THE EFFECT OF APPLYING IMPROMPTU SPEAKING METHOD ON THE STUDENTS' SPEAKING ACHIEVEMENT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Kamis, tanggal 23 September 2021, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan, dan memutuskan bahwa :

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ABSTRACT

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This study deal with the Effect of Impromptu Speaking Method on the Students' Speaking Achievement. The researcher took this method by expecting that students would be more active in communication and doing great speaking with their teacher and friends in learning English. And also the researcher would like to introduce the new strategy where the students could enjoy in learning English by Impromptu Speaking Method. This study was conducting by using experimental and control class and it took 68 (sixty eight) total students of MTs. Al-Jam'iyatul Washliyah Tembung Medan as the sample. They were divided into two groups, they were 33 students were taken as experimental group and by applying Impromptu Speaking Method, 35 students were taken as control group by applying conventional method – Centre Learning by Teacher. The instrument of this study was making the sentences as many as they could by paying attention the grammar, pronunciation, fluency, comprehension and vocabulary. The test was given to the students as the group, the pre-test, Impromptu Speaking Method as an activity and conventional method (TCL) and post-test as well. To know the differences between students' ability in experimental and control group, it was analyzed by using t-test formula. The result of the t-test showed that the t-observed was higher than t-table (32.20>2.30). Impromptu Speaking Method gave a significant effect on the students' speaking achievement. Therefore, a conclusion could be drawn that Impromptu Speaking Method gave a positive effect on the students' speaking achievement. The students' achievement taught by using Impromptu Speaking Method was better than taught by using conventional technique (TCL). Impromptu Speaking was one of many activities that was joyful, cheerful and challenging for students in mastering speaking English in classroom.

Keywords: Impromptu Speaking Method, Challenging Activity, Conversation, Speaking Achievement.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Firstly, the researcher would like to praise to Allah SWT who has given her for some chances to finishing this study. Secondly, blessing and peace be upon our Prophet Muhammad SAW who has brought human being from the darkness to brightness in behavior.

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Finally, the researcher hoped that this study will be useful be it from the academic perspective, or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is absolutely acceptable for the improvement of this research in the future.

Wassalamualaikum Warahmatullahi Wabarakatuh

Medan, September 2021

The Researcher,

Nurul Pratiwi

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CHAPTER I

INTRODUCTION

A.   The Background of the Study

Based on the writer's experience teaching in the classroom, it was found that the speaking ability of the students were still low on that school. Some of students were not able to pronounce well, were not able to express their ideas, and were afraid of making mistakes when they were speaking. All of those problems were caused by several factors, one of them was the way of teaching was not appropriate for the students. According to Bueno, Madrid, and Mclaren (2006), Speaking was one of the most difficult skills language learners have to face. Additionally, the situations which was being pandemic and the school must be doing by online at home, this situation would make their English and their confidences in speaking English becoming worse.

In the present global world, Rao (2018) stated that communication played a vital role in getting success in all fields. Language was used as a tool for communication. Perfect communication was not possible for people without using a language. Moreover, people could not achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there was a need for a language to communicate with others those who live all around the globe. As English was considered the international language and it was spoken all over the world, it served the purpose of communicating with the people who live in different regions, states, countries, and continents of the world.

On this moment while pandemic was being happened, their enthusiastic in learning English and their activeness for communicating may be lose on theirs. During online learning their willingness in learning english in classroom became so boring and monotone, teacher just focus on giving material by online paper, and students just tried to find out the answer by googling and their private teacher at home. This activity was proper for Auditory students but not appropiate to Visual and Kinethic students. One of the effect was smart student would be passive in communicating because it took a long time they didn't have a real class on learning. Harmer (2007) said that the role of a teacher was related to organize learners in the classroom when doing different tasks, this meant grouping students and providing them with information about the way they were going to do such activity in a limited time.

In teaching a language, a teacher not only explained the rules, but also gives them various topics about the language functions such as introducing someone, telephoning, requesting, interrupting, thanking, forgiving, apologizing, commanding, inviting, greeting, parting, etc. And more importantly, teaching a language was an activity to help the learners to speak the language using various language functions and think in that language. Those problems which found by the researcher on there made her so enthusiastic to find out and motivated student in learning English. Nunan stated Speaking was harder than reading, writing, or listening for two reasons (Nunan, 2003). First, unlike reading or writing, speaking happens in real time: usually the person you were talking was to waiting for you

to speak right then. Second, when you were speaking, you could not edit and revise what you say, as you could when you were writing.

The teacher would find the obstacles, when they could not plays this role in the classroom, they had to be aware of making learners understand what they were going to do in order to make them involved and benefit from the activity they were practising. The teachers should organize his students in terms of group work and pair work and involve them in their activities because they could not be successful without their active participation in speaking activities. The teachers should guide the learners in their activities by giving them instructions, instruct and monitor the tasks and give them their feedback at the end. Brown (2004) as followed that teaching is showing or helping someone how to do something, provide with knowledge, causing to know or understand. This definition showed three kinds of activities or purposes that teaching could offer showing or helping someone how to do something, providing with knowledge, and causing to know or understand.

In this research, the writer applied Impromptu Speech technique which had been proven could improve students' speaking ability, it was one teaching technique that was very useful for teaching speaking. This technique enabled students to develop their capability to think on their feet, organize ideas quickly, and speak informatively and confidently about variety of topics. Impromptu Speaking was giving an unprepared talk. A person simply takes the floor, selects a subject, and begins. A fundamental principle was that the ideas voiced were unrehearsed and unprepared. (Mbeh, 2017)

That method was so interested because it could improve the students' attention and concentration. English teacher was expected to this method could make their class more fun and effective, because it was no need many medias to do in the class, and of course it could be used for online class trough pandemic as well. Teacher just need to prepare the simple topic and choose the student to make dialoge either prepared or not. This learning method was suitable for being adopted by all teachers in Indonesia. This method could give the great value for students, because when the students get wrong in making sentences, they would laugh together without kicking each other. The main strategy from Impromptu Speaking was how to take students' attention, so they would be more focus in the subject which is given by teacher.

That was why, the researcher submitted this research which was tittle of The Effect of applying impromptu speaking method on the Student's Speaking Achievement.

B.   Identification of Problem

Based on that background above, the researcher got the point, such as;

1.   The students' speaking ability were still low.

2.   The online learning made the situation become monotone and passive.

3.   Teacher still used conventional method in the English class by giving paper and do it by students in their home.

C.   Scope and Limitation

In this study, researcher concerned with the students' speaking skill in relation to their activity. And the limitation would be focus on the perfoming by impropmtu speaking based on the topic given.

D.   Formulation of the Study

Based on the background before the problem of the study was formulated as follow:

1.   Was there any significant effects of using Impromptu Speaking Method on the students' speaking achievement?

E.   Objective of the Study

1.   To find out whether the implementation of impromptu speaking could make English learning more fun and effective.

F.   The Significance of the Study

The writer hope that this study could be used and useful for many learners and teachers absolutely. This researcher was certainly directed to many people who needed theoretically and practically. The research would be shared to fill up knowledges, experiences and insights how to improve students' speaking skill by Impromptu Speaking Method theoretically. Besides, as the theory practically the significance of this study would be expected by the researcher, for students, teacher and the writer as well. For students, the writer hope it could be used to growing up the enthusiastic and interesting students to be more active in studying

English in their class. For the teacher, the writer's expected this method would be the new teachers' method to be applied in their learning class in order to increase the students' happiness and understanding. Finally for the writer itself, she hoped it could improve the researcher insight or perception and knowledge which is concerned with Impromptu Speaking Method to the students' speaking abillity.

CHAPTER II

REVIEW OF LITERATURE

A.   Theoretical Framework

1.   Description of Speaking

Speaking was the process of building and sharing meaning through the use of nonverbal symbols, in a variety of context (Nunan, 2003). Based on the statement above, speaking was saying something what you feel and what you think to someone or anyone that you want. Speaking there was a communication which conveyed the message from the speaker to a listener. A speaker had encoded the message containing certain information. Speaking skill involved not only saying that is written but also produce a language without making a listener interpreted the meaning to elaborate that speaking only the oral production of writing language but also involved learners in the mastering of a wide range sub skill which added together consistent as overall competence in the spoken language. Student's achievement in speaking English was not easy task. One gathers language aspect enhanced to achievement in speaking.

