Comprehension in the Second Cycle	72
Figure 19. The Average Score of the Students' Speaking Skill In the Second Cycle	72
Figure 20. The Rating of the Students' Speaking Skill in Term of Accent In the Third Cycle	76
Figure 21. The Rating of the Students' Speaking Skill in Term of Grammar In the Third Cycle	77
Figure 22. The Rating of the Students' Speaking Skill In Term of Vocabulary in the Third Cycle.....	77
Figure 23. The Rating of the Students' Speaking Skill in Term of Fluency In the Third Cycle	78
Figure 24. The Rating of the Students' Speaking Skill In Term of Comprehension in the Third Cycle.....	78
Figure 25. The Average Score of the Students' Speaking Skill In the Third Cycle	79
Figure 26. The Comparison of the Students' Speaking Skill Improvement	84

LIST OF APPENDICES

	Page
Appendix 1 The Schedule of Research.....	93
Appendix 2 The List of Students' Attendance.....	94
Appendix 3 Observation Checklist for Teacher in Cycle I.....	100
Appendix 4 Observation Checklist for Teacher in Cycle II	102
Appendix 5 Observation Checklist for Teacher in Cycle III	104
Appendix 6 Observation Checklist for Students in Cycle I.....	106
Appendix 8 Observation Checklist for Students in Cycle II	107
Appendix 9 Observation Checklist for Students in Cycle III	108
Appendix 10 Lesson Plan of Cycle I	109
Appendix 11 Lesson Plan of Cycle II	111
Appendix 12 Lesson Plan of Cycle III.....	113
Appendix 13 The Field Note of Classroom Action Research.....	115
Appendix 14 The Base Score of the Students' Speaking Skill	124
Appendix 15 The Score of the Students' Speaking Skill in Cycle I.....	126
Appendix 16 The Score of the Students' Speaking Skill in Cycle II.....	128
Appendix 17 The Score of the Students' Speaking Skill in Cycle III	130
Appendix 18 The Script of Interview	132
Appendix 19 Surat Izin Penelitian	142

CHAPTER I

A. Background of the Problem

Speaking is the first manifestation of a language as well as the most frequently occurring medium in communicative acts. The existence of speaking as a communicative act is inseparable with the situations of social relationship and social expectation. These situations can obviously be seemed from the ways of people in proceeding, resulting, and responding statements or expressions in their interaction, related to what environments they are involved in. The interaction yielded in speaking not only involves a feedback and willingness on responses but also performs collaborative exchange of thought, feeling among people. In spite of as apart of the language skills, speaking is importantly considered to learn a long with important elements such as, grammar and structure, pronunciation, spelling, etc. All of the elements are valuable to improve the ability of students in learning speaking. Therefore, speaking is viewed as the most importantly considered skill to be taught in the teaching of English.

The teaching of speaking to English students at UIN Suska Riau has begun since the first semester until the third semester divided into three levels, namely: Speaking I, Speaking II, and Speaking III. In teaching- learning process of speaking, the students have been taught some techniques and strategies by the lecturers, expected to enable them to speak English fluently. Furthermore, they are also obligated to be involved in speaking activities such as ECC (English Conversation Club) containing about debates, speech contest, and some English games held every Saturday and even outdoor program as annual program

purposed to improve their speaking skill. Ideally, all techniques and strategies as well as speaking activities applied to the students are to help them speak English well. But what is expected from the teaching and the activities is contrary to the reality. Most of the students are still poor in speaking. They still have some difficulties in speaking English.

Based on the researcher's teaching experience and observation as speaking lecturer to the students of class B at semester two of English Education of UIN Suska Riau, he found that the weaknesses of the students' speaking referred to produce sentences well, pronounce words of English appropriately, express ideas, comprehend and brainstorm a topic discussed in small- group discussion, and have lack of vocabulary. It was also strengthened and proved by the percentages taken from both mid and final semester results as the following: four of 32 students were categorized in excellent students, eight students were categorized in good students, and the others were categorized in poor students. It means that 12% was categorized in excellent students, 22% was categorized in good students, and 66% was categorized in poor students.

The percentages above have indicated that the speaking ability of the students of class B is still poor, seriously needs an improvement, so that the target of learning speaking is achievable. In this case, lecturer should find a better technique than previous ones, able to encourages and improve more the students' speaking skill.

