THE EFFECT OF SCRIPT BASED IMPROVISATION ON THE SPEAKING ACHIEVEMENT AT SMA NEGERI 2 BUSUNGBIU

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Abstract

This study was intended to investigate whether or not there was a significant effect in speaking achievement between the students who were taught by Script – Based Improvisation and the students who were taught by memorizing dialogue technique as conventional strategy. The population of this study was the students of grade eleventh in SMA N 2 Busungbiu and the samples were selected randomly by using Cluster Random Sampling technique. From the lottery, it was found that class XI IPA 1 was experimental group and XI IPA 2 was the control group. The hypothesis used in this study was alternative hypothesis which stated there was significant difference between two groups of students taught through Script–Based Improvisation and Memorizing technique. Post – Test Only Control Group Design was applied as the research design. After six times of treatments, the posttest was administered to find out the impact of the treatment. From the data that were analyzed descriptively and inferentially, it was obtained that the mean score for Experimental group was 79.50 and the mean score for Control group was 75.46, while the value of t_o (t observed) was 3.064 and exceeded the t_{cv} (t critical value) which was 1.96 (significance level 5 %). It indicated there was significant difference of speaking achievement between both Experimental and Control group that were treated differently.

The key terms: Speaking, Speaking Achievement, Script – Based Improvisations

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah atau tidak ada dampak yang signifikan terhadap prestasi antara siswa yang diajarkan oleh Script Based Improvisation dan siswa yang diajar dengan memorizing dialog sebagai strategi konvensional. Populasi dalam penelitian ini adalah siswa kelas XI di SMA N 2 Busungbiu dan sampel dipilih secara acak dengan menggunakan teknik Cluster Random Sampling. Dari undian, ditemukan bahwa kelas XI IPA 1 adalah kelompok eksperimen dan XI IPA 2 adalah kelompok kontrol. Hipotes yang digunakan dalam penelitian ini adalah hipotesis alternatif yang menyatakan ada perbedaan yang signifikan antara dua kelompok siswa diajarkan melalui Script Based Improvisation dan teknik memorizing dialog. Post - Test Only Control Group Design diaplikasikan sebagai desain penelitian. Setelah enam kali perlakuan, posttest diberikan untuk mengetahui dampak dari perlakuan. Dari data yang dianalisis secara deskriptif dan inferensial, diperoleh bahwa nilai rata-rata untuk kelompok eksperimen adalah 80.00 dan nilai rata-rata untuk kelompok kontrol adalah 76.50. sedangkan nilai pengamatan adalah 3.064 dan melebihi nilai kritikal yang 1.96 Hal ini menunjukkan ada perbedaan yang signifikan prestasi berbicara antara kedua Eksperimental dan Pengendalian kelompok yang diperlakukan berbeda.

Kata Kunci : Berbicara, Pencapaian Berbicara, Script Based Improvisation

INTRODUCTION

Speaking, as one basic skill in a language is very important to be taught because by having the ability in speaking, learners can express the ideas, feelings, events, and experiences in certain time. for many students that speaking is different, According to Jones (2003) there are two reasons why many people feel that speaking is harder than reading, writing, and listening. First, unlike reading or writing, speaking happens in real time. Second, when we are speaking, we cannot edit and revise what we wish to say, as we can do if we are writing.

Improvisation is one of the techniques that can encourage the students to speak based on their own effort. It gives students opportunities to deal with complex problems in concrete ways. Improvisation also encourages students to think critically and creatively. Moreover, according to Killen (1996; 145), improvisation enables students to get the 'feel' of situation. In line with those advantages of improvisation, there is a technique introduced by Manette R. Berlinger (2000) namely Script Based Improvisation which provides the activity that invites students to develop a script in order to help the students to speak. Script based improvisation is a strategy in which uses the script as the basic media.

According to Berlinger (2000), Script Based Improvisation is an effective technique to be applied in teaching speaking. It provides new perception of teaching speaking especially for students in senior high school. By using this strategy, students are not only guided by the teacher, but they also show their creativity through doing improvisation in delivering their idea, opinion, and information in speaking skill.

The purpose of this study is to investigate whether or not the effect of Script Based Improvisation technique gives significant difference if it is compared with Memorizing dialogue technique on the students' speaking achievement of eleventh grade students of SMA Negeri 2 Busungbiu in the academic year 2013/2014.

