

THE USE OF IMPROVISATIONS TECHNIQUE TO IMPROVE THE SPEAKING ABILITY OF EFL STUDENTS

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Abstract:

The objective of the study was to implement the improvisations technique to improve the student's speaking ability. In conducting the research, there were two components expected to be improved, they were improving the students' speaking score and increasing the quality of classroom atmosphere of teaching speaking. This study employed the collaborative classroom action research and it was done in two cycles. Each cycle consisted of four stages: (1) planning, (2) action, (3) observation, and (4) reflection. There were five meetings in each cycle; four meetings for the implementation of improvisations in the teaching of speaking and one meeting for conducting speaking test. The instruments used to collect the data were: (1) observation checklist, (2) field-note, (3) a score sheet, and (4) a questionnaire. The result of the research showed that the criteria of success had been reached. There were two aspects determined as the success criteria of the implementation of improvisations in the teaching of speaking; score improvement and classroom atmosphere. The result of speaking test presented that the students had made some progress, the average scores raised from 2.72 in the pre-test, 3.09 in cycle 1 and 3.76 in cycle 2. These scores indicated an increasing ability from being 'fair' to being 'good'. The classroom atmosphere were also increasing positively; the students were actively involved in the teaching and learning process, indicated by 64% participated in cycle 1 and 73.79% participated in cycle 2. The students were also highly motivated in joining the teaching learning process. They cooperated, asked, responded, and expressed spontaneously.

Keywords: speaking, classroom action research, improvisations

A. INTRODUCTION

English plays an important role in this modern era. People around the world use English not only as a language for science and technology but also as communication tool for economy and national or international interaction. Since it has great role, Indonesian government through its national curriculum obligate the students from junior high school to university to learn English. The government hopes that the students would master English when they finish their study. By mastering the international language, Indonesian can involve in the international interaction and trade. One of the skills of English mastery is speaking.

Speaking is harder than reading, listening, or writing for two reasons. Bailey states that unlike reading or writing, speaking happens in real time; usually the person we are talking to is waiting for us to speak right then. We

cannot edit or revise what we want to say.¹²⁹ Language is creative; we cannot plan all words and sentences what we are going to say an hour from now. Speaking happens spontaneously.

Many students cannot speak English and do not want to speak English. Nunan argues that many English learners are reluctant and unmotivated.¹³⁰ The reluctance may be due to cultural factors, linguistics factors, and/or psychological/affective factors. Gebhard states that one of the problems faced by EFL learners is *the students' won't talk* problem. Some students will not talk because they are too shy or have such high levels of anxiety over speaking.¹³¹ Perhaps, they are shy because they are afraid of making mistakes or their friends will laugh at them. They are also anxious because they had not many changes to speak or because the teacher always gave critics and correct their mistakes right away.

The English department students of Widyagama Mahakam University also faced the speaking problems. Based on the researcher's experience teaching there and the preliminary study, the researcher identified some problems faced by the students. Many students had low confidence to speak English. They were afraid of making mistakes and their friends would laugh at them. They felt nervous to speak English in front of their friends or teachers. Many students would not speak English, either. They thought that their English was not good enough, and they were lack of vocabulary. Most of the students were unhappy with their speaking.

Overcoming the problems above, there would be a need to implement a new strategy to improve the student's speaking ability as well as improving their motivation in speaking. There are many alternatives strategies to improve the student's ability in speaking. One of the strategies that a teacher could use is improvisations technique. Thornbury claims that improvisations technique as one of the types of drama can be chosen because it provides a useful springboard for real-life language use.¹³² The students have a big chance to practice speaking English freely in Improvisations technique. In addition, Via states that:

Improvisations is a very useful drama technique, since the focus on students' ability to use the language they have acquired without the benefit of a script. All

¹²⁹K. M Bailey, Speaking. In David Nunan (Editor), *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003), h. 47.

¹³⁰ David Nunan, *Second Language Teaching and Learning* (Boston: Heinle & Heinle Publishers, 1999), h. 231

¹³¹ Jerry Gebhard, *Teaching English as A Foreign or Second Language: A Teacher Self-Development and Methodology Guide* (Ann Arbor: The University of Michigan Press, 2000), h. 186

¹³² Scott Thornbury, *How to Teach Speaking* (England: Pearson Education Limited, 2005), h. 96

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improvisations should be goal oriented or have a problem to solve. This enables students to have something definite to talk about.¹³³

Improvisation is the strategy of teaching where students are given roles to perform dialogues or conversation using their own word or sentences based on the conversation situation/topics on clue cards given. First, the teacher explains the situations/topics on the role-card. Then the teacher groups the students, there are 3 or 4 for each group. After receiving the role-card, the students create the plot and prepare to perform. They have no much time to prepare; it is only 2 – 4 minutes. After that, they perform it. There's no script dialogue, it's spontaneous speaking performance. The students use their own knowledge, words, and sentences in improvisations.

Some benefits might be gained from the implementation of improvisations technique. Berlinger (2000) states that improvisations motivates the students to generate imaginative and detailed ideas, greatly expand students' vocabulary, actively practice language skills and attain far greater fluency, it also provides a setting in which the students can explore the social values of a different culture, and participating in this kind of activity strengthens students' confidence in their academic ability, an essential component of successful language acquisition.¹³⁴ In addition, Syamsurizal (2008) also proved that improvisations technique could improve the students' speaking ability. The students' achievement in speaking increased, indicated by the scores gained from the assessments.¹³⁵

Based on the benefits of improvisations technique, the researcher was interested in implementing the technique in his class with some adjustments. He wanted to know the implementation of improvisation technique to solve teaching speaking problems of the students in the English Department of Widyagama Mahakam University Samarinda. By conducting the classroom action research in improving the students' speaking ability through improvisations, the researcher expected that the problems faced by the students in the English Department of Widyagama Mahakam University Samarinda had could be solved.