As Foreign Service Institute (FSI) evaluate as pronunciation, fluency, grammar, vocabulary, and accent (Nunan: 2003). Almost all people in the world spent their daily life by doing communication. Communication was an exchange between people of knowledge, of information, of idea, of opinion and of feelings. So, the communication involved at least two people where both speaker and hearer. And additions said that we learn very soon that the

success of particular communication strategy depends on willingness of other to other to understanding and interpretation of speaker and hearer to the message.

Speaking could be measured through the significant improvement of scores toward the act, utterance, or discourse of one who speak. Speaking as one of the communication competences had several essential characteristics. Communication competence includes: (a) Knowledge of grammar and vocabulary of language; (b) Knowledge of the rules of speaking, knowing what topics could be talked about indifferent types of speech events, knowing which addressed forms should be used with different persons one speaks in different situation; (c) Knowing how to used and respond to different types of speech such as request, apologize, thanks, invitation; (d) Knowing how to use language appropriately. From the characteristic of the communication competence, it could be said that speaking was not only procedure some words, but also it was important to analyze the topic, grammar, vocabulary, and context to present the misunderstanding in doing communication because before students speak the language, they should be having the knowledge of language. Nunan (2003), stated that teaching speaking was to teach English as a foreign language learners to:

1. Produced the English speech sounds and sounds patterns

2. Used words and sentences stress, intonation patterns and rhythms of the foreign language

3.   Selected appropriate words and sentences according to the proper social setting, audience, situations and subject matter

4.   Organized their thinking in a meaningful and logical sequence

5.   Used the language quickly and confidently with few unnatural Pauses which was called fluency (Nunan, 2003).

According to Harmer (2018), speaking activity should have a number of Characteristics. They would engage the students by making them want to take a part. They should have some purposes which are not purely linguistics such as solving a problem or reaching a decision. They would be design to maximize the range of the language they would use, so they would not restrict students for example to specific grammar patterns. Speaking ability was the ability to express the idea. Therefore, the speaker must know the topic of conversation in order to give or share information to other.

Speaking was the verbal use of the language to communicate with others (Nunan, 2003). Speaking was the language skill which has been developed since childhood and preceded by listening skill at the time of speaking ability was acquired. Speaking was language skill that could be performed by any speakers of language the skills may be required natural (Harmer, 2007). In additional, Harmer explained that speaking in interactive an according to accomplish pragmatic goals through interactive discourse with other speakers of language and he also added that speaking fundamentally an interactive task happened under real-time processing constraints and was more fundamental

linked to the individual who produces it than written. Since listening and speaking were the production skill. There were relationship each other.

The ability to listen and the ability to speak because some information was gained from listening. In other words, the topic to be discussed in speaking was relevant to what that speaker has heard from another person. That's the reason why in teaching listening was always related to speaking in speaking process between a speaker and listener. It was happen interaction between them. They use the language as the medium of the speaking in that interaction.

There was a process of communication which conveys the message from the speaker to listener. A speaker had to encode the message which contains information. In this interaction, the students must be able to comprehension what they were talking about each other. So, the speaking could be conduct well. In solving the students' skill. It was necessary to use accept able forms of correct language. The forms involved grammar, vocabulary and pronunciation.

The students would be able to produce basic structures correctly. Besides they needed to understand word and connecting divides that link them together. Therefore, in researcher point of view, producing the spoken forms correctly important. Such as practice provided the students with intensive experience to the language station. In other word, the teacher could easily evaluate their accuracy and fluency.

The learner would be able to produce basic structures correctly. Besides they needed to understand word and connecting divides that link them

together. In producing the corrected form language, the students need the practice the language they were learning. They must practice more, more fluency they could speak. In order to speak English fluency, the students need to practice the language. This condition didn't only improve the students speaking ability but also their pronunciation. In addition, they would be able to produce correct structure.

Brown (2004) said that Language experience on nation of correct response might enable the students to his pronunciation and improve his ability to produce short structure response. In additional, He said that to develop speaking ability in the foreign, language the students must had continual practice in communication. Such practice provided the students with intensive experience to the language situations. In other words, the teacher could easily evaluate their accuracy and fluency. Understanding of the spoken language could not simply be left to take care of itself, while a higher proportion of class time was needed to develop the ability of the students to speak.

It meant that in developing students speaking ability, it was necessary to use acceptable forms of correct language. The forms involved grammar, vocabulary, pronunciation and intonation. The learners should be able to produce basic structure correctly. Besides, the students needed to understand words and the correcting deviced that link together. In producing the correct forms of language, the students need practice the language they were learning. This needed reflect that practice in producing the spoken forms correctly was important (Brown, 2004).

2.   Types of Speaking

Spoken language could be monolog use and dialogue. The types of oral language were presented below:

a.   Monologue

Monologue was a spoken language that used in speech, lectures reading, news, broadcast, etc. Here, the listener would not interpret the speaker while delivering a speech whether he or she understand or not. Planed usually manifest little redundancy and therefore relatively difficult to comprehend.

b.   Dialogue

Brown stated that the types of spoken language include two or more speakers. Interpersonal perorate relationship while transaction usually happened to convey factual information both kinds of dialogues would be happened among people who are familiar one to each other (Brown, 2004).

2.1. Elements For Spoken Production

Harmer said that there were the elements necessary for spoken production were the following:

a.   Connected Speech

Effective speakers of English needed to be able produce the individual phonemes of English but also to use fluent 'connected' speech which sounds were modified, omitted, added or weakened.

b.   Expressive Devices

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they were to be fully effective communicate.

c.   Lexis and Grammar

Students were involve in specific speaking context such as job interview, we could prime them, in the same way, with certain useful phrases they could produce at various stages of an interaction.

d.   Negotiation Language

The using of negotiation language to show the structure of their thoughts, or to reformulate what they were saying in order to be clearer, especially when they could see that they were not being understood.

Still according to Harmer said that in teaching speaking, the teacher was not going to look at controlled language where students say a lot of sentences using particular piece of grammar or particular function, but the teacher look at the students' activeness. In order words, the students' were using any and all the language at their command to perform some kind of oral task (Harmer, 2007).

There were three basic reasons why it was a good idea to give students task which provoke them to use all and any language at their command".

a)   Rehearsal

It meant that getting students to have a free discussion, gave them a change to rehearse having discussion outside the classroom. This was not the

same as practice in which more detailed study take place, instead it was a way for students to get the feel of what communicating in the foreign language really feels like.

b)   Feedback

It meant that speaking task where students were trying to use all and any language they know provides feedback for both teacher and student. Teacher could see how easy they find a particular kind of speaking and what they needed to do improve. Speaking activities could give them enormous confidence and satisfaction, and with teacher guidance sensitive teacher guidance cab encourage them into further study.

c)   Engagement

It meant that good speaking activities should be highly motivating. If all the students were participating fully and set up if the teacher had set up the activity properly and could be given sympathetic and useful feedback they would get tremendous satisfaction from it. Many speaking task were intrinsically in them.

3.   Speaking Assesment

The students would learnt how to be communicative in speaking English. They learn some speaking skills and develop some attitude toward speaking achievement. Therefore, the speaker must know the topic of the conversation in order to give or share of their information.

In the manner of speaking course, it was important to know principle in speaking, as follow:

a) Speaking was characterized of two or more people orally, as a speaker and listener.

b) There were many types of oral communicative between the speaker and listener.

c) The teacher encouraged herself to develop her speaking competence effectively.

In other hand, Speaking was one of language skills, which were difficult to be required by the students. There difficulties came only from the element of that itself, but also from the students. Brown (2004) divides the problem which influences speaking ability into:

Students could not express their ideas.

a) This problem came to the students himself, might be he or she reluctanted to speak or taciturn. In such this situation, the teacher should own the strategy to tackle his problem in order to lunch shyness or taciturn.

b) The students had nothing to say this problem came from the language element, might be the students couldnot catch the speaking topic. He had nothing to say, or might be the topic that the teacher provide was strange for him. Therefore, he did not understand what the topic was about and he did not know what and how to say (Brown, 2004).

In order to measure ability, there were some elements that should have gotten attention, they are:

1) Pronunciation

Pronunciation still obviously influenced by first language thought clearly intelligible. In this case, the students who were able pronounce correctly would be mark has "foreign accent". Not two people pronounced exactly alike. The difference was from a variety of causes such a locality, early influences and social surrounding. However, standard pronunciation was demanded in speaking ability. It meant that a good speaker must have a good pronunciation.