METHODS

The subjects of this study are XI IPA 1(EG) and XI IPA 2(CG) . As an experimental study, this study was designed by using "Posttest-Only Control-Group Design". In this design, there were two kinds of group involved, namely experimental group and control group in which sampling technique used to assign was cluster random sampling. Further, in this design, the experimental group was given a treatment by using Script Based Improvisations as the teaching strategy. Meanwhile, the control group was treated by memorizing dialogue strategy.

1. Procedure of Data Collection

In the present study, the following procedures were conducted by the researcher to collect the data.

a. Teaching scenario, Rubric speaking were prepared in moving on by the researcher.

b.Those instruments were consulted with some experts (the researcher supervisors and English teachers).

c. Deciding the population of the study

d. Measuring the mean score of all population.

e. Groups as sample of the study were selected randomly from the population using cluster random sampling

f. Lottery technique was used by the researcher to determine the control group and experimental group

g. Teaching and learning process was conducted. The experimental group was taught using Script Based Improvisations, while the control group was taught using memorizing dialogue technique.

h. At the end of whole treatments, both experimental group and control group were given the same post-test in order to identify whether there are any differences in the students' speaking achievement.

i. The mean score of each group were calculated by summing all scores of the subjects and then divided by the total number of the subjects. Then, the score from the posttest will be analyzed descriptively and inferentially by using t-test

2. Procedure of Data Analysis

The result of the test was analyzed descriptively. After obtaining the score from both the grouping of the post test, then they were analyzed by using two forms of statistical analysis, namely descriptive analysis and inferential analysis. This statistic analysis would be accomplished to find out the answer of the problem statement of this study.

Descriptive statistic is used to analyzed data by describing data collected as it is without making the general conclusion (Sugiono, 200 17:207). It is simply to describe what the data shows and cannot be used for drawing conclusion whether or not there is significance difference between two groups. In inferential statistics, generalizations are made about a population by studying a subset or sample of that population (Fraenkel and Wallen 1993 : 187). The inferential statistic will be used to determine the significant between the mean of two groups. The inferential analysis applied in this study is t-test.

FINDINGS AND DISCUSSION

This chapter involves the findings and discussion of the data that were analyzed descriptively and inferentially

FINDINGS

GROUP		Statistic	Std. Error
Mean		79.50	.852
	Lower Bound	77.75	
	Upper Bound	81.25	
5% Trimmed Mean		79.63	
Median		78.50	
Variance		20.333	
Std. Deviation		4.509	
Minimum		70	
Maximum		87	
Range		17	
Interquartile Range		6	
Skewness		-.675	.441
Kurtosis		.201	.858
Mean		75.46	1.005
	Lower Bound	73.40	
	Upper Bound	77.53	
5% Trimmed Mean		75.67	
Median		74.46	
Variance		28.258	
Std. Deviation		5.316	
Minimum		62	

Maximum	84	
Range	22	
Interquartile Range	8	
Skewness	-.546	.441
Kurtosis	.121	.858

Table 4.1 Descriptive Analysis

1. **Central Tendency**

   a. Mean

   Mean score for experimental group was 79.50, while mean score for control score was 75.46. It means that the experimental group achieved higher score than control group.

   b. Median

   Median was the midpoint of score. It could be seen that the median score for both experimental and control score 78.50 and 74.46.

   c. Mode

   Mode was the most frequent score in the distribution of data. From the previous table of frequency, the mode for each experimental and control group were 79 and 75

2. **Dispersion Tendency**

   a. Range

   The maximum score for experimental group was 87 and the minimum score was 70. Meanwhile, the maximum score for control group was 84 and the minimum score was 62. Thus, the distance between the highest score and the lowest score for experimental group was 17, and for control group was 22.

   b. Standard deviation

   Standard deviation was the difference between an observed score and the mean of the distribution that was calculated by the square root of the variance. The calculation of standard deviation through SPSS was showed in the table 4.9 above. For experimental group the standard deviation was 4509 and the control group was 5316. It indicated that data distribution in control group was spread out more and had more varied of students' ability than the experimental group.
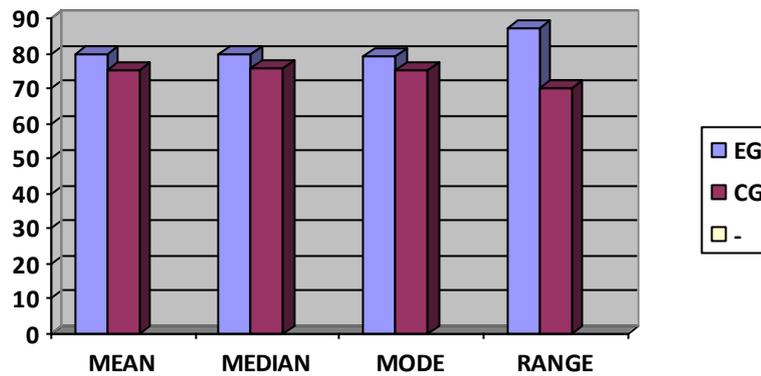
Figure 4.1 Data Chart of experimental and control group