¹³³ Richard Via, "The Magic if" of theater: enhancing language learning through Drama. In Wilga M. Rivers (Editor), *Interactive Language Teaching*. (Cambridge: Cambridge University Press, 1998), h. 120

¹³⁴ M. R. Berlinger, "Encouraging English Expression through Script-based Improvisations." *The Internet TESL Journal*, Vol. VI, No. 4, April 2000, (Online), (<http://iteslj.org/Techniques/Berlinger-ScriptImprov.html>), accessed on December 14 2014.

¹³⁵ Muhammad Syamsurizal, *Improving Speaking Ability of the Students of English Department of Gorontalo State University through Improvisations and Peer-Feedback*. (Malang, Unpublished Thesis, English Language Education, Graduate Program of State University of Malang, 2008)

B. REVIEW OF RELATED LITERATURE

People speak every day, every minute, or maybe every second. Thornbury says that speaking is so much a part of daily life that we take it for granted. Everyone produces a thousand of words every day. We do it all over again for each day. Many people struggle to speak in such way in a foreign language.¹³⁶ Hedge claims that speaking competence involves three aspects, they are (1) distinguishing types of speaking situation, (2) making oneself understood, and (3) managing interaction.¹³⁷

Improvisations is the strategy of teaching where students are given roles to perform dialogues or conversation using their own word or sentences based on the conversation situation on clue cards given. Lubis defines improvisations is a dramatic hypothetical situation in which two speakers interact without any special preparation. When working with improvisations, the teacher should have a large supply of hypothetical situation based on hand-situations which are simply stated and challenging to the students' creativity.¹³⁸ Via states that improvisations is a very useful Drama technique, since the focus on students' ability to use the language they have acquired without the benefit of a script. All improvisations should be goal oriented or have a problem to solve. This enables students to have something definite to talk about.¹³⁹

There were two researchers conducted focus on speaking improvement. Berlinger (2000) implemented script-based improvisations to encourage English expression. The result, that is it motivates the students to generate imaginative and detailed ideas, greatly expand students' vocabulary, actively practice language skills and attain far greater fluency, it also provides a setting in which the students can explore the social values of a different culture, and participating in this kind of activity strengthens students' confidence in their academic ability, an essential component of successful language acquisition.¹⁴⁰ Syamsurizal (2008) conducted a research entitled improving Speaking Ability of the Students of English Department of Gorontalo State University through Improvisations and Peer-Feedback. He proved that improvisations technique could improve the students' speaking ability. The students' achievement in speaking increased, indicated by the scores gained from the assessments. The average score in the pre-test was 3.17, in cycle 1 it was 3.22, and in cycle 2 it was 3.90.

¹³⁶ Scott Thornbury, *op. cit.*, h. 1

¹³⁷ T. Hedge, *Teaching and Learning in the Language Classroom*. (Oxford: Oxford University Press, 2003), h. 263

¹³⁸ Yumnaini Lubis, *Developing Communicative Proficiency in the English as a foreign language (EFL) class*. (Jakarta: P2LPTK, 1988), h. 44

¹³⁹ Richard Via, *loc.cit.*

¹⁴⁰ M. R. Berlinger, *loc. cit.*

C. RESEARCH METHODOLOGY

This study employed classroom action research (CAR) that follows Kemmis' cycle process in McNiff: planning, implementing, observing, and reflecting.¹⁴¹ In planning step, researcher planned the action to answer the teaching problem; prepared the strategy, designed a lesson plan, provided media, made assessment sheet, and determined criteria of success. In implementing step, researcher practiced the strategy. In observing step, researcher recorded and collected data any event or information connecting with the teaching learning process. In reflecting step, researcher evaluated the result of the implementation of the strategy and drew the conclusion whether the strategy was success or not by comparing to the criteria of success. The study was conducted at English Department of Widyagama Mahakam University using the third semester students as subject.

D. FINDINGS OF THE STUDY

This section describes the research findings based on the analysis of the collected data derived from the implementation of Improvisations technique in the teaching of speaking at the third semester students of Widyagama Mahakam University Samarinda. The data and findings of the study are presented based on the result of students' speaking tests, observation, and field notes. They are obtained from ten meetings of two cycles in the implementation of improvisations technique.

1. Data Findings of Cycle 1

This section presents the data found throughout Cycle 1. Cycle 1 had five meetings. From the first to the fourth meeting, the observer assisted the researcher by observing the implementation of the improvisations done by the students and accompanying the researcher applied the teaching speaking using improvisation technique. The speaking test was administered in the fifth meeting of cycle1. Both the researcher and the observer scored the students speaking skill using the score sheet instruments.

The presented data in this section encompasses the observation of teaching and learning process in five meetings and the result of the students' speaking test of Cycle 1.

a. Teaching and Learning Process

The implementation of the action in cycle 1 was applied in five meetings, four meetings for teaching learning process and one meeting for speaking test. In implementing the action, the teacher carried out teaching learning process in three stages; preparation, implementation, and feedback stage. Before implementing the action, the researcher concerned of two things,

¹⁴¹ J. McNiff, *Action Research: Principles and Practice*. (New York: Macmillan Education. Ltd., 1992), h. 27

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they are lesson plan, teaching materials, and seat arrangement.

The researcher made lesson plan for each meeting containing the topics to learn and objectives the instructional activities, procedures of conducting the learning, and the learning materials. Each meeting consisted of introduction to the language used for certain situations in the improvisation.

The seat arrangement is very important in the success of improvisations. The seats should be arranged well to support the performances of the students. In cycle 1, the stage was arranged in U model, which was placed in the center of classroom. The teacher and the observer were in front of the students. The students were in the left, right, and in front of the teacher and the observer. The stage was right in the center of the classroom. This classroom organization was hoped to maximize the students' performances, to attract other students' attention, and to ease the observation.

