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IS IT TRULY IMPROVISATIONAL EXERCISE PUSH STUDENTS' SPEAKING ABILITY

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Abstract: Improvisational exercises is a technique which consist three steps, they are preparation, modelling, and playing, that is preparation the teacher presents exercises, the students practice (modelling), and then procedure (playing)and the it provides three main goals; (1) the students pronunciation improve, (2) proper use of grammatical structure is reinforced, (3) vocabulary practice in enhanced. With this background, this research was quasi-experimental, with non-equivalent control group design. The sample consisted of two classes of students enrolled in 2013/2014 academic year, which one group was taken to be an experimental and the other to be a control group. The data obtained through the test were analysed by using statistical analysis. In conducting the research, the researcher used improvisational exercise technique to evaluate the students' speaking performance which covered by three components of speaking, such as: fluency, accuracy, and comprehensibility. The research findings shows thatthe use of improvisational exercise technique (presentation, modelling, and playing) in teaching speaking can improve the speaking performance of the eight year students of SMP Negeri 2 Majene significantly after being given treatment. The mean score of experimental group in post-test and control group were significantly different. The mean score of post-test in experimental group (3.36) was higher than control group (3.00).Thus, it is recomended for all English teacher to improve the students ability in speaking.

Keyword: Teaching Speaking, Improvisational Exercise Technique, Speaking performance

1. Introduction

Improvisational exercises is a technique in teaching and learning English,

It can be fun and rewarding way to engage students and it also allows them to interact with each other and to practice some skill in

English mastery, especially in speaking skill. Improvisational exercises can be a fun and rewarding way to engage students. Not only does it give them grammatical stem that they can use, but it also allows them to interact with each other and to practice listening, pronunciation, and vocabulary. Florea (2011:40) improvisational exercise consists three activities, they are (1) the teacher presents exercises (presentation), (2) the students practice with the teacher (modelling), and (3) play/procedure. Presentation is the act of preparing or getting ready, planning, or studying with a goal in mind. There are essentially two kinds of presentation models, receptive and productive. In receptive models, we present for students to receive, to process, and to understand, but we do not at this point expect them to produce it. In productive models, our approach is the opposite, we expect them to take the model we present and manipulate it. To produce the language within it in some fashion. The most common kinds of productive model is conversation. Modelling is the middle step in the process, we cannot expect students to be able to use the language freely unless we have given them sufficient practice in how to do so. Modeling or practice should do at least three things: (1) it should give students the chance to use the target of vocabulary without feeling as if they are in specific testing situation, (2) it should reintegrate previously taught material, and (3) it should be safe.

Modelling is used numerous educational settings, particularly with performing ensemble. When used appropriate, teacher modelling for students is a useful tool when used inappropriately. As Explicit teacher modelling should happen at every grade level and with every subject area. In order for the modelling to be successful, teachers need to plan the modelling experience carefully. The time it

takes to model a concept or skill is dependent on the size of the task students are being required to do. Modelling some skills may take just a few minutes while other, more complex skills, may take extended teaching time. It's important that the teacher know ahead of time what she wants students to know as a result of the modelling, so when students are set out to work on their own they know expectations and requirements. Specifying the desired behaviours before modelling them also makes assessment more constructive and accurate (Intel Teach Program, 2012).

The third stage in the process, it is the testing stage. Once students have given sufficient presentation and modelling, we may justifiably expect them to be able to use the language in a relatively unstructured situation. Playing is one of the activity in improvisational exercises technique where all students practice or play based on their task. This sequence continues with the students in pairs and the teacher correcting until students understand the concept and have the ability to practice the stem. Students then begin to practice with their partners, changing partners at different interval.

Realizing the fact that the more the students like the activities applied in a good atmosphere of teaching and learning process the more successfully the students will be learning specially in speaking lesson, conducts a research entitle "Increase students' speaking ability of the eight year students of SMP Negeri 2 Majene by using improvisational exercise technique". Using a typical presentation, practice, production pattern of language instruction, the lesson is taught and then students receive a similar training for the exercise that is the teacher presents the exercise (preparation), the students practice with the teacher (modelling), and then produce (play). It is easy to integrate an improvisation exercise to the lesson plan.

The teacher begins by presenting the necessary basic material, creates the opportunity for schema building and practice with gap fills, matching exercise, etc., and then allows for production exercises individually or in pairs/groups. Finally, the exercise is performed. When teaching and performing the exercise, the teacher breaks the sequence into a few components parts: explanation, modelling, practice. A few adjustments will be added during the exercise as needed, and a mistake response will be used.