The higher result of mean, median and mode of experimental group than the control group indicated that the experimental group performed better than the control group. While, different result for standard deviation and variance gave estimation toward the variability that the students' achievement in the experimental group was more homogenous than the students in control group. In other words, it indicates that the experiment group performed better and had lower variability in its distribution than the control group.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
				95% Confidence Interval of the Difference	
				Lower	Upper

SCORE	Equal variances assumed	.709	.404	3.064	54	.003	4.036	1.317	1.395	6.677
	Equal variances not assumed			3.064	52.601	.003	4.036	1.317	1.393	6.678

Table 4.14 Independent Sample Test

The table showed two results with equal variances assumed and the test with equal variances not assumed. The significant value in the line equal variances-assumed showed point 0.404 which higher than 0.05. It indicated that the data had homogeneity variance and was used as the result of t- test calculation.

T-test for quality of means compared the result between t observed (t_o) and t critical value (t_{cv}) in determining the significance, if the value of t observed was higher that critical value ($t_o > t_{cv}$). This study applied 0.05 (5%) alpha level of significance for two – tailed test in order to test the alternative hypothesis that had been formulated at the beginning the study. The value 0.005 referred to the maximum risk to make mistake in rejecting the hypothesis before taking generalization toward the population was merely 5%. From the table, it could be seen that the value of t observed (t_o) was 3.064. Meanwhile, the value of t_{cv} was determined by measuring the significant value of the study. For significance value 0.05, the value of t_{cv} was 1.96 (Fraenkel and Wallen, 1993).

The value of t observed was 3.064 while the value of t critical value was 1.96. it means that $t_o >$ than t_{cv}. Based on the table above, it means that the null hypothesis was rejected since there was significant difference between the samples of control group and experimental group. Thus, the alternative hypothesis "there was significant difference between students who were taught by using script based improvisation techniques and the students who were taught by using memorizing dialogue in their speaking achievement" that was formulated at the beginning of this study was accepted. This significant difference proved that the students in experimental group that were taught using script based improvisation achieved better result than the students who were taught by memorizing dialogue technique.

DISCUSSION

Descriptive analysis was administered to figure out the difference achievement obtained by both groups that were treated differently in terms of the teaching technique. From the calculation, the mean score of students the experimental group was higher than the students in control group. The experimental group got mean score 79.50 for their speaking performance, while the control group got 75.46. From this result, it could be inferred descriptively that the experimental group performed better that the control group.

After conducting analysis descriptively, the data were analyzed inferentially to find out the significant difference between students both experimental and control groups in terms of their speaking achievement, after being given different speaking technique. The analysis that was conducted by administering SPSS 16 was in the form of Independent sample t-test. From the calculation, it was obtained that the value for t_o (t observed) was 3.064 and t critical value of alpha significance 0.05 (5%) was 1.96. The result shows that the value of t_o was higher than t_{cv}, that was 3.064 > 1.96. It means that the null hypothesis was rejected and the alternative hypothesis that was formulated firstly in this study was accepted since it had been proved that there was significant difference between students who were taught by Script Based Improvisation techniques and those who were taught by using conventional technique through memorizing dialogue. In other words, after being analyzed inferentially, the students in experimental group achieved better result than the students in control group.

CONCLUSION

According to the result that was derived from findings and discussion of the study, it could be concluded that there was a significant difference in speaking achievement obtained between eleventh grade students of SMA N 2 Busungbiu who were taught by using combination of Script based improvisation technique with those who were taught by using conventional speaking technique through memorizing dialogue. It had been proven from data analysis conducted descriptively and inferentially.

The result from descriptive analysis showed that the mean score of experimental group was 79.50 and the mean score of control group was 75.46. The experimental group achieved higher mean score than the control group. Those result means that the students in the experimental group achieved better result than those who were in control group.

The result from inferential analysis independent sample t – test showed that the t_o (t observed) was 3.064. It was higher than the value of the t_{cv} (critical value) at 1.96 {p = 0.05}. It indicated that the alternative hypothesis that was formulated firstly was accepted and the

null hypothesis was rejected. It means that there was a significant difference between the two groups.

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