Actually, there has been a technique enabling the students to improve their speaking skill, called improvisation technique. This technique has not actually

been introduced and applied to the students in teaching speaking at UIN Suska yet. Confidently, this technique is able to help the students achieve the improvement of their speaking. More over, it is to encourage and make the students speak naturally and spontaneously without preparation. By applying this technique, the students are motivated to speak more fluently and explore the feeling exchange in their own speaking. This statement is strengthened by many researchers that one of them is Berlinger (2000: 4) claims, working with improvisation can be a highly successful learning experience for students that motivates more them to generate imaginative and detailed ideas, and also greatly expand their vocabulary, actively practice language skill and obtain greater fluency. More over, it is able to emerge and strengthen the students' self-confidence in speaking.

Therefore, the researcher is interested in applying this technique in his class because the researcher assumes that this technique will be useful to help the students to overcome their difficulties in speaking. In short, this research entitles **“Improving students’ speaking skill by using Improvisations Technique of semester two at Class B of English Education Department of UIN Suska Riau.”**

B. Identification of Problem

Based on the background of the problems above, it can be identified that there are factors that cause students' speaking problems. Firstly, the problem is from students them selves namely; the students are weak in producing sentences appropriately, having lack of vocabulary, pronouncing words correctly, expressing

ideas, and comprehending and brainstorming the topics discussed in speaking term. Secondly, the problem is from previously inappropriate speaking techniques applied by the teacher in teaching speaking.

C. Focus of the Problem

Pertaining to the identification of the problem above, the researcher only limits the research on the problems of identification of problem, namely: the students are still weak in producing sentences well, expressing their ideas, having lack of vocabulary, and comprehending and brainstorming the topic discussed in speaking term and inappropriate speaking technique applied by the teacher previously. Therefore, the researcher would like to try solving the students' speaking problems by using improvisation technique.

D. Research Questions

The problems above are more elaborated in the form of research questions.

1. To what extent can improvisation technique improve the students' speaking skill of semester two at class B of English Education Department of UIN Suska Riau?
2. What factors influence the improvement of students' speaking skill of semester two at class B by using improvisation technique at English Education Department of UIN Suska Riau?

E. Purposes of the Research

The purpose of this research is

1. To explain whether improvisation technique can improve the students' speaking skill of semester two at class B of English Education Department of UIN Suska Riau.
2. To explain the factors influencing the improvement of the students' speaking skill of semester two at class B by using improvisation technique at English education department of UIN Suska Riau

F. Importance of the Research

The importance of this research is as follows:

1. The result of this research is helpful to give information in teaching speaking in both technique and strategies through Improvisation technique.
2. The result of this research is useful for the teachers as reference to use Improvisation technique in teaching speaking.
3. The result of this research is also very useful for the other researchers to get input of relevant researches.

G. Definition of the key Terms

To avoid misinterpretation in understanding about the research, the key terms are defined as follows:

1. Improvisations technique is a speaking technique applied by the teacher to solve the students' speaking problem

2. Speaking skill is the ability of the students of semester two at class B of English Education Department of UIN Suska in speaking, communicating, and expressing something in speaking subject.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Having completed the analysis of the data based on the findings of this classroom action research is concluded as follows:

1. Improvisation technique improves the students' speaking skill.
2. The factors influence the improvement of the students' speaking skill as in the following:

A. Management of Interaction (teacher model)

- a. The students are encouraged to develop many ideas when they act out the improvisational drama situations.
- b. The students feel unworried about making mistakes in grammar when playing out the improvisational drama situations.
- c. The students have good confidence in communicating their ideas in improvisational drama.
- d. The speaking class becomes active and enjoyable.

B. Turn- taking

- a. The students are able to broaden their vocabulary as much as possible
- b. The students are able to speak spontaneously and naturally.
- c. The students can control themselves in speaking when acting out the dramatic situations of improvisation

C. Negotiation of Meaning

- a. The students can activate their prior knowledge, mimic, gesture when acting out the improvisational drama situations.
- b. The students have good comprehension and fluency in speaking English.

B. Implications

Improvisation technique improve the students' speaking skill and influences some factors of the students' speaking skill in terms of accent, grammar, vocabulary, fluency and comprehension, and confidence as well. It can be implied that improvisation technique is very useful in teaching speaking.

C. Suggestions

Referring to the conclusions and implications of this research, some suggestions can be given as follows:

1. The researcher as an English lecturer should continue using improvisation technique in teaching speaking class.
2. The researchers conducting a research related improvisation technique can use this research finding as relevant research
3. The English teachers having the same situation and condition can use improvisation technique in teaching speaking.

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