The class ran as usual, the researcher came to the class. He gave the explanation about the teaching learning process that the students would have, the focus of it is in the use of drama improvisation. The explanation of the application of it is very important to avoid misunderstanding of the students and to foster them how to maximize the teaching strategy in improving their English proficiency.

The situations in which the students would perform in improvisations were prepared in the form of role cards. They would take and understand what situations were and tried to act them out in front of the class using all the language they knew with a little preparation. This was meant to induce spontaneity and encourage improvisation.

Materials of teaching were made in several of things. In cycle 1, researcher used media such as, whiteboard, board-maker, camera, and role-play cards. Whiteboard and board-maker were used to explain speaking situations/topics they probably faced. Camera was used to take their pictures. Role-play cards were used to guide the students' performances in doing improvisations. Examples of the role-play card were *The Money isn't Enough*, *A Stranger in Town*, *Meeting an Old Friends*, etc.

The first meeting was about the introduction to the implementation of drama improvisations for the students. The meeting was done in three stages, the pre teaching, whilst teaching, and the post teaching. The first meeting had goal to introduce the students how to perform drama improvisations as well as to train them play it.

In the pre teaching stage, the researcher warmed the speaking class by making conversation with some students for about 10 minutes. After the warming session, the researcher explained how to initiate, maintain, and develop conversations. He also gave the explanation about how to make comments and rejoinders. The pre teaching step was the step to develop students' knowledge about the lesson they were going to learn about. At this

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step, he also explained how to use that knowledge in the form of drama improvisations.

The next stage was introducing the improvisations. This stage was a training session in which students were encouraged to perform the improvisation as well as to introduce the technique so that they would get used to doing it. In this step, the students were asked to perform in front of the class. The chairs were arranged such a way in the form of semi-circle and the performing students stood, sat, and acted in the middle so that everyone could see and heard them. In this training stage, there were many questions of the students before performing the drama improvisations.

In the drama improvisations, the students would do it in group. There were different speaking topics/situations for each group. The first step was they got a role-play card for each one with the same topic for one group. The students could change the role card with another student in the same group, but it could not do with another group. Then, they had 5 minutes to prepare the improvisations by making the plot of the story based on their own knowledge. They should do improvisations in 3 – 10 minutes for each group.

After giving the above explanation on how to perform improvisations, then the researcher grouped the students of four students. He did it randomly, so there were high and low achiever students in each group. When the students had in group, then the researcher distributed the role-play cards that will used by the students as a basis of drama improvisations. The speaking topics that could be played by the students were *the Money isn't Enough*, *a Stranger in a Town*, *Meeting an Old Friend*, *Choosing your Future*, *Having a Birthday Party*, and *I Need More Money*.

To enhance students' motivation to use English in the performance, the researcher let them use English as much as possible. He did not interrupt or correct any mistake made by the students. Otherwise, he told them please to speak freely and loudly without worrying of any mistake the student would make. Enhancing students' motivation was the most important key in succeeding the implementation of improvisations.

There were six groups performed drama improvisation in the first meeting of cycle 1. One by one, a group performed drama improvisations. Because it was the first time they performed drama improvisations, there were many obstacles found such as: most of the students paused or broke their speaking, they were shy and hesitated to speak, they had no confidence, some students dominated conversations, there were no solution of the problem they played, and some students used bahasa Indonesia. There were two group performed the improvisations below the expected time allocation, it was under 3 minutes play.

Many obstacles found in the first meeting, but in overall it was successful. They could do it, they could play drama improvisations. The researcher just believed it needed the time to practice for them to be better in

their improvisations. The obstacles found would minimize next time. To gain better performances, the researcher told them to speak freely and not to worry of making mistakes in speaking English.

The step of second meeting was still the same; beginning from pre teaching, introducing the objectives and the learning material, followed by whilst teaching, speaking activities in the form of improvisations and closed with post teaching by reviewing and having feedback. The students were asked to perform the improvisations. In the pre teaching stage, the researcher used it to review the latest meeting performances, to explain the speaking lesson objectives in that day, and to motivate the students in doing drama improvisations.

They firstly study the role cards, made a brief preparation by discussing the roles with peers in the group of improvisers. They then acted and spoke using English and this time they performed without any help from the teacher. The situations they performed were *singing contest*, *choosing the future*, *interviewing a new worker*, and *buying a ticket*.

There were four group performers this time. Some students could attend the class because they had to work over time or get a second shift (afternoon) in their job. After receiving the role cards, they performed drama improvisations group by group. They performed it by sitting or standing based on the situation of the speaking. They seemed to have better performances than the first time performance.

The researcher figured out that the students were more relaxed in improvising this time. Some students were laughing, smiling, yelling, and speaking more loudly. There was also the increasing of the performance time allocation. But it still did not reach the time allocation.

In spite of the improvement of the performance, there were also many obstacles of it. Some indications should be paid attention, such as: some students still paused or broke their speaking, most of the students performed no solution improvisations, but it was okay. The most important object was some students could handle their shyness and nervousness this time. The researcher also found that some students still dominated the conversations and they made many grammatical errors and vocabularies mispronounced. For some students, there were too difficult roles.

From this meeting, researcher tried to do some reflection of the implementation of the drama improvisations. One of them is to simplify the topics of speaking. Motivation was very important to improve the quality of the teaching of speaking by using improvisations. Sharing with students was the other way to get the goal.

The third meeting of cycle 1 was conducted. The same step of teaching speaking was done; pre teaching, introducing the objectives and the learning material, whilst teaching, implementing speaking activities in the form of improvisations, and post teaching, reviewing and having feedback. In the pre

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teaching stage, the researcher reviewed the latest meeting performances, figured out the strength and the weakness of the students' performances, explained the speaking lesson objectives in that day, and motivated the students do drama improvisations.