Some students, particularly those who have been brought up in teacher-based learning environments have difficulty with the after math of making mistakes (Brown, 1994) and are therefore reluctant to do the exercise for fear or failure. To eliminate the focus on the error, to maintain the rhythm of the exercise, and to keep the students engaged in the activity, it can be helpful to have a specific action that is done by all students in the event a mistake is made. For example, the teacher teaches the entire group of students an “error”, “activity” such as turning around and clapping three times before beginning the exercise again or putting hands out, heads down and calling out a nonsense syllable such as “moo” can create this change of focus.

Using improvisational exercise, students of all levels were able to practice the language immediately upon learning the material. Although the value of exercise sometimes is questioned.

Improvisational exercises provide three main goals: student’s pronunciation improves, proper use of a grammatical structure is reinforced, and vocabulary practice is enhanced. It may be important to share with students these functions in order to engage them in speaking and to build trust so they will not lose face and will not fear making mistakes.

Students must actively listen to their peers, be aware of body language and other

contextual clues, maintain eye contact, and respond quickly, generally using a stem. Improvisational exercises reinforce grammatical structures, and when students understand the reason for the exercise, they will usually participate well (Pamela, 2011:48-49). Improvisational exercise technique push the student to utilize a number of skills at once.

Speaking Ability

Speaking is one of the skill in English language teaching and learning, it is fundamentally an instrument act. An act of communication through speaking more effectively to mastering the language and commonly in face actions as a part of dialogues on from of verbal exchange. There are some definitions of speaking given by linguist as following:

Speaking is known as oral skill that plays essential role in human interaction and communication. It is supported by Bygate in Nunan (1995:40) a further feature of oral interaction is that the participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what. Or the other words, speaking is the oral skill as the word which are expressed by mouth where the scare speaker and listener. When the activity of oral skill takes place, they should be the speaker and listener.

Sani (2011:18-19) stated that Speaking ability is an activity to produce utterances in oral communication. This activity is involving two or more people in which the participant are both hearer and speakers having to react to what they hear and make their contribution at high speed, so that each participants has an intention or a set of intentions that he wants to. Theories explain that speaking is a means of oral communication that gives information. Communication involves two elements, namely the speaker who gives

messages and the listener who receives the message. Speaking is a way to bring message from one person to another in order to interact with someone. Communication will not be running well without speaking.

Kayi (2006:1) stated that Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Esther (2005:1) stated that Speaking activities or a conversation is not just about hearing the words and saying the right words. Knowing where, when, who, how, what, and why can help the listener understand the conversation better. Being able to determine setting, interpersonal relationship, mood, and topic of a certain "scene" can help the listener comprehend more of what is going on, and in turn, enhance the chance of successful predicting, hypothesizing, and differencing.

Harmer (1991:53) states that the speaker have a great of expressive possibilities at their command, and in a face interaction the speakers can use a whole range of facial expressions, gesture and general body language to help convey the message.

Hasin (1980:120) asserts that oral language is the language expressed from the mouth; he continues that when the students or language users use language in conversation activities, it is reality of oral. Speaking is the utterance of intelligible speech, they are speech production, utterance, vocalization (the use of uttered sounds for auditory communication, speech to exchange of spoken words, they are

perfectly comfortable together without speech, whisper, whispering, voicelness (speaking softly without vibration of vocal cords).it is delivering an address to a public audience people came to see the candidates and hear the speech making, oral presentation public speaking speech making, recitation.

Based on the definitions above, the researcher can concludes that speaking is the most common and important means of providing communication is speaking nicely, efficiently, and articulately. Furthermore, speaking is linked to success in life, as it occupies an important position individually and socially.

2. METHOD

Method used in this research was quasi experimental with one group pre-test and post-test design. This design involved two groups. For experimental pretest (O_1), expose to treatment (T) and post-test (O_2) and for control class pretest (O_1), and post-test (O_2). Population of this research was the eight year students of SMP Negeri 2 Majeneand used random sampling technique. Sample of this research was chosen as lottery. It was II.B as experimental class and II.C as control class.

The students' English speaking ability here means that the students' ability to speak or communicate with their friends. Teaching speaking to the students by the some materials by using improvisational exercise technique in the experimental class and three past technique in control class. Teaching speaking by using improvisational exercise (experimental group) teaching speaking consist three steps they were; presentation (teacher presents the exercise), modeling (the students practice with the teacher), and play (then produce), and teaching speaking by using three past technique (control group) teaching speaking with consist three steps, they were pre-activities (to know the

students' knowledge or to prepare the students before presenting material through asked some questions to the students), main activities (this is activity consist some steps, they were: giving and explaining about the material, giving exercise as oral and writing), and post-activities (the teacher concludes about the material).

