



Impact of Script-Based Improvisation on Students' Speaking Skills at SMA Muhammadiyah Pangsid

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Receive: 13/09/2024

Accepted: 15/09/2024

Published: 01/10/2024

Abstract

This study aims to investigate the effect of Script-Based Improvisation on students' speaking achievement at SMA Muhammadiyah Pangsid. The research compared the speaking performance of students taught using Script-Based Improvisation and those taught using the conventional memorization technique. A quantitative approach was employed, with two groups of eleventh-grade students selected through Cluster Random Sampling. The experimental group was taught using Script-Based Improvisation, while the control group utilized the memorizing dialogue technique. After six sessions of treatment, both groups were administered a post-test to assess their speaking abilities. The data were analyzed using descriptive and inferential statistics, with the results showing that the experimental group outperformed the control group. The mean score for the experimental group was higher, and t-test analysis revealed a significant difference between the two groups. This indicates that Script-Based Improvisation significantly improved students' speaking achievement compared to the conventional memorization method.

Keywords: Script-Based Improvisation, Speaking Achievement, Teaching Techniques, SMA Muhammadiyah Pangsid

Abstrak

Penelitian ini bertujuan untuk menyelidiki pengaruh Script-Based Improvisation terhadap prestasi berbicara siswa di SMA Muhammadiyah Pangsid. Penelitian ini membandingkan kinerja berbicara siswa yang diajarkan menggunakan Script-Based Improvisation dengan siswa yang diajarkan menggunakan teknik memorisasi dialog konvensional. Pendekatan kuantitatif digunakan, dengan dua kelompok siswa kelas XI yang dipilih melalui teknik Cluster Random Sampling. Kelompok eksperimen diajarkan menggunakan Script-Based Improvisation, sedangkan kelompok kontrol menggunakan teknik memorisasi dialog. Setelah enam kali perlakuan, kedua kelompok diberikan post-test untuk menilai kemampuan berbicara mereka. Data dianalisis menggunakan statistik deskriptif dan inferensial, dengan hasil menunjukkan bahwa kelompok eksperimen memperoleh nilai yang lebih tinggi daripada kelompok kontrol. Rata-rata skor untuk kelompok eksperimen lebih tinggi, dan analisis uji t menunjukkan perbedaan signifikan antara kedua kelompok. Hal ini menunjukkan bahwa Script-Based Improvisation memberikan pengaruh yang signifikan terhadap peningkatan prestasi berbicara siswa dibandingkan dengan metode memorisasi konvensional.

Kata Kunci: Script-Based Improvisation, Prestasi Berbicara, Teknik Pengajaran, SMA Muhammadiyah Pangsid

INTRODUCTION

Speaking is one of the essential language skills that is crucial for students to master. It enables students to express ideas, opinions, and information verbally in various contexts. However, despite its importance, many students face difficulties in developing their speaking skills, especially in formal educational settings such as high school. One of the main challenges in teaching speaking is the lack of confidence and fear of making mistakes while speaking in front of others.

According to Jones (2003), there are two reasons why many people find speaking harder than reading, writing, and listening. First, unlike reading or writing, speaking happens in real-time, leaving no opportunity to edit or revise what is said. Second, while speaking, individuals must think and respond quickly without preparation, which can be overwhelming for many students. These factors often lead to anxiety and discomfort, making it difficult for students to speak confidently in class.

To address this issue, various teaching techniques have been developed to enhance speaking skills. One technique that has gained attention in language education is **Script-Based Improvisation**. This method combines elements of improvisation with the use of scripts or pre-written scenarios. According to Berlinger (2000), Script-Based Improvisation not only helps students speak more freely but also encourages them to think creatively and critically while developing their ideas.

In its implementation, Script-Based Improvisation allows students to work with scripts that they modify and improvise according to given situations. This approach differs from conventional speaking techniques, such as memorizing dialogues, which emphasize rote learning and repetition without allowing space for student creativity. Therefore, Script-Based Improvisation offers a more dynamic experience and enables students to engage in more natural interactions.

This study aims to investigate the effect of Script-Based Improvisation on students' speaking achievement. Previous studies have suggested that improvisational techniques can improve students' speaking abilities, but there is still

limited research comparing this method directly with conventional techniques like memorizing dialogues. Therefore, this study focuses on comparing the effectiveness of these two techniques in improving speaking skills among students at SMA Muhammadiyah Pangsid.