There were five group performers this time. They would perform some roles of speaking in the role cards. The topics of speaking were *Singing Contest*, *Looking for a Cheap Hotel*, *Tour Guide*, *Saturday Night Plan*, and *Finding a Friend*. The researcher gave the role cards and he explained the roles to the students. After 5 minutes preparation of the plot of the drama improvisations, then the students were ready to play. They had to play based on the role given and the time allocation.

There were many changes of the students' performances. They could played longer than before, even one group was still under the time allocation, but one group could reach the time determined. In this meeting, most of the students were not shy anymore. That was great. The use bahasa Indonesia was reduced. Two or three students still dominated speaking, but it was okay. It helped running the drama improvisations.

In overall, this time was great. Even though two groups misunderstood the roles card given, but the performances this meeting was really better than the former ones. In order to make it better, sharing idea of their obstacles would produce a better drama improvisations.

The same step of forth meeting of teaching speaking was done; pre teaching, explaining the objectives and the learning material, whilst teaching, implementing speaking activities in the form of improvisations, and post teaching, reviewing and having feedback.

There were five group performers in this meeting. They performed drama improvisations based on the roles of speaking in the role cards. The topics were made in such a way to enhance the students' interaction in English. The topics of speaking were *Coming home late*, *Music Concert*, *Backstreet Relationship*, *Marriage without parents' approval*, and *broken-heart*.

The students got role cards, learnt them, and made short preparation. They just had time not more than 5 minutes. Then, they had to play drama improvisation based on the role given and the time allocation.

They improvised better in this meeting. They were happy doing the drama improvisations. They could reduce their shyness, hesitation, and nervousness. They liked 'real life' problems.

The reflection this time was keep motivating the students, tell them talk more freely, they needed more time to prepare improvisations, and it is important to correct their mistakes.

b. The Result of Students' Speaking Test

The conducting of this classroom action research was based on the teaching of speaking problems faced by the students of University Widya Gama

Mahakam Samarinda. The problems identified were the students are not confident to speak English because they always worry of making mistakes and their friends will laugh at them, they are shy to speak English due to the lack of vocabulary and fluency, they hesitate to speak English because they think that their English is not good enough, and they always think about grammar and grammar, they worry if their speaking is not grammatically correct, so that, they will not speak English too much. By implementing drama improvisations, it was expected that those problems would be solved.

To know the result of the implementation of drama improvisations, the researcher conducted test in the end of cycle 1. The test was speaking test where the steps of test were (1) grouping the students of four, (2) giving the topics of speaking to be performed, the topics were *Having a Birthday Party, Coming Home Late, Backstreet Relationship, Singing Contest, Music Concert, Marriage without Parents' Approval, Choosing the Future, and Lost in the City*, (3) presenting the test, and (4) scoring the students' speaking proficiency based on scoring guide adapted and modified from Tunku Mohtar in Foley (2005).¹⁴²

The speaking aspects scored were pronunciation, grammatical accuracy, vocabulary, relevance of content or ideas, fluency, and manner of expression (confidence). The scales of score were Excellent (5 marks), Very good (4 marks), Good (3 marks), Fair (2 marks), and Poor (1 marks).

Based on the rating employed by the teacher and the collaborator in assessing the students' speaking performance, it was revealed that the students' average score was 3.09, the highest score was 4.33, and the lowest score of 2.00. In this area of score, the ability was qualified as 'good'. According to the rubric used for this assessment, the student with good quality has the characteristics as follows:

1. Pronunciation: A few words are incorrectly pronounced but meaning is not affected.
2. Grammatical Accuracy: One or two major errors which affect meaning.
3. Vocabulary: Some content words are repeated a number of times. One or two words are not correctly used
4. Relevance of content or ideas: Some ideas are directly related to the topic. Others are indirectly related.
5. Fluency: Hesitation is shown in almost every sentence.
6. Manner of expression: Show some signs of nervousness.

Based on the result of the test, there was slight improvement of students' average score from the pre-test to the first quiz. The average pre-test score was 2.92 and the average score of the students' first quiz was 3.09. That means that there was 17% of average score improvement.

¹⁴² Tunku Mohtar, "Teachers' Perception Towards Oral Assessment and Their Implications for Teaching." In J.A. Foley (Ed.), *New Dimension in The Teaching of Oral Communication*. Singapore: SEAMEO Regional Language Centre, 2005), h. 224

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However, not all students' scores improved. There were three students whose scores were not scored because they did not take the pre-test. There were also two students whose scores were same like the pre test score.

c. The Result of Classroom Atmosphere Observation

The classroom atmosphere observation concerned of two components; the students' participation and the students' performances. Most of the students of English department of Widya Gama Mahakam University Samarinda were workers, so that they had difficulty attending the class. For the students who work in the fixed time, for example just in the morning, they had no problems attending the class. But for those who had random time of work schedule they had to choose whether they attended the class or worked. Because of that, it was rarely full students in one meeting. The participation of students were: 25 students (83.33%) in the first meeting, 13 students (43.33%) in the second meeting, 17 students (56.67%) in the third meeting, 15 students (50%) in the fourth meeting, and 26 students (86.67%) in the fifth meeting. The average was 64%.

The second component was about the students' performances. In the first meeting most of the students could cooperate well in the improvisations, half of them could respond their friends' speaking, but only few students who were able to ask and express spontaneously. In the second meeting most of the students could cooperate in the drama improvisations, half of them could respond their friends' speaking and could ask about related topics, and still few students able to express spontaneously. In the third meeting all of the students could cooperate in the improvisations, most of them could respond their friends' speaking, half of students could ask, and only few students who could express spontaneously. In the fourth meeting, all of the students could cooperate in the drama improvisations, most of them could ask and respond to their friends' speaking, but still only few students who were able to express spontaneously speaking.