2) Grammar

Nunan elaborated that in grammar the teacher used how a language was a spoken and written correctly and effectively. So, it could be said that grammar was primary concerned with formulation and classification of word and sentence. And their practical significance daily life. (Nunan, 2003)

Grammar was the description of the structure of a language and the way in which linguistic units such as words and phrases and combined to produce sentence in the language". Most of foreign learners were afraid to speak up whenever they do not know about the grammar.

3) Vocabulary

Flower stated that learning vocabulary was very important part of learning English. A spoken words was a sound sequence of sound, which communicate an idea or mind of another person. In order to communicate those 'idea' precisely.

4)   Fluency

A fluency speaker could keep going both when interacting with order speaker and when monologue. Fillmore looked at fluency as the ability to fill the time with talk. In this definition, the speaker could use the time of talking most productively. The definition of fluency was derived as the ability of an individual to speak without undue hesitation.

5)   Comprehension

Comprehension was the minds act of power of understanding. It means that the comprehension would be as contrasted with the ability to perceive and pronounce words without reference to their meaning.

Comprehension as building of meaning from sounds. It meant what the listeners hear and understand from speaker was to show his comprehension. In another way, the listener take in the sounds uttered by a speaker and use them to construct an interpretation of words they think the speaker intended to convey.

So, comprehension was the ability to listen, to understand and to speak accordingly to what a speaker intended. Of course, without this ability, the conversation would never go.

There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown (2004) had stated.

Pronunciation

5   = Equivalent to and fully accepted by educated native speaker

4   = Errors in pronunciation were quite rare

3   = Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2   = Accent was intelligible though often quite faulty.

1   = Errors in pronunciation were frequent but could be understood by a native speaker used to dealing with foreigner attempting to speak his language.

Grammar

5   = Equivalent to that of an educated native speaker.

4   = Able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar were quite rare.

3   = Control of grammar was good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.

2   = Could usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

1   = Errors in grammar are frequent, but speaker could be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Vocabulary

5   = Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4   = Could understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3   = Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he

rarely has to grope for a word.

2 = Has speaking vocabulary sufficient to express himself simply with

some circumlocutions.

1 = Speaking vocabulary inadequate to express anything but the most

elementary needs.

Fluency

5 = Has complete fluency in the language such that his speech is fully

accepted by educated native speakers.

4 = Able to use the language fluently on all levels normally pertinent to

professional needs. Could participate in any conversation within the

range of this experience with a high degree of fluency.

3 = Could discuss particular interest of competence with reasonable ease.

Rarely has to grope for words.

2 = Could handle with confidence but not with facility most social

situations, including introductions and casual conversations about

current events, as well as work, family and autobiographical

information.

1 = (No specific fluency description. Refer to other four language areas for

implied level of fluency).

Comprehension

5 = Equivalent to that of an educated native speaker.

4 = Could understand any conversation within the range of his experience.

3 = Comprehension is quite complete at a normal rate of speech.

2   = Could get the gist of most conversation of non-technical subjects (i.e.,

topics that require no specialized knowledge).

1   = Within the scope of his very limited language experience, could

understand simple questions and statements if delivered with slowed

speech, repetition, or paraphrase.

4. The Description of Impromptu Speech

According to Mulyana, impromptu was the speakers allowed to speak with various topics spontaneously. The students was assigned to deliver speech in front of people with concise preparation and without using notes. The speaker did not have more time to think about what they were going to deliver. Impromptu speech allows the speakers to express something immediately. In short, speakers should speak naturally. (Mulyana, 2007)

Moreover, impromptu speech was a fun activity that leads the speakers to think and speaking. The speaker should do two things at the same time without preparation. So the speakers must believe in that time to talk about anything based on the topic. The impromptu speaking method involved speaking with limited preparation. Such as any other speech it focussed on one general-purpose (inform, persuade, or entertain). Information meant give someone facts or information; persuade means convincing someone to do something, while entertain meant provide someone with amusement. Although most beginning speakers felt fear to have impromptu speaking, they probably did it often in many

contexts. When television reporters' interview people live, the interviewers do the impromptu speaking, and many other people did it spontaneously in daily life.

5. Procedures of Applying Impromptu Speaking Method

An impromptu speech was given with little or no preparation, yet almost always with some advance knowledge on the topic. According to Shapira, Impromptu speaking was called to speak "off the cuff" on the "spur of the moment," it was usually because the speaker was quite knowledgeable about the subject. For example, if called on to speak in class, a student might gave a short impromptu speech about a topic in the assigned readings. Business meetings also use a "check in" to tell everyone else about a current project. In small informal meetings, the audience would interrupt an impromptu speech and ask questions, which helped guide the statement and the information that was presented. When campaigning, politicians sometimes respond to reporters or voters almost anywhere and at any time. (Shapira, 2015)

In impromptu speech activity, the speakers should maintain the topic. To keep the speech, the speaker should organize their address. Fleming stated that impromptu speech consist of three parts which were introduction, body or content, and conclusion. The first was an introduction. It was used to get attention from the audience. In the opening, the speaker started to tell their intention or what is going to talk. The speakers could also begin with a question to maintain the conversation. The second was body or content. In this case, the point could be linked logically. Besides, it could support the students in giving the

argument. The last was a conclusion. The speakers should make an impression in their speech. The speakers could end the statement by providing the quotes and then said thank you to the audiences. (Fleming, 2019)

Beare also added that a speech should have an introduction, a main idea or point, supporting evidence and conclusion. (Beare, 2021)

a. Introduction

Before giving a speech, the speaker should give an introduction. Dugdale stated that in introduction, there were some aspect to be spoken. The aspects were welcoming statements and self-introduction. Welcoming statements might be various, for example *"good morning, good afternoon, good evening". (*Dugdale, 2021). After giving a welcoming statements, the speakers could give a brief self-introduction.

b. A main idea or point

In giving the speech, the speakers should have the outline of idea or topics to be explained. However the impromptu speech speakers did not have many time to prepare it. Beare added that the speakers should put down interesting topic which would be related in some way to the event or activity they are attending. (Beare, 2021).

c. Supporting evidence

In order to provoke or giving strong statements, the speakers should give a supporting evidence. When a person made a claim or presents an argument, he needed to presents evidence in support of his claim and argument in order to establish the authenticity of his claim or argument.

d. Conclusion

Conclusion was the summary of the topics that speaker explained. The purpose of the conclusion was to summarize the speakers' main points and to prepare the audience for the end of the speech. The speaker of the speech should recapture the essence of the speech; the main points and the purpose of the speech.

According to Menguin, there were some advantages of using this technique. Actually, besides improving speaking students' ability in speaking, it could also improve their listening. (Menguin, 2010). They were (1) Improving oral expression of thought develops confidence in public speaking, thinking quickly on your feet, and building leadership and communication skills. (2) The impromptu speech allowed students to work on both fluency and presentation skills. (3) This technique lets us knew the students' proficiency in speaking naturally in real-time, even their knowledge and insight. The materials for impromptu speaking were chosen by the lecture according to the students' interest level, rather than picking out topics from text materials. This activity combines training students for public speaking and testing comprehension of materials given. (4) The students were simultaneously engaged in different activities instead of getting bored listening to all the classmates' speeches. (5) The class was given a chance to watch a variety of materials - although short - in limited class time. (6) It was necessary to modify the speech while speaking depends on audiences' mood. (7) Trialing to make the process of the statement becomes coherence and consistent.

Besides that, this method also had some disadvantages. The disadvantages of this method were: (1) The main problem of impromptu speaking was the lack of prepared statements could leave the speakers to feel embarrassed. (2) The speaker might not be able to come up with any ideas in a hurry. (3) Speech might lack detail. (4) The speaker was given little or no time to contemplate the topic. There were many kinds of strategies in teaching speaking. One of the policies was using impromptu speech. This strategy required the students to speak spontaneously without preparation and taking notes. Using the impromptu speech method could develop students speaking ability more specifically in the speaking class. Many researcher had found that delivering an impromptu speech was not an easy case. Moreover, if in the public speaking or speech in front of the people. As we already knew that the students should speak spontaneously without preparation and without taking notes. In the other hand we could say when they wanted to talk, they must pay attention to two things: how they thought about the topic and how they spoke about the issue.