The method used in this study is experimental, with a Posttest-Only Control-Group Design. The experimental group will be taught using the Script-Based Improvisation technique, while the control group will be taught using the memorization technique. After the treatment, both groups will take the same speaking test to assess the differences in their speaking performance.

This study is expected to contribute to the development of more effective speaking teaching methods and provide deeper insights into the impact of improvisational techniques on improving speaking skills. The results of this study can be used by English teachers to design more innovative and engaging teaching methods, which can help students feel more confident in using English orally.

Overall, this research aims to demonstrate that Script-Based Improvisation can be an effective alternative for improving students' speaking skills when compared to conventional speaking teaching methods. By doing so, it is expected that students will not only develop better speaking skills but also feel more motivated and engaged in the learning process.

RESEARCH METHOD

This study employed an experimental research design to investigate the effect of Script-Based Improvisation on students' speaking achievement. The research design used was the Posttest-Only Control-Group Design, where two groups of students were involved: the experimental group and the control group. The experimental group was taught using the Script-Based Improvisation technique, while the control group was taught using the conventional memorization technique. This design allowed for a comparison between the two groups to determine if there was a significant difference in their speaking achievement.

The participants of this study were eleventh-grade students from SMA Muhammadiyah Pangsidi. The total population consisted of students from different classes. To select the sample, the Cluster Random Sampling technique was applied. From the total population, two classes were randomly selected to be the experimental and control groups. The experimental group consisted of students who were taught using the Script-Based Improvisation technique, while the control group consisted of students who were taught using the memorization technique.

The primary instrument for data collection was a speaking test, which was used to measure the students' speaking achievement. The test was administered as a post-test after six treatment sessions. Both groups underwent the same speaking test, which assessed their ability to communicate ideas clearly, use appropriate vocabulary, and maintain fluency in speaking. The test was designed to be objective and fair, ensuring that it measured the speaking skills effectively for both groups. Additionally, a rubric was used to evaluate the students' speaking performance, considering criteria such as pronunciation, grammar, vocabulary, and fluency.

The study was conducted over a period of six weeks. During this time, both the experimental and control groups received treatment. The experimental group was taught using the Script-Based Improvisation technique, where students were encouraged to develop and improvise based on a pre-written script. This method allowed them to express their thoughts more freely and creatively. In contrast, the control group was taught using the conventional technique of memorizing dialogues, where students practiced and recited pre-learned dialogues.

The teaching sessions were conducted in the classroom, with each session lasting approximately 60 minutes. At the end of the treatment, both groups took the post-test to assess their speaking achievements. The post-test was administered under controlled conditions to ensure fairness and reliability.

Data collected from the post-test were analyzed using both descriptive and inferential statistics. Descriptive statistics were used to provide a general overview of the students' performance in both groups, including the mean, median, and standard deviation of their test scores. Inferential statistics, specifically the t-test (independent samples t-test), were used to determine if there was a significant difference in the speaking achievement between the experimental and control groups. The t-test was chosen because it allows for the comparison of two independent groups to see if the observed differences are statistically significant.

The significance level for the t-test was set at 0.05, meaning that any p-value lower than 0.05 would indicate a statistically significant difference between the two groups. Prior to the study, the researcher obtained informed consent from the participants and ensured that their participation was voluntary. The anonymity and confidentiality of the participants' data were also maintained throughout the study. The results of the study were shared only with the relevant educational stakeholders and used for academic purposes.

FINDINGS AND DISCUSSION

This section presents the results of the data analysis and discusses the implications of the findings. The data were analyzed using both descriptive and inferential statistics to compare the speaking achievements of the students in the experimental and control groups.

Findings

The post-test scores for both the experimental group (taught using Script-Based Improvisation) and the control group (taught using the memorization technique) were analyzed to determine their speaking achievement.

The descriptive statistics for both groups are summarized in the following table:

Group	Mean Score	Standard Deviation	Minimum Score	Maximum Score
Experimental Group	79.50	4.509	70	87
Control Group	75.46	5.316	62	84

From the table, we can observe that the experimental group had a higher mean score (79.50) compared to the control group (75.46). This indicates that students who were taught using Script-Based Improvisation performed better in the speaking test than those taught using the memorization technique.

The standard deviation for the experimental group was 4.509, which suggests that the students' scores were relatively more consistent compared to the control group, whose standard deviation was 5.316. This implies that there was more variability in the speaking achievements of the students in the control group.