2. Reflection of Cycle 1

As presented in the data findings of cycle 1, the implementation of the improvisations gave significance effect on the students' speaking ability. They were able to make drama improvisations with the situation given, they improvised the plot, and they used English they had in conversation. They could reduce their anxiety, hesitation, and worry of making mistakes. They could make and arrange the plot of drama improvisations using their own knowledge. They also could initiate, maintain, and develop conversation using their imagination.

However, there were still some deficiencies in their performances. In the first and second meeting, the researcher figured out some unsatisfactory result of the implementation of drama improvisations. Some groups could not reach

the time expected. Some students dominated conversations. Several plays were "no solution" performances. Many students were shy and nervous. Some of them used bahasa Indonesia. They also made grammatical mistakes and mispronounced vocabulary. Those deficiencies were understandable as drama improvisations was the new things for students. It was not easy ask them making conversation spontaneously after receiving the role of speaking.

In the third and the fourth meeting, most of the students were not shy and nervous, they were able to reduce the use of bahasa Indonesia, and they could reduce their grammatical mistakes and pronunciation was better. They also could manage the time. And the most important was they were happy in doing improvisations right then.

The implementation of the research was expected to improve students' speaking ability and to improve the class atmosphere of teaching learning process. In the aspect of the students' speaking performance was impressive but it still needed improvement. In the aspect of classroom atmosphere also rapidly increased. Knowing that most of them are workers, they had difficulty in managing their time to go to campus or work. They had already tried hard enough to make it but it was not enough yet. Their average participation was only 64%, and it was still under the target of 70% participation of the students. Their participation in the drama improvisation was also observed by focusing on their cooperation, asking, responding, and spontaneous expression. In the first cycle, there were still few students did not respond and express spontaneously in the performances. From the speaking score, the implementation of drama improvisations in the first cycle was successfully done, but in the classroom atmosphere aspect, the implementation of it had not reached the goal in criteria of success yet.

A better plan should be made in order to fulfill the criteria of success for the next cycle. According to the theory, improvisations require 'brief' preparation so that spontaneity is induced. However, the students did not have enough time to be ready in that brief moment of preparation. Another type of improvisation was developed in which the students were given time to rehearse before doing improvisations. By rehearsing, the students could actually do what they had in mind and to get used to playing certain role and to eliminate misunderstanding.

The improvement of the implementation of drama improvisation was made in several ways. They were:

1. Simplify the topics in the role-cards and develop the teenagers' real world situations.
2. Give more time to prepare performance.
3. Give time to do rehearsal with their group.
4. Develop a student's report.

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5. To progress curiosity and attention of the students, the topics/situations are not explained. They have to write the plot of the improvisations other groups performed in the student's report.
6. Prepare speaking aids such as: photo, ticket, bag, cell-phone
7. Ask students do improvisations by using speaking aids such as book, bag, photo, ticket, money, wallet, and cell-phone.
8. Ask students do improvisation by sitting, standing, walking, and using their body language.
9. Ask the students to use their emotions in performing such as angry, sad, happy, or curious.
10. Corrections to the grammatical errors and mispronounced vocabulary were needed.
11. Motivating students to speak more freely and never worry of making mistakes

By doing those things, it was expected that the performance would be better in the next cycle, and it would reach the target in criteria of success; improving the speaking score of students and improving the quality of classroom teaching learning process.

3. Data Findings of Cycle 2

The presented here was the data found throughout Cycle 2. Like Cycle 1, Cycle 2 also had five meetings. The speaking test was administered in the fifth meeting of cycle 2. Both the researcher and the observer scored the students speaking skill using the score sheet instruments. The observer assisted the researcher by observing the implementation of the improvisations done by the students and the researcher.

a. Teaching and Learning Process

The implementation of the action in cycle 2 was also applied in five meetings, four meetings teaching learning process and one meeting for speaking test. The teaching of speaking using improvisations in cycle 2 was applied based on the lesson plan made before. There were differences in using the materials of teaching and seat arrangement. In cycle 2, the researcher used more real objects as teaching materials such as: photos, concert ticket of music, school fee cards, wallet, purse, cell-phone etc.

In cycle 2, the stage was also arranged in U model, which is placed in the center of classroom. But the teacher and the observer were not in front of the students. They were gathered with students. The students were in the left, right, and behind of the teacher and the observer. The stage is right in the center of the classroom. This classroom organization was made to focus on the stage and to the students' performances.

In cycle 2, researcher used media such as, whiteboard/board-maker, video camera, speaking aids, and role-play cards. Video camera was used to

record their action and to increase their bravery in acting the improvisations. Speaking aids were used such as, concert tickets, bags, cell-phones, cigarette, magazines, photos, etc in order to support students' performances and to make the performances more interesting. In cycle 2, role-play cards were chosen mostly about the real life teenagers' problem, which were more interesting to the students.

The first meeting was about the introduction to the implementation of drama improvisations for the students. The meeting was done in three stages, the pre teaching, whilst teaching, and the post teaching. The first meeting had goal to introduce the students how to perform drama improvisations with some adjustment and improvement.

In the pre teaching stage, the researcher warmed the speaking class by asking students to get in pair and make conversations with their pairs for about 10 minutes. After the warming session, the researcher explained how to use their knowledge in the form of drama improvisations.

In the drama improvisations, the students would do it in the same way like the first cycle but there were several additional ways they would do. There would be different speaking topics/situations but it was more real life things for each group. The first step was they would get a role-play card for each one with the same topic for one group. The researcher also handed some teaching aids such as photos, bag, ticket concert etc depend on their topics of speaking. Then, they had 10 minutes to prepare the improvisations by making the plot of the story based on their own knowledge and also make rehearsal in their group. The rehearsal was about the plot and the language expression they would use.

They played drama improvisations based on role card prepared before. This meeting, the role cards of speaking topics they played were *Love me, Dad!*, *Backstreet relationship*, *Wrong suitcase*, *Give me a break*, and *Love affair*. Based on the topic, the students made the plot of performances, prepared some English expression and knowledge they had, and did a rehearsal before performing.