In collecting data, the researcher administrated a speaking test. The speaking test here, the researcher gave the students theme about job and profession and the speaking test was did as twice times before and after giving material. The data were collected after giving instruments of collecting data to the respondents (students). The data are analyzed through quantitative analysis through SPSS 21.0. To get the score, the researcher used scoring scale which includes the accuracy, fluency, comprehensibility on the students' pieces of speaking by using six classification, they are: excellent, very good, satisfaction, fairly, difficulty, and extreme difficulty.

3. RESULTS AND DISCUSSION

Speaking Classification

The data was by administrating speaking test. The findings that the researcher reports in this chapter based on the data collection. The students from experimental group and control group were given pre-test to determine their prior knowledge in speaking.

Figure 1. Overall score classification in pre-test of experimental and control groups

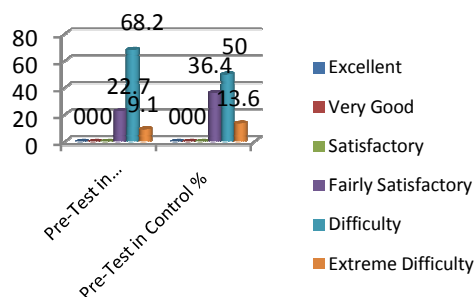
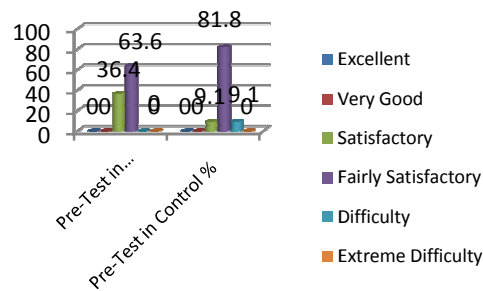


Figure 1 shows that the student's score in pre-test from experimental group, the researcher found there were 5 (22.7%) students classified into fairly satisfactory, 15 (68.2%) students were classified into difficulty, 1 (9.1%) students classified into extreme difficulty. While the control group, 8 (36.4 %) students were classified into fairly satisfactory, 11 (50 %) were into difficulty and 3 (13.6%) students were classified into extreme difficulty.

Figure 2. Overall score classification in post-test of experimental and control groups



In classification Figure 2, confirmed that in the pre-test of experimental group, there were 8 (36.4%) students got score classified as satisfaction, 14 (63.6%) students classified as fairly satisfactory. Control group, there were 2 (9.1%) classified as satisfaction, there were 18 (81.8%) classified as fairly satisfactory, there were 2 (9.1%) classified as difficulty.

The following table above shows the specific result of the students' pretest in each component of speaking aspect of scoring system (accuracy, fluency, and

comprehensibility) of experimental and control group. The table shows the difference of mean score in each scoring aspect. The data were and tabulated by using inferential analysis. The researcher used SPSS Version 21 to find the test of significance which usually called for the independence sample. The level of significance is 0.05. The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) for independent sample test, which is a test to know the significance different between the result of student's mean score in pre-test and post-test in experimental and control group.

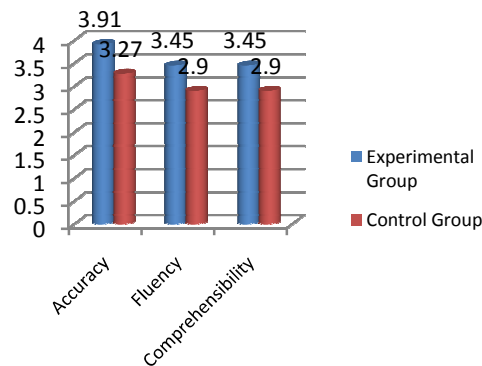


Table 1. Mean Score between Pretest of Experimental and Control Groups

Speaking Scoring Aspect	Mean Score				Mean Difference
	Experimental	Classification	Control	Classification	
Accuracy	2.36	Fairly	2.27	Fairly	0.09
Fluency	2.09	Fairly	1.90	Difficulty	0.19
comprehensibility	2.13	Fairly	2.00	Difficulty	0.13
Average	2.19		2.05		0.13

In classification table 1 and figure 3 above showed that in the pre-test of experimental group, the mean score of accuracy were 2.36, fluency were 2.09, comprehensibility were 2.13. In pre-test of control group of accuracy were 2.27, fluency were 1.90, and comprehensibility were 2.00. Accuracy, fluency, comprehensibility categorized as fairly satisfactory. The average mean score of experimental group is 2.19 and the average of control group is 2.05 with different 0.13. All scoring aspect system of speaking have no significant different. The posttest of experimental group, the mean score of accuracy were 3.91, fluency were 3.45, comprehensibility were 3.45. in pre-test of control group of accuracy were 3.27, fluency were 2.90, and comprehensibility were 2.90. Accuracy, fluency, comprehensibility categorized as fairly satisfactory. The average mean score of experimental group is 3.60 and the average of control group is 3.02 with different 0.58.