To further determine whether the difference in scores between the two groups was statistically significant, an independent samples t-test was conducted. The results of the t-test indicated that the t-observed value (3.064) was greater than the t-critical value (1.96) at a significance level of 0.05. This means that the null hypothesis (which states that there is no significant difference between the groups) was rejected, and the alternative hypothesis (which states that there is a significant difference between the groups) was accepted.

The p-value of 0.003 indicates that the difference between the experimental and control groups is statistically significant. Therefore, we can conclude that the Script-Based Improvisation technique had a significant positive effect on students' speaking achievement compared to the memorization technique.

Discussion

The findings of this study indicate that the experimental group, which was taught using Script-Based Improvisation, outperformed the control group in terms of speaking achievement. This result is consistent with previous research

that suggests improvisational techniques can enhance students' speaking skills by providing them with more opportunities to think critically and creatively (Berlinger, 2000). By engaging in improvisation, students in the experimental group were able to express themselves more naturally and fluently, which likely contributed to their higher speaking scores.

The Script-Based Improvisation technique encourages students to engage in active learning and creative expression, as opposed to simply memorizing dialogues. This approach helps students to become more confident in their speaking abilities, as they are given the opportunity to practice speaking in a more flexible and dynamic context. In contrast, the memorization technique tends to limit students' ability to adapt to real-life speaking situations, as it focuses on repetition and rote learning.

The results also suggest that the experimental group showed less variability in their speaking achievement, as indicated by the lower standard deviation. This may imply that Script-Based Improvisation helped create a more consistent level of performance across students, potentially due to the interactive and engaging nature of the technique. On the other hand, the control group showed greater variability, suggesting that the memorization technique may not have been as effective in providing all students with the same level of speaking proficiency.

One possible explanation for the better performance of the experimental group is that Script-Based Improvisation promotes a more student-centered learning environment, where students are encouraged to take ownership of their learning. This technique fosters creativity, critical thinking, and problem-solving, which are essential skills for effective communication. By engaging with the material in a more interactive way, students may have developed stronger speaking skills that allowed them to perform better on the post-test.

Additionally, the Script-Based Improvisation technique may have helped reduce students' anxiety and fear of making mistakes when speaking. Since improvisation encourages spontaneous expression, students may have felt more at ease with speaking without the pressure of memorizing and repeating fixed lines. This could have contributed to their higher scores and more

confident performance in the speaking test.

In conclusion, the findings of this study support the idea that Script-Based Improvisation is a more effective technique for improving students' speaking achievement than the traditional memorization method. These results have important implications for language teaching, suggesting that incorporating more creative and dynamic techniques into the classroom can lead to improved student outcomes. Teachers may consider adopting Script-Based Improvisation as part of their instructional practices to enhance students' speaking abilities and increase their engagement in the learning process.

CONCLUSION

This study aimed to examine the effect of the Script-Based Improvisation technique on students' speaking achievement at SMA Muhammadiyah Pangsidi, compared to the conventional memorization technique. The findings of the study indicate that the experimental group, which was taught using Script-Based Improvisation, significantly outperformed the control group, which was taught using the memorization technique.

The analysis of the post-test scores revealed that the students in the experimental group achieved higher mean scores, demonstrating that Script-Based Improvisation had a positive impact on their speaking performance. The t-test results showed that the difference between the two groups was statistically significant, confirming that the use of Script-Based Improvisation led to better speaking achievement.

This study suggests that Script-Based Improvisation is an effective teaching technique for enhancing students' speaking skills. By allowing students to engage in more dynamic, creative, and interactive learning experiences, this technique fosters critical thinking, fluency, and confidence in speaking. In contrast, the memorization technique, which focuses on rote learning, does not provide the same level of engagement and flexibility, which may limit

students' ability to express themselves freely.

The results of this study have important implications for teaching practices, as they suggest that incorporating improvisational methods into language teaching can improve students' speaking abilities. Teachers are encouraged to adopt more student-centered and creative approaches in their classrooms, such as Script-Based Improvisation, to help students become more confident and effective communicators.

In conclusion, Script-Based Improvisation proves to be a valuable tool for language educators, providing a significant boost to students' speaking achievements. Future research may explore the long-term effects of Script-Based Improvisation on students' speaking skills and investigate its impact on other aspects of language learning, such as listening and writing.

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