To enhance students' motivation to use English in the performance, the researcher asked them to use the teaching aids, to play drama improvisations by standing, sitting, or walking. He also instructed the students to use their emotion; laugh, smile, anger, or sad. He told them to speak freely and loudly without worrying of any mistake the student would make. The researcher also prepared the students report that was used by other students who did not perform in front of the class to write the story of performing of improvisations by other group. The goal was to get attention of other groups as well as to involve all the students in the drama improvisation in speaking class. It was important key in succeeding the implementation of improvisations.

It was a better improvisations that the earlier ones. Even though few students used bahasa Indonesia and showed nervousness and hesitation but the use of speaking aids made play more interesting. All group performed longer improvisations. Even there was one group under the time allocation given.

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In the end of lesson, there was a discussion about the performances that meeting. The researcher discussed and corrected some grammatical errors and mispronounced vocabularies made by the performers. He also gave some suggestions to the students which focused on the use of teaching aids, time management, maximizing the properties, and the use of body language.

The second meeting was conducted. The step was still the same; beginning from pre teaching, introducing the objectives and the learning material, followed by whilst teaching, speaking activities in the form of improvisations and closed with post teaching by reviewing and having feedback.

In the pre teaching, it was focusing on to review the last performance knowledge and to motivate students on how to make their speaking better through the improvisations technique. In the main activities of teaching process, the researcher managed the implementation of drama improvisations. This time, the students played it based on the role cards given. They were *Having Promotion, Lend me Money, Orientation Lesson, Getting Divorce, Sorry Honey, Having a Step mother, and Having two Girl friends*.

There were seven group performers in this time. After receiving the role cards, they created the plot, made a rehearsal with their friends, then they performed drama improvisations group by group. They performed it by sitting, standing, or walking around the class based on the situation of the speaking. They also used their spontaneous expression and body language. Most of the students could reduce the fear of making mistakes. They also could reduce their grammatical errors and mispronounced vocabulary. They seem enjoying drama improvisations. While other students listened and paid attention to the performances as well as wrote the student's report.

The researcher found the performances of the students getting better and better. Students liked the 'real life' problems. They were happy performing in front of their teacher and friends. To make it better, the researcher focused on the increasing of time management, how to get the best time allocation and avoid too short performances. This meeting, one group was over the time allocated, it's 10.35". Meanwhile, one group was really under the time allocation, it's 1.49". So, the time management was very important.

The same step of teaching speaking of third meeting was done; pre teaching, introducing the objectives and the learning material, whilst teaching, implementing speaking activities in the form of improvisations, and post teaching, reviewing and having feedback. In the pre teaching stage, the researcher reviewed the latest meeting performances and, motivated them in order to make the drama improvisation better.

There were six group performers this time. They performed some roles of speaking in the role cards prepared before. The topics of speaking were *Marry 20 years Older Person, Marriage without Parents' Approval, Heavy Smokers, Paying School Fee, Seeing a Person in the Dream, and Music Concert*. The researcher

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gave the role cards to the students. After 10 minutes preparation of creating the plot of the drama improvisations and did a rehearsal, then the students played it.

This time, they were able to show a really good performance from the all aspects. From the time management aspect, the students could manage the time well. They all performed over the time allocation, 3 minutes. They were happy; smiling and laughing. They used all area of the classroom; sitting, walking, and standing. They could maximize the properties; chairs, table, bag, and small stage. They used their emotion and body language. They used the teaching aids; photos, cigarette, school fee card, music concert ticket etc. The drama improvisation was great.

The forth meeting was applied. The same step of teaching speaking was done; pre teaching, explaining the objectives and the learning material, whilst teaching, implementing speaking activities in the form of improvisations, and post teaching, reviewing and giving feedback..

There were six group performers in the forth meeting. They performed drama improvisations based on the roles of speaking in the role cards. The topics of speaking were *Hating Someone We Love*, *Your Best friend "shot" you*, *I Like my Teacher*, *You Love your Best friend's lover*, *Broken heart*, and *Finding a Wallet in the Street*.

The first step of implementing the improvisation in the forth meeting was the got a role-play card for each one with the same topic for one group. The researcher also handed some teaching aids such as photos, bag, wallet etc depend on their topics of speaking. Then, they had 10 minutes to prepare the improvisations by creating the plot of the story based on their own knowledge and they student also made rehearsal before performing. From this meeting, the researcher figured out that the interesting roles and the appropriate instruction, and the feedback given were really useful in succeeding the play.

This meeting, the students could play drama improvisation using the time allocation. Most of the students could speak English fluently. They could speak English freely without being afraid of making mistakes. Their vocabulary, pronunciation, and accuracy increased. They could create a great plot of performances.

b. The Result of Students' Speaking Test

To know the result of the implementation of drama improvisations in cycle 2, the researcher conducted a speaking test. The steps of test were (1) grouping the students of three, (2) giving the topics of speaking to be performed, the topics were *I Like my Teacher*, *The Money isn't Enough*, *Buying a Second Cell-phone*, *Having two Girlfriends*, *A Possessive Person*, *Wrong Suitcase*, *Seeing an Online friend*, *Having Promotion*, *Music Concert*, and *Heavy Smoker*, (3) conducting the test, and (4) scoring the students' speaking proficiency were pronunciation,

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grammatical accuracy, vocabulary, relevance of content or ideas, fluency, and manner of expression.

Based on the result of the test, there was slight improvement of students' average score from the first test to the second test. The average first test score was 3.09 and the average score of the students' second test was 3.76. That means that there was 25% of average score improvement.

c. *The Result of Classroom Atmosphere Observation*

The observation focused on two components; the students' participation and the students' performances. The participation of students in cycle 2 were: 18 students (62.67%) in the first meeting, 18 students (62.67%) in the second meeting, 19 students (65.52%) in the third meeting, 23 students (79.31%) in the fourth meeting, and 29 students (100%) in the fifth meeting. The average was 73.79%.