Figure 3. Mean Score of Students' Score in Post-test of Experimental and Control Group

Table 2. The t-test value of the student's Pre-test and post-test

Variable	Probability Value	A
Pre-test	0.14	0.05
Post-test	0.03	

P-value of pre-test (0.14) was higher than $\alpha = 0.05$. It means that the difference of prior knowledge of the students was statically was not significant and control

group have the equal ability in speaking before treatment and of Post-test P-value (0.03) was lower than $\alpha = 0.05$ ($0.01 < 0.05$). It means that the difference of students' knowledge statically was significance H1 was acceptable and the statistical hypothesis of Ho was rejected. There was significance different between the post-test of the students of both groups.

Speaking Achievement

Application of improvisational exercise technique (presentation, modelling, playing) is able to improve the student's speaking ability at the eight year students of SMP Negeri 2 Majene. It was proved by the result of post-test of experimental group and control group, where the student's achievement in speaking for experimental group is greater than students in control group, the result of post-test in the experimental group is 3.36 where it can be classified as fairly classified and control group is 3.00, the result mean score above both classes can be categorized as fairly satisfactory. It caused the native speaker may occasionally experience some difficulty in communicating with him. Repetition, rephrasing and re-patterning are sometimes necessary, ordinary native speakers might find it difficult to communicate. It means that the mean score of the post-test obtained by the students in both group are different, where probability value for experimental group (0.03) is smaller than α (0.05). It means that, the achievement of the students who were treated by using improvisational exercise technique (presentation, modelling, playing) in learning Speaking had a significant difference between the students who were taught by using three past technique. It was proved from the students' mean score in the pre-test can categorized as poor classification for both group and the mean score in the post-test can categorized as

fairly good classification for experimental class and still poor for control group.

In the pre-test, there are many students were confuse how to arrange some words to make a sentence and they are very difficult to pronounce because their teacher seldom giving practice and never gave example to her students. Therefore, when the researcher gave them test, almost students got marginal category or poor classification. It was caused their pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors, lon pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery, almost gives up making the effort at times. Limited range of expression, only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker (based on Heaton speaking scoring system).

In the post-test. After giving treatment by using improvisational exercise technique, for experimental group, there are many students got sufficient category in speaking ability while for control group still got marginal category or classification. It was caused improvisational exercise technique. It is easy to integrate an improvisation exercise to the lesson plan. The teacher begins by presenting the necessary basic material, creates the opportunity for schema building and practice with gap fills, matching exercise, etc., and then allows for production exercises individually or in pairs/groups. Finally, the exercise is performed, and that's only not improvisational exercise technique make students to be engaged in speaking exercises that allow them to interact with the material, their friends and teacher. It can be fun and rewarding way to engage students. Not only does how arrange some words to be sentence, but it

also allows them to interact with each other and to practice their speaking ability.

These finding was also supported by Pamela in 2011 in her research about improvisational exercise technique that in all classes she has taught that students from elementary students to business people and generally enjoy the use of these types of exercises or improvisational exercises. Anecdotaly, some of the shy students report that it takes the pressure off them while some of the more outgoing students have spoken of an appreciation for having the opportunity to express themselves. Improvisation is an easy way to create an environment for students to interact with the language.

Furthermore by Kayi in 2006 in her research states that teaching speaking is a very important part of second language learning. Using some technique make the students' speaking ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities or combine some techniques in teaching and learning process, such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun.

4. Conclusion

The use of improvisational exercise technique (presentation, modelling, and playing) in teaching speaking can improve the speaking performance of the eight year students of SMP Negeri 2 Majene significantly after being given treatment in

the experimental class. The mean score of experimental group in post-test and control group were significantly different. The mean score of post-test in experimental group is higher than the control group (2.13>3.36). It is concluded that the use of improvisational exercise in teaching speaking is effective to increase the students' speaking ability.

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