Jeng found that impromptu speech was perhaps the most challenging form of public speaking. Students should have appropriate time to practice speaking using the target language with an expectation that they would have experience in it. (Jeng, 2021) with the purpose that when arriving at the class, they were ready to deliver the speech. However, they were still some obstacles to practicing impromptu speech outside the level.

The implementation of impromptu speaking method could improve students speaking skill especially in topic elaboration. The students would be

able to elaborate more topics because the students have to speak spontaneously. Impromptu speaking method also forced someone or students to put something that speakers already knew instantly.

According to Boundless, when practicing the impromptu speech, the speakers generally in control of the contents they were presenting, so they could include the topics that they wanted to talk. (Boundless, 2021) Additionally, the speakers could use personal examples from experience to support what they were saying. Since the speakers were the authority over the topic, they could speak with conviction. Delivery the speech with naturally be more conversational and spontaneous.

There were four techniques to delivering a better impromptu speech; (1) Gave yourself time to prepare and took a deep breath. In this situation made yourself feel comfortable and then stroll to the podium, used this time to collect and decide on the purpose and plan of the topics to be delivered. Before you started it, think about the opening sentences and did not have to start the speech immediately. (2) Feel confident, made yourself felt comfortable and did not deliver the speech quickly, because it could make you lack of speaking. Look at the audience and do not forget to smile at them and speak in a confident manner. (3) Slowly delivery, in this part gave your time to think ahead. Speak with slowly and it allowed the audiences pay attention to the topic clearly. Also the audiences had time to react to what you were saying. (4) Focus, this was the most important part in delivering the speech. Talk directly to the audiences and adapted to their feedback, did not be fooled by things that make you lose the

focus of your speech. Making eye contacted with the audiences was important when deliver the speech and made the audiences paid attention to you. Keep the focus on the topics or subject while you deliver the speech.

The four techniques above were essential while speaking in public to make the audience understand and believe the speaker's sentences. Also made the audience felt comfortable with the speakers

6.   The Advantages and Disadvantages of Impromptu Speaking Method

a.   The Advantages of Impromptu Speaking Method

The main advantage of the impromptu method was that it showed how the right individuals were at thinking for themselves on their feet. They would not have endless hours to practice and rehearse, and could not seek help or ideas from anyone else. This aspect made the impromptu method a useful tool in debating competition. Remember that you were generally in control of the content you were presenting, so you could include topics you wanted to discuss.

Additionally, you could use personal examples from experience to support what you were saying. Since you were an authority on the topic, you wanted to speak with conviction like you mean. Your delivery would naturally be more conversational and spontaneous. Since you were not prepared with pages of notes, you were more likely to speak directly to the audience, just like if you were talking to another person in a conversation.

b.   The Disadvantages of Impromptu Speaking Method

The impromptu speech would not be suitable for important occasions, as very little due thought or preparation could be given to the statement. It would doubtless be rough around the edges and might contain inaccuracies. Additionally, some of the best public speakers found the pressure of a three minute preparation time too intense many believe the impromptu speech measures quick thinking and nerve skills, rather than the real art of debating, which required insight and deep thought.

Since you were not well-prepared, you might have difficulty thinking of what to say or formulating the ideas once you speak. Although you were familiar with the topic, your speech might be lack details and supporting information. If the audience was passive and did not ask questions to guide you, you might overlook some critical content. Hopefully, someone in the audience would ask questions so you could fill in gaps. Additionally, impromptu speaking was rarely appropriate for occasions that require more reasoned discourse with supporting ideas or more formal events.

7.   Teacher - Centered Learning

In teacher-centered learning, teachers played important roles in the learning process. Teachers were information providers or evaluator to monitor students to get the right answers, yet students were viewed as learners who passively receive information. In the teaching of EFL, the main focus was getting the students to perform well on state- mandated tests rather than

catering to students' need (Zohrabi, et al, 2012). The teachers had less motivation for innovation in teaching. According to Acat & Dönmez (2009), in teacher-centered learning, teachers usually used particular textbooks, which were mostly grammar oriented and to compare the language structures of native and target languages. In this situation students tend to be more competitive and individualistic because they had less opportunity to think aloud or interact.

As teachers became the most dominant source of information, in teacher-centered learning, for example, all questions which were raised by students, if any, were answered directly by teachers without students' involvement. In designing the class activities, teachers control every single learning experience. Several advantages of having teacher-centered learning were it's suitable for large classes, it took shorter time to do the class activities, learning materials could be well prepared, teachers might feel less nervous, embarrassed or tongue-tied, teachers could manage the students to speak more in English because teachers could set the criteria when students wanted to communicate in the class, they should use English (Nagaraju, 2013). In this way of learning the real important thing to transfer the knowledge to the learners. These were 7 characteristics of teacher-centered instruction; (1) The teacher was the center of knowledge and in charge of learning. (2) Students were usually passively receiving information. (3) The instructor's role was to be primary information giver and primary evaluator. (4) Students were viewed as "empty vessels" who passively receive knowledge from their teachers. (5) Teachers and professors acted as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize

systematic, scripted lesson plans. (6) Teacher Centered Instruction was fairly low-tech, often relying on the used of textbooks and workbooks instead of computers. (7) Assessments were in many cases only carried out as summative and not formative evaluations and they rarely addressed qualitative issues of the learner's progress.

8.   The Advantage and Disadvantage of Teacher - Centred Learning

In teacher-centered learning**,** the more traditional or conventional approach, the teacher functions in the familiar role of classroom lecturer, presenting information to the students, who were expected to passively receive the knowledge being presented. (Joseph, 2021) Sometimes called the "Sage on the Stage" style, the teacher-centered model positions the teacher as the expert in charge of imparting knowledge to his or her students via lectures or direct instruction. In this setting, students were sometimes described as "empty vessels," listening to and absorbing information. Though the teacher-centered method was historically considered the more traditional approach, the education field had evolved to recognize the significant benefits of empowering students to be more active participants in their own learning. However, there continue to be countless examples of students were challenged and transformed by a teacher lecturing about a subject they had spent their entire life exploring.

a.   Benefits of a Teacher-Centered Classroom

1.   Order in the class! Students were quiet as the teacher exercises full control of the classroom and activities.

2. Being fully in control minimizes an instructor's concerned that students might be missing key material.

3. When a teacher took full responsibility for educating a group of students, the class benefits from a focused approach to research, planning and preparation.

4. Teachers felt comfortable, confident and in charge of the classroom activities.

5. Students always knew where to focus their attention — on the teacher.

6. The classroom remained orderly.

7. Students were quiet as the teacher presents new information and lead the activities

8. Teachers retained full control of the classroom and its activities.

9. The teacher was an effective model of the target language.

10. The teacher was an important source of information on how the learners were doing.

b. Drawbacks of a Teacher-Centered Classroom

1. This method worked best when the instructor could make the lesson interesting; absent this, students might get bored, their minds might wander and they might miss key information.

2. Students worked alone, missing potential opportunities to share the process of discovery with their peers.

3. Collaboration, an essential and valuable skill in school and in life, was discouraged.

4. Students might have less opportunity to develop their communication and crucial-thinking skills.

5. Students didn't learn to collaborate with other students missing opportunities to share what they have learned.

6. Student didn't use their communication skills.

7. This type of instruction could be boring for students.

8. Teacher-centered education didn't allow students to express themselves and direct their own learning.

9. Students didn't outgrow their dependency on the supervising instructors and teachers.

10. Teacher-Centered Instruction didn't empower learner's autonomous study-skills and subsequently life long learning skills.

11. Teacher-centered learning most often didn't address the importance of open inquiry.

9. Steps and Instructional Teacher - Centered Learning

Teacher-Centered	
Lecture	Teacher took an active role and presents information to the entire class while the students' main role is to listen to the new information being provided.
Recitation	The classroom interaction followed the specific pattern of teacher initiates a question, student responds and teacher evaluates the response.
Drill and Practice	The teacher provided a series of independent tasks to reinforce a concept

Demonstration	The teacher helped the child's learning by showing him or her how to use materials and special tools, or how to accomplish a particular task
Discussion	Conversation designed to stimulate students to respond divergently and at higher cognitive levels to what they had been learning.
Cooperative Group	Small group worked that features positive interdependence, individual accountability and collaboration skills.
Guided Discovery	The teacher structured an experience or problem for students and provided a series of steps for students to follow to discover the principle, rule or generalization
Contracts	The teacher and student formed a written agreement about what work would be completed and when.
Role Play	Students acted out real life dilemmas or decisions to solve problems
Projects	An investigation was undertaken by a student or group of students to learn more about a topic
Inquiry	An instructional strategy where the teaching began with questions and relies on them heavily thereafter as ways to stimulate student exploration, discovery and critical thinking about subject matter
Self–assessment	The student had responsibility for evaluating his or her own work as a means of learning Student- Centered.

B. Conceptual Framework

The research would be taken place in MTs. Al-Jam'iyatul Washliyah Tembung. Deli Serdang of Eighth grade. Teacher and the writer would use Pre-Test and Post-Test to check the effect of students' speaking skill by Impromptu Speaking method. The steps of the research would be made in two classes they are

control and experimental class include pre-test, activity by Impromptu Speaking method and the last post-test. The conceptual framework could be seen in the following figure.

| Problem | → | Student are bored to the teacher strategy which is monotonous in teaching about speaking skill. |

| Problem solving | → | Impromptu Speaking method would make the students enthusiastic once they would be learning about English in Speaking. |

Pre-test

Post-test ←
1. Researcher shares the information about impromptu speaking
2. Researcher explains how to make simple sentences to the students
3. Researcher asks students to make some simple sentences
4. Researcher gives some simple topic to the students.
5. Researcher asks students to have preparation by the topic given.
6. Researcher calls the students by one randomly to do impromptu speaking
7. Researcher gives the score based on the astudents' ability

Picture 2.1: Conceptual Framework

C. **Related Study**

According to Bimo Walgito (2010), that some information that it needed many information and integrity data which was obtainable from the other method to get the deepest information according to related study which was planning to do. Besides, the writer hoped to analyze what the point was focused on, information, design and conclusion of the previous research, that of:

1. Lumettu, Agus, T L Runtuwene. Manado State Polytechnic, Department of Tourism, Manado, Indonesia. Journal of Physics: Conf. Series 953, April 2018. Having multi purposes, English mastery had became a necessary for us. Of the four language skills, speaking skill should get the first priority in English teaching and speaking skills development couldnot be separated from listening. One communicative way of developing speaking skill was impromptu speaking, a method sudden speaking which depends only on experience and insight by applying spontaneity or improvisation. It was delivered based on the need of the moment of speaking using simple language. This research aimed to know (1) Why impromptu speaking was necessary in teaching speaking? (2) How could impromptu speaking developed the students' speaking skills. The method of this research was qualitative method and the techniques of data collection were: observation, interview and documentation. The results of data analysis using Correlation showed a strong relation between the students' speaking ability and impromptu speaking method (r = 0.80). The researched show that by using impromptu speaking method, the students were trained to

interact faster naturally and spontaneously and enrich their vocabulary and general science to support speaking development through interview, speech, presentation, discussion and storytelling.

2. Barruansyah, Rauf Tetuko. Sekolah Tinggi Ilmu Bahasa Asing (STIBA) Persada Bunda, Pekanbaru, Riau, Indonesia, J-SHMIC, Vol 5, No 2, August 2018. Based on the writer's preliminary study, it was found that the speaking ability of the students were still low. Some of students were not able to pronounce well, were not able to express their ideas, and were afraid of making mistakes when they were speaking. All of those problems were caused by several factors, one of them was the way of teaching was not appropriate for the students. In this research, the writer applied Impromptu Speech technique which had been proven could improve students' speaking ability, it was one teaching technique that was very useful for teaching speaking. This technique enabled students to develop their capability to think on their feet, organize ideas quickly, and speak informatively and confidently about variety of topics. The subject of this research was the fourth semester students of Sekolah Tinggi Ilmu Bahasa Asing (STIBA) Persada Bunda, and the object was the effect of applying Impromptu Speech technique. The writer used simple sampling to take the sample. The writer used Non Equivalent control group design that used one group as the experimental class and one group as control class. The writer used Independent Sample t-test to analyze the data. Based on the data analysis, Consideration Sig (2tailed) t0= 0.000 was

lower than Sig (2 tailed) ttable= 0.005, it meant Ha was accepted and H0 was rejected. So, it could be concluded that there was a significant effect of applying Impromptu Speech technique to improve students' speaking ability at the fourth semester students of STIBA Persada Bunda Pekanbaru.

3. Mbeh, Adolf Tanyi. Impromptu Speaking and Authentic Assessment in English Language Teaching/Learning, (IJNTR) ISSN:2454-4116, Volume-3, Issue-3, March 2017 Pages 11-16. Spoken English was one of the major communicative skills in English. The impromptu speaking taught the students to focus their speaking and listening skills as well as teaching them how to logically organise their ideas. This paper sustains that impromptu speaking could aid ESL learners in their confidence in formal speaking situations while improving their general ability to communicate on all levels. The article presented examples of topics and speech frameworks were given to help teachers understand the mechanisms of an impromptu speech. An assessment sheet was also outlined and explained for teachers. This would help them'' organise speech development and assessment of the learners. In addition, some of the most common formal speaking difficulties were discussed and different solutions are suggested.

D. Hypothesis

Based on the conceptual framework, the researcher formulated of hypothesis, which still needed to be investigated as follow "There was

significance effect of using impromptu speaking method to the students'
speaking achievement". This hypothesis would be got the result after research
had done. To know if there any significance effect of impromptu speaking
method, the researcher used formula bellow:

Ha: P # 0 There was significant effect of using impromptu speaking method
       to students' speaking achievement.

Ho: P = 0 There was not significant effect of using impromptu speaking
       method to students' speaking achievement

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

The research would be conducted at MTs. Al-Jam'iyatul Washliyah Tembung. This research would be focused in the second year of 2021/2022 in eight grade class. The researcher choose this school, because she once ever taught in that school, and the data of the students were very variative. That school which was border between Medan and Deli Serdang, make the students were interested to have this research. Many people said that City was better than Regency. Here, the researcher was interested to make the proven of that. By this research the researcher did not only want to see the variative sample was that, but she wanted to know the result of the effect impromptu speaking itself.

B. Population and Sample

The population of this research was in 2021/2022 of eight grade MTs. Al-Jam'iyatul Washliyah Tembung on Jl. Besar Tembung no.78 Percut Sei Tuan, Deli Serdang with total students 349 which are divided of 10 classes (VIII 1-10). Class VIII 2 consist of 33 students and class VIII 3 consist of 35 students, so the total of sample are 68 students. Simple random sampling would be choosen as the method for responden determining to be sample based on the certain classes, which would be chosen as the class (Sugiyono, 2018). The researcher chose Simple random sampling, because the data taken by random without looking of the situation or element out of the population. And the headmasters' request to have those class. Finally, the chosen class are VIII.2 and VIII.3

Table 3.1
Sample in Eight Grade of MTs. Al-Jam'iyatul Washliyah

No	Class	Population	Sample
1	VIII 2	33	33
2	VIII 3	35	35
	TOTAL	68	68

Table 3.2
Population in Eigth Grade of MTs. Al-Jam'iyatul Washliyah

No	Class	Population
1.	VIII 1	38
2.	VIII 2	33
3.	VIII 3	35
4.	VIII 4	34
5.	VIII 5	33
6.	VIII 6	34
7.	VIII 7	36
8.	VIII 8	35
9.	VIII 9	35
10.	VIII 10	35
	Total	349

C. Instrument of the Research

According to Harmer (2007) speaking was a complex skill because at least it was concerned with component of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking had some importand component, there were:

Table 3.3 The Five Components to Evaluate Speaking Achievement

a)   Pronunciation

Level	Explanation
16-20	Very good: Understandable
11-15	Good: Few noticeable errors
6-10	Fair : Error of basic pronunciation
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

b)   Grammar

Level	Explanation
16-20	Very good: Few noticeable errors
11-15	Good: Occasional grammatical errors do not obscure Meaning
6-10	Fair : Error of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

c)   Vocabulary

Level	Explanation
16-20	Very good: Rarely has trouble
11-15	Good: Sometimes use in appropriate terms about language
6-10	Fair : Frequent uses wrong word speech limited to simple Vocabulary
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.

d)   Fluency

Level	Explanation
16-20	Very good: Understandable
11-15	Good: Speech is generally natural
6-10	Fair : Some definite stumbling but manage to rephrase and continue.

1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal, long pause, utterances left unfinished.

e)   Comprehension

Level	Explanation
16-20	Very good: Understand the material and purpose the text
11-15	Good: Acting power is generally natural
6-10	Fair : Some topic is wrong and is not fix with the material but still understand what is it
1-5	Unsatisfactory: couldnot design well the material with the topic, and speak slow and low.

The test would be implemented by pre-test and post-test. For the pre-test both class would practice in front of class by the topic which was given by researcher. For this moment, researcher would prepare the paper for collecting score to the students who was performing. For this pre-test, researcher would give the simple topic, which was introduction. Reseracher would record their voice and performances by her mobile-phone.

After that, researcher would give the material based on the class which chosen. One class would be taught by Impromptu speaking, another would be taught by teacher-centered learning (TCL) which was one of part by conventional method. On this moment, researcher would be the teacher who role with different role model. She would explain the material based on the method in each class. Sometimes researcher would give mini task to make sure students undestand the material was all about.

Finally, the researcher would give another test, which called by Post-test to see the result of the effects of those classes. Researcher would give the medium

topic which could be chosen by students. Researcher would call out the students' name randomly in experiemental class which would have taught by impromptu speaking. The student would give about one minute to prepare the topic which they choose randomly. Once the perform, reseracher would prepare the paper to scoring the students who was performing in front of the class. Besides, in control class the researcher was also give the post-test. The steps were different, students would be given some topic and the make it into paper, after that student would try to memorize it. Reseracher was also give the time to memorize itu, after that researcher would call out the students' name to perfom in front of class randomly. And reseracher was also prepare the paper for scoring the students.

D.   Technique for Collecting the Data

In collecting the data, some steps would be applied as follows:

1.   Giving questioner and pre-test for both of classes.

2.   Giving treatment to the experimental group by using Impromptu Speaking method.

3.   Giving treatment to the control group by using Discussion Method.

4.   Giving post-test to both of classes.

5.   Evaluating the effect of Impromptu speaking.

E.   Technique of Data Analysis

After collecting the data, the researcher would implement to analyze the data:

1.   Scoring the students' activities for value of the test.

2. Listing their score in two tables, first the score for experimental class and second for control class scores.

3. Calculating the normality and homogeneity test by using Lilifors test to know the normality and homogeneity of the test.

4. The calculating was concluded by using t-test as show below, according Sugiyono :

a. **Coeficient r** (Sugiyono, 2010)

$$R_{xy} = \frac{n \sum X_i Y_{i-}(\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_2^1 - (X_i)^2\}\{n \sum Y_2^1 - (Y)^2\}}}$$

b. **Testing Hypothesis** (Sugiyono, 2010)

$$t = \frac{\overline{X_1 X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_1^2}{N_2} + 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

In which :

S_1 : Standard Deviation of Experimental Group

S_2 : Standard Deviation of Control Group

$\overline{X_1}$: Mean Score of Experimental Group

$\overline{X_1}$: Mean Score of Control Group

N_1 : The Amount of Sample in Experimental Group

N_1 : The Amount of Sample in Control Group

CHAPTER IV

DATA AND ANALYSIS

A. Data Collection

The data was taken from students' speaking test. The research took place at MTs. Al Jam'iyatul Washliyah Tembung. This research used total sample 68 students were taken as the samples. The samples were divided into two groups, Such as experimental group and control group, for which each of consisted of 33 and 35 students. The instrument used in collecting the data was speaking test. The following table 4.1 showed the data of experimental group in pre-test and post-test. The final score which were obtained from accumulating several score of vocabulary, grammar, pronunciation, comprehension and fluency.

The experimental group was taught by using Impromptu Speaking while the control group taught by TCL Method. The population was eight grade of MTs. Al Jam'iyatul Washliyah Tembung VIII 2 and VIII 3.

Table 4.1
The Score of Pre-test and Post-test in Experimental Group VIII-2

NO.	Name	Pre-Test (T1)	Post-Test (T2)
1.	ACA	**60**	82
2.	ALK	67	81
3.	ASY	77	80

4.	ARS	62	80
5.	ANH	73	84
6.	ADS	64	81
7.	CHC	76	84
8.	DFN	78	80
9.	DAS	78	86
10.	DAL	60	85
11.	DPS	78	85
12.	FNP	74	78
13.	ISG	71	80
14.	INA	81	87
15.	MNA	77	83
16.	MSN	64	78
17.	MAV	77	81
18.	NMR	77	81
19.	NAP	77	79
20.	NSD	69	85

No.	Name	Pre-test	Post-test
21.	NAL	65	79
22.	NIA	68	77
23.	NUN	82	85
24.	NUH	74	78
25.	RIN	63	**73**
26.	RSR	79	81
27.	RIR	79	80
28.	SAK	72	78
29.	SIS	79	79
30.	SYA	78	80
31.	UKM	**83**	88
32.	YVE	81	**90**
33.	ZAZ	81	88
	Total	**2424**	**2696**
	Mean	$\Sigma X_1=73.45$	$\Sigma X_2=81.69$

Based on the table above or table 4.1 showed that the mean of Pre-test in experimental was 73.45 and the mean of Post-test was 81.69. The highest score in Pre-test of the experimental group was 83 and the lowest score was 60. While in

Post-test the highest score was 90 and the lowest score was 73. In addition, the total score of pre-test was 2424 and that mean was 73.45 while the total score of post-test was 2696 and that mean was 81.69. There was an improvement score between pre-test and post-test in experimental group. Based on the fact in the field, the students taught by using Impropmptu Speaking was more active and motivated students.

The pre-test and post-test score obtained from control group was shown in table 4.2 below

Table 4.2

The Score of Pre-test and Post-test in the Control Group VIII-3

NO.	Iniatial	Pre-Test (T1)	Post-Test (T2)
1.	ARA	60	74
2.	ASH	69	77
3.	ALS	44	72
4.	AMA	74	78
5.	AZN	60	75
6.	AZR	63	76
7.	AZA	57	79
8.	CAS	**56**	**68**

9.	CUN	61	77
10.	ESN	63	78
11.	FAD	46	73
12.	FZR	**85**	**85**
13.	FAH	79	82
14.	FED	68	71
15.	FIS	71	81
16.	JIS	65	76
17.	KFH	79	79
18.	MEZ	64	74
19.	NAZ	76	72
20.	NAD	77	73
21.	NAM	69	74
22.	NAT	70	74
23.	NAL	80	75
24.	NAN	70	78
25.	NAS	64	71

No.	Name	Pre-test	Post-test
26.	NCN	68	75
27.	NKN	57	72
28.	NRN	76	82
29.	PNS	62	78
30.	QAP	66	82
31.	SAN	65	82
32.	TAP	81	77
33.	TAL	72	74
34.	WAN	75	75
35.	ZAR	65	73
TOTAL		**2357**	**2662**
Mean		$\Sigma Y_1 = 67.34$	$\Sigma Y_2 = 76.05$

Based on the table above or table 4.2 showed that the total score of pre-test was 2357 and the mean was 67.34. While the total score of post-test was 2662 and the mean of Post-test was 76.05. There was an improvement score also between pre-test and post-test in control group. Based on the fact in the field, the students taught by using TCL in teaching speaking was completely knew about the theory of asking and giving an opinion because the student could listen all the

explanation about the material but in the real practice the students who taught by using Impropmtu Spekaing was more active and motivated in the classroom. The highest score in Pre-test of the Control group was 85 and the lowest score was 56. While in Post-test the highest score was 85 and the lowest score was 68.

After seeing both of table (4.1 and 4.2) showed that the mean score of Post-test in experimental group was 81.69 and the mean score of control group was 76.05. The data showed that the mean score of student in experimental group who were taught by Impromptu Speaking was better than the mean score of students in control group who were taught by using Teacher-Centre Learning in discussion method.

B. Data Analysis

1. Normality Test

Normality test used to determine if a data set well. modeled by a normal distribution and to compete how likely it was for random variable underlying the data to be normally distribution.

a. Normality Test of X Variable

The normality test of variable X used Liliefors test:

1. Listing the students' score from the lowest to the highest

2. The score made to Z1,Z2,Z3,.................Zn by using formula:

$$Zi = \frac{X - \bar{x}}{S}$$

3. $F(Zi) = \frac{Fkum}{n} = \frac{1}{33} = 0.03$

Table 4.3 Standard Deviation of X Variable

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Data_Uji_Normality	33	100.0%	0	.0%	33	100.0%

Descriptives

			Statistic	Std. Error
Data_Uji_Normality	Mean		81.6970	.64913
	95% Confidence Interval for Mean	Lower Bound	80.3747	
		Upper Bound	83.0192	
	5% Trimmed Mean		81.6751	
	Median		81.0000	
	Variance		13.905	
	Std. Deviation		3.72898	
	Minimum		73.00	
	Maximum		90.00	
	Range		17.00	
	Interquartile Range		6.00	
	Skewness		.269	.409
	Kurtosis		-.039	.798

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data_Uji_Normality	.180	33	.008	.960	33	.254

a. Lilliefors Significance Correction

Based on the data in table 4.3 L_{hitung} was 0.180 and the Lilifors test in significant $α = 0.008$. so it could b distributed normal if the score of statistic bigger thath the significant (0.180<0.008). So it could be concluded that the data was normally distributed.
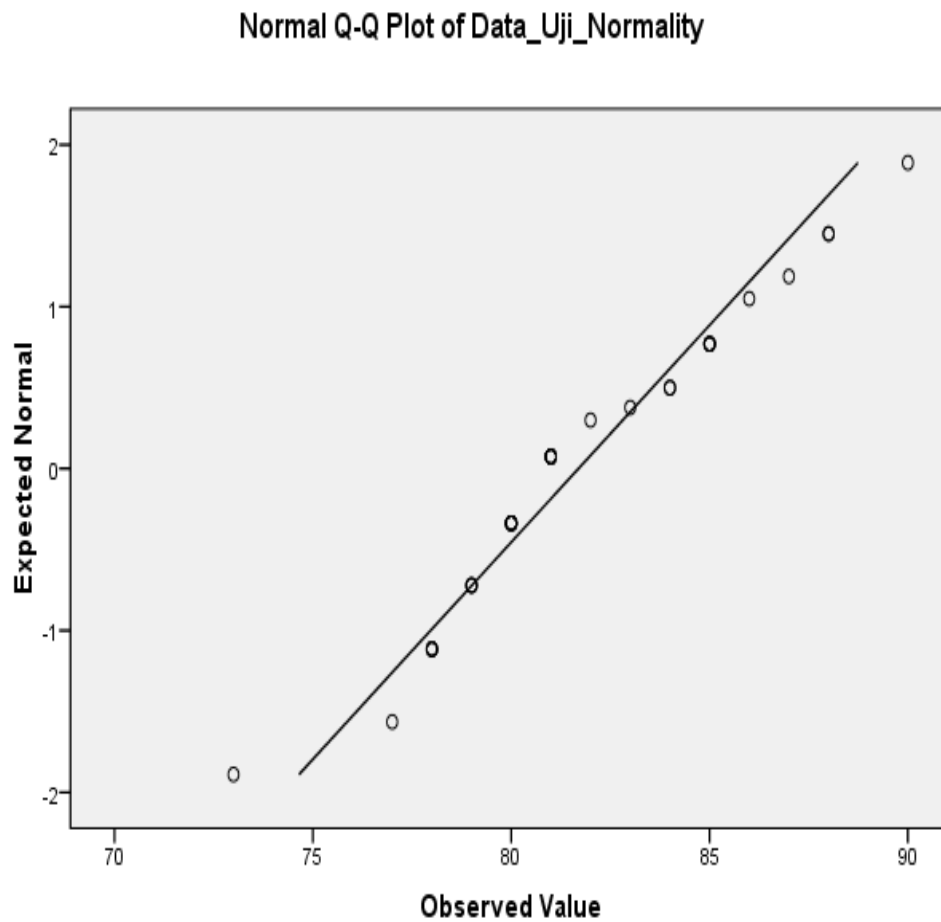
Picture 4.1 Expected Normal of X
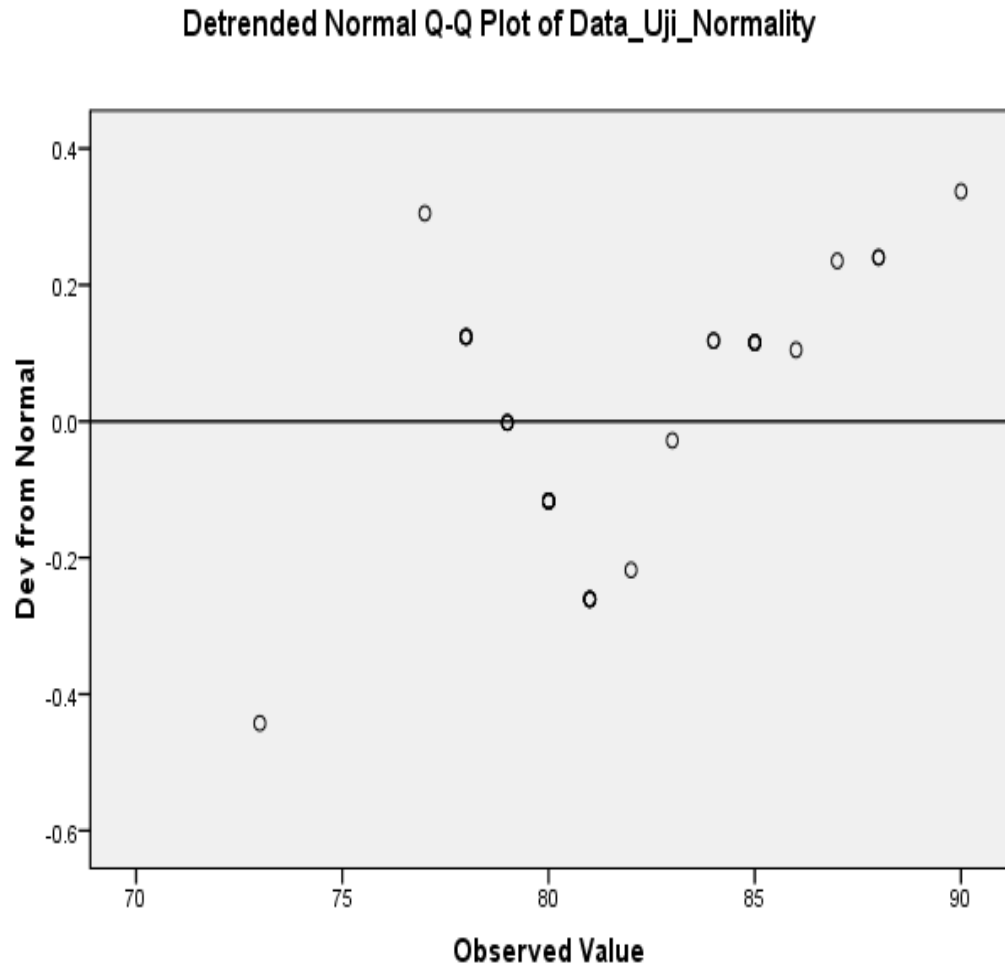
Picture 4.2 Normal Deviation of X

b. **Normality Test of Y Variable**

The normality test of variable Y used Lilifors test :

1. Listing the students score from the lowest to the highest

2. The score made to Z1.Z2.Z3.........Zn by using formula :

$$ZI = \frac{X - \bar{x}}{S}$$

3. $F(Zi) = \frac{Fkum}{N} = \frac{1}{35} = 0.028$

Table 4.4 Standard Deviation of Y Variable

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Data_Uji_Normality	35	100.0%	0	.0%	35	100.0%

Descriptives

			Statistic	Std. Error
Data_Uji_Normality	Mean		67.3429	1.56910
	95% Confidence Interval for Mean	Lower Bound	64.1541	
		Upper Bound	70.5317	
	5% Trimmed Mean		67.7063	
	Median		68.0000	
	Variance		86.173	
	Std. Deviation		9.28295	
	Minimum		44.00	
	Maximum		85.00	
	Range		41.00	
	Interquartile Range		13.00	
	Skewness		-.437	.398
	Kurtosis		.373	.778

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Data_Uji_Normality	.072	35	.200[*]	.974	35	.548

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the data in table 4.4 L_{hitung} was 0.072 and the Lilifors test in significance $\alpha = 0.200$. So the $L_{hitung}<L_{table}$ (0.072<0.200). So it could be concluded that the data was normally distributed.

Normal Q-Q Plot of Data_Uji_Normality
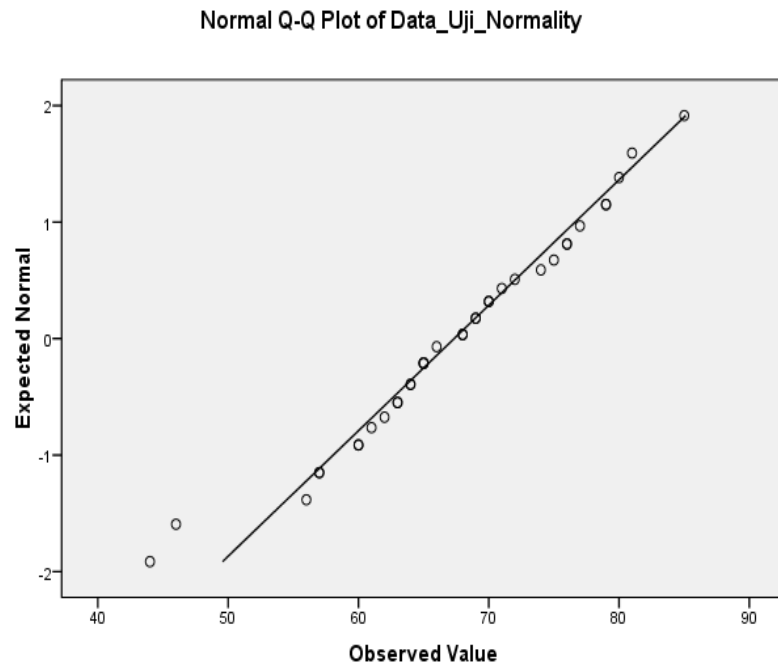
Picture 4.3 Expected Normal of Y

Detrended Normal Q-Q Plot of Data_Uji_Normality
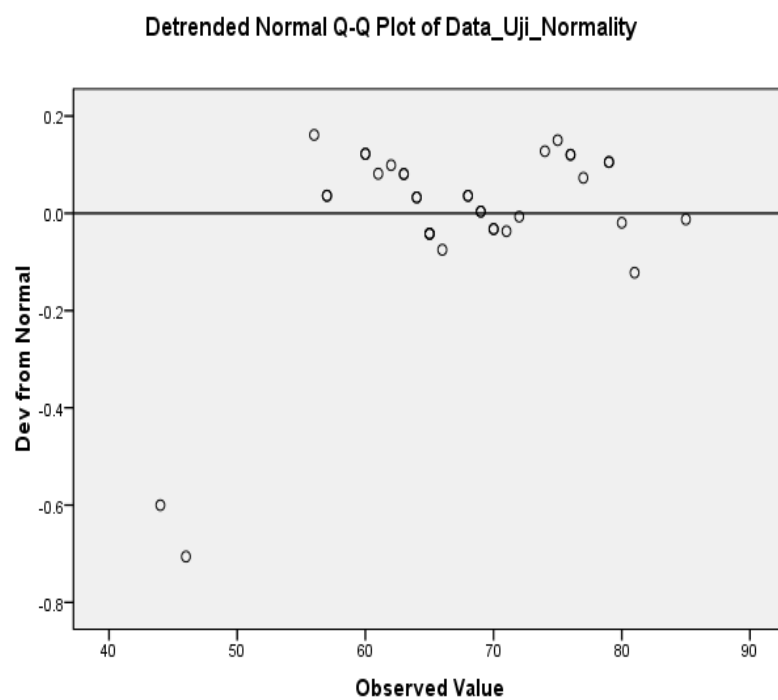
Picture 4.4 Normal Deviation of Y

2. Homogeneity

Homogeneity test performed to determine whether the variances of data equal from two distribution group.

Table 4.5 Homogeneity Score

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	366.913	1	366.913	1.037E3	.000[a]
	Residual	10.966	31	.354		
	Total	377.879	32			

a. Predictors: (Constant), X

b. Dependent Variable: Y

The value of F_{table} with the significance $\alpha = 0.08$ with n = 33 was 3.54 those scores got in the constant table in F_{table}. And the F_{hitung} was 1.03 So the $F_{hitung} < F_{table}$ (1.03<3.54). So it could be concluded that the data was homogen.

C. Testing Hypothesis

1. Coeficient r

Table 4.6 Coeficient r

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.985a	d.971	.970	.59477

a. Predictors: (Constant), X

Based on the table 4.6 R square score 0.971, so it could be concluded that the variable effect towards the score of students were 97.1 %.

2. Examining the Statistical Hypothesis

Ha   : There was significance effect of the Impromptu speaking to the students' speaking achievement.

Table 4.7 Hypothesis

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.420	2.306		.616	.542
	X	.908	.028	.985	32.206	.000

a. Dependent Variable: Y

After meausuring the data above by using t-test formula. it showed that t-observed value was 32.20. after seeking the table of the distribution of t-observed as the basis of accounting in certain degree of freedom (Df), the calculation showed that :

$$Df \quad = \quad N_1 + N_2 - 2$$

$$= \quad 33 + 35 - 2$$

$$= \quad 66$$

In the line of 66. showed that t-$_{table}$ was 2.30 . t$_o$>t-$_{table}$ which was 32.20>2.30. the fact hypothesis H$_a$ was accepted.

D.   Research Findings

It was found that the application of Impromptu Speaking Activity in speaking achievement gave a significant effect. The students were taught by using Impromptu Speaking Activity got higher score than those taught by Teacher-Centre Learning as discussion method . The result of the t-test showed that the t-$_{observed}$ was higher than t-$_{table}$ (32.20>2.30). It means that Impromptu Speaking Activity gave a significant effect on students' speaking achievement. Students actually like something challenging so much, so when the teacher could combine and collaborate the cheerfull activity with the subject material, the students would enjoy studying with their teacher and their classmate as well. We could not just blame them if they did not understand the material, but we needed to look at our strategy about how we could grab the students' attention in teaching.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

Based on the findings and data analysis, there were some conclusion that could be described as follows:

1. Based on the result of the pre-test and post-test the researcher found there was a significant effect of using Impromptu Speaking Activity on students' speaking achievement, which is proven from the result of the test t-observed> t-table or 32.20>2.30. The fact hypothesis H_a was accepted.

2. The problem faced by the students, they were difficult to understand the meaning of the English words and sentences and they haven't been able to express their ideas. The result from students who were taught by using Impromptu Speaking Activity got higher than those who were taught by using conviential technique (TCL) as disscussion method, because the students taught by using Impromptu Speaking Activity became more enjoy, cheerfull, active and interesting in speaking. It meant that there was a significant effect of using Impromptu Speaking Activity in speaking achievement.

3. The reason why the students' were bored and felt difficult to understand the speaking was, the students did not experienced forward what the practice about, and the students were fun while they played the challenging activity into their learning moment. Student needed to get

attention to their teacher, so they could understand well the learning was all about.

B. Suggestions

Related to the conclusion above, some suggestions were stated as following:

1. The English teacher could be applying Impromptu Speaking Activity in speaking achievement.

2. The teacher could be easier to organize and the technique instruction in teaching English.

3. The students were expected to use Impromptu Speaking Activity by themselves to encourage their confidence in order to improve their achievement in learning speaking.

4. It was suggested to the researchers use these findings as source of information for further related studies, and

5. It was also suggested to school management to encourage the teachers to improve their teaching skills. Not only by using Impromptu Speaking Activity but also other technique that were believed to give better understanding for students in their effort to learning speaking.

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LIST OF APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MTsS. AL-WASHLIYAH TEMBUNG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Materi Pokok	: *Teks Interaksi Transaksional;* Memberi dan Meminta Informasi Terkait Kemampuan dan Kemauan, Melakukan Suatu Tindakan
Alokasi Waktu Menit	: 4 x 6 JP @40

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan
- Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan
- Mengidentifikasi unsur kebahasaan dalam teks
- Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan
- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan
- Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.

B. Media Pembelajaran, Alat dan Sumber Belajar
- **Media : STUDYSASTER** merupakan sebuah inovasi berupa model pembelajaran untuk mengintegrasikan pendidikan dalam kegiatan belajar mengajar, dengan tujuan meningkatkan minat siswa belajar.
- **Alat dan Bahan :** Penggaris, spidol, papan tulis, Laptop infocus, Presentasi slide (ppt)
- **Sumber belajar :** Buku Bahasa Inggris Kelas VIII Kurikulum 2013, Internet websiteedukasi.com

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : **Teks Interaksi Transaksional; Memberi dan Meminta Informasi Terkait Kemampuan dan Kemauan, Melakukan Suatu Tindakan**	