The second component was the students' performances. In the first meeting most of the students could cooperate well in the improvisations and could respond their friends' speaking, most of the students were able to ask, and half of the students could express spontaneously. In the second meeting most of the students could cooperate in the drama improvisations, could respond their friends' speaking, and could ask about related topics, and still half of students able to express spontaneously. In the third and the fourth meeting, all of the students could cooperate in the drama improvisations, could ask, and respond to their friends' speaking, and most of them were able to express spontaneously speaking.

4. Reflection of Cycle 2

The implementation of drama improvisation had significant impact in developing students' speaking skill. Based on findings taken from the observations, field note, and the result of assessments of cycle 2, it was finally concluded that the implementation of improvisations in the teaching learning process had already shown some improvements.

In cycle 2, the researcher made some adjustment of the implementation of drama improvisation based on the reflection of cycle 1. The researcher simplified the topics in the role-cards and developed the real life situations. He gave more time students to prepare performance and gave time to do rehearsal. He developed a student's report, so that the students paid attention to the performing and they wrote the plot of the improvisations other groups performed in the student's report. The researcher prepared speaking aids such as: photo, ticket, bag, cell-phone and asked the student do improvisations by using those speaking aids. He asked students do improvisation by sitting, standing, walking, and using their body language and use the students' emotions in performing such as angry, sad, happy, or curious. He also corrected grammatical errors and mispronounced vocabulary made by the students. Then

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he motivated students to speak more freely and never worry of making mistakes.

The adjustment of the implementation brought a huge positive effect. By simplifying the topics close to their "real life" problems, they could do improvisations emotionally. By giving them more time preparation make them able to create more creative plot f improvisations. The student's report made them pay attention to the performances and increased their curiosity of the improvisations performed. Reporting the improvisations is also the way to practice their writing. Speaking aids, such as: photo, ticket, bag, wallet were really useful and helpful and made their performances more interesting. The positive impact of the adjustment of the implementation of drama improvisation in cycle 2 improved students' speaking ability.

It was amazing when they did improvisations like the real actors/actresses; they expressed themselves freely by walking, standing, sitting, using body language, and doing emotionally. Corrections to the students' mistakes improved their accuracy and pronunciation. Discussing the improvisations was the key to make them create the plot more interesting, manage the time better, and perform better. Motivating them to speak English freely and not to worry of making mistakes made their confidence and fluency highly increased.

E. DISCUSSION OF THE FINDINGS

This section encompasses the discussion of the research based on the research data findings as presented before.

1. The Implementation of Improvisations in Cycle 1

The conducting of the research was to overcome problems of teaching speaking found in the English department class of Widyagama Mahakam University Samarinda. The problems of speaking faced by the students were: (1) the students were not confident to speak English, because they always worry of making mistakes and their friends will laugh at them, (2) they are shy to speak English due to the lack of vocabulary and fluency, (3) they hesitate to speak English because they think that their English is not good enough, and (4) they always think about grammar and grammar, they worry if their speaking is not grammatically correct, so that, they won't speak English too much.

Being able to speak is one of the indicators of mastering a language. O'Malley & Pierce and Nunan state that speaking is about to negotiate meaning, manage the conversation, and to speak spontaneously. Oral communication involves two or more people in negotiating meanings.¹⁴³¹⁴⁴ One of the best techniques in training students to speak spontaneously is

¹⁴³ J. M. O'Malley & L. V. Pierce, *Authentic Assesment For English Language Learners. Practical Approach For Teachers*. (Addison-Wesley Publishing Company, 1996), h. 59

¹⁴⁴ David Nunan, *op. cit.*, h. 227

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improvisations. Lubis suggests that one of the communicative activities in teaching speaking can be used is improvisations.¹⁴⁵

Teaching speaking using drama improvisations was conducted in order to improve the student's speaking ability. In conducting the research, there were two components expected to be improved, they are improving the students' speaking score and increasing the quality of classroom atmosphere of teaching speaking. The implementation of drama improvisation expected to improve students' speaking score. They were pronunciation, grammatical accuracy, vocabulary, relevance of content or ideas, fluency, and manner of expression. The implementation of the research also focused on the classroom atmosphere. The classroom atmosphere concerned on two components, they were the students' participation and the students' performances. Briefly, the conducting of drama improvisation in the teaching of speaking was expected to overcome the problems of speaking found in the English department class of Widyagama Mahakam University Samarinda.

Based on the data presented in the previous sections, it was found that the implementation of improvisation technique in speaking class presented a good progress. It can be implied that this technique should be included in the teaching of speaking.

In the first and second meeting of cycle 1, the students still worried of their mistakes they made. That was why they seemed unconfident to speak English. They were very shy and hesitated to speak English. Then, they also made many grammatical errors and mispronounced vocabulary.

In the third and fourth meeting they started enjoying drama improvisations. They could reduce their shyness, hesitation, and nervousness. They still made many grammatical errors and mispronounced vocabulary but they seemed to have confidence for speaking English. In overall, the implementation of drama improvisations could improve the speaking ability of students. The improvement of students' speaking was not reach the target of teaching as stated in the criteria of success. Many students could not express spontaneously. Some of them were not confidence to speak English. But cycle 1 became the golden bridge to reach the goal. It was a huge step to go further. There's no easy road to Rome. It is impossible to overcome all the students' speaking problem in a short time. Speaking mastery needs time and practice. By the implementation of drama improvisation in the next cycle would bring significance improvement to their speaking proficiency.

2. The Implementation of Improvisations in Cycle 2

Based on the data presented in the previous section, it was figured out that the implementation of improvisation technique in speaking class presented

¹⁴⁵ Yusnaini Lubis, *loc. cit.*

a good progress. It can be implied that this technique is a good technique in teaching speaking.

In order to foster students improving their speaking ability, the researcher made some adjustments in the form of two steps of the implementation of drama improvisations. Firstly, he always motivated the students; told them that they were good enough in English, told students to speak loudly and freely, to use their emotion, to use the properties in the classroom, and to use the students' body language. Secondly, he simplified the topics of speaking, gave more time to prepare the play, did rehearsal, developed students' report, and prepared speaking aids.

He always motivated the students because he thought that motivation is the most important key for students to develop their English ability. As stated by Nunan that teaching of speaking should pay attention on the learners. The reluctant speakers must be seen as the biggest challenge of the teachers. The English speakers are reluctant to speak due to two factors; (1) prior learning experiences, and (2) motivation.¹⁴⁶

The result was great. The students could speak English more freely and more spontaneously. They talked and talked. They expressed what in their mind. They did performances by sitting, standing, and walking. Most of them did drama improvisation totally. So, most of the students could beat their fear of making mistakes, they looked confidence to speak English. They seemed not to be shy anymore. They could handle their hesitation and nervousness. They did not think too much about their grammatical mistake they would make.

The important key of the improvement of the students' speaking ability was the technique of drama improvisation itself. Drama improvisation is a good way to train students to initiate, maintain, and develop conversation. It is also good to train students to interact, ask, respond, cooperate, and express spontaneously using English. Drama improvisation proposes the students a challenge to speak English in front of the other students. The second key of success of the implementation drama improvisation is motivating the students of not to be shy and not worry of making mistakes. To train students' confidence and fluency, he told them to speak freely and loudly and use their emotions; angry, sad, happy etc. The last key to succeed the use of improvisations in the teaching of speaking, that is, the researcher simplified the topics of speaking, gave more time to prepare the play, did rehearsal, developed students' report, and prepared speaking aids.

Improvisations is a great technique in teaching speaking. The students had fun, happy, and motivated. They were able to express themselves, to create their own plot of improvisations, to learning speaking English emotionally by walking, sitting, and acting of being angry, sad, or happy, to use the authentic

¹⁴⁶ David Nunan, *loc. cit.*

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English, and to discuss and share their own life problems in the frame of teaching learning process.

After the implementation of teaching speaking in cycle 2, the researcher felt satisfied with the result of the research. He believes that drama improvisation is a great technique in the teaching of speaking. It can improve students' speaking skill. He believes that fluency and accuracy are the same important in the English learning. Drama improvisation is really good to improve students' fluency first. Then, it still needs a time and process to improve students' accuracy.

The result of this study supports the result of the study of the previous related studies of Samsurizal, that is, Drama or improvisations technique can improve the students' speaking ability.¹⁴⁷ It also increase student's motivation and confidence as Berlinger concluded in her research in the implementation of improvisations.¹⁴⁸

F. CONCLUSION AND SUGGESTION

This section encompasses some conclusions and suggestions based on the research data findings and discussion as presented in previous sections.

1. Conclusion

Based on the research findings, it is concluded that the improvisations can improve the speaking ability of the English department students of Widyagama Mahakam University Samarinda, (1) the students are confident to speak English and they do not worry of making mistakes or their friends will laugh at them, (2) they are not shy to speak English, (3) they do not hesitate to speak English, and (4) they like speaking English.

The result also showed that the criteria of success had been reached. There were two aspects determined as the success criteria of the implementation of improvisations in the teaching of speaking; score improvement and classroom atmosphere. The result of speaking test presented that the students had made some progress, the average scores raised from 2.72 in the pre-test, 3.09 in cycle 1 and 3.76 in cycle 2. These scores indicated an increasing ability from being 'fair' to being 'good'. The classroom atmosphere were also increasing positively; the students were actively involved in the teaching and learning process, indicated by 64% participated in cycle 1 and 73.79% participated in cycle 2. The students were also highly motivated in joining the teaching learning process. They cooperated, asked, responded, and expressed spontaneously.

To sum up, Improvisations technique is a good way to improve students' confidence to speak English. By having self-confidence, they were able to talk much in English. Talking much in English had big contribution to

¹⁴⁷ Muhammad Syamsurizal, *loc. cit.*

¹⁴⁸ M. R. Berlinger, *loc. cit.*

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build their fluency. Then, their fluency was a high way to improve their speaking ability. This research proved that improvisations technique improved speaking of the third semester students of English department of Widyagama Mahakam University.

2. Suggestion

The teacher should be well prepared before teaching speaking using improvisations technique. The teacher preparation will affect the implementation of improvisations its self. The success on improvisations is depending on how a teacher makes good preparation for some important elements of using improvisations. They are seat arrangement, Classroom properties usage, the role-play cards, the speaking aids, and the students' involvement.

The seat should be arranged well to support the drama improvisation performed by the students. The seat can be arranged in model U where the stage is placed in the center of the class, the teacher is in front of or sit gather with the students, the students are in the right and left, and right ahead the stage.

The Role cards is the basis of improvisations. Role cards should be made as interesting as possible. It should be about any topics or situations which are close to the real life problems of the students. By doing so, they would feel familiar and easy to perform the role. The topics can be put into the role cards such as education, family, teenage life, interest, or any kinds of topics that can be chosen. Speaking aids is very important to support the improvisations. The speaking aids can be used like bag, wallet, cell-phone, photos, money, ticket, menu price etc. speaking aids will help the students easy to express their feeling or ideas in the speaking.

The last thing should be concerned is the students' involvement. The teacher should bring the drama improvisations which is involving all the students in the class. Not only the students who perform improvisation but also the others should be united in the teaching and learning process using drama improvisations. The teacher can ask other students to do students' report by writing the plot, the characters, situation, or the ending of the drama improvisations in form of writing. By doing this, the students not only practice their listening and speaking, but they also practice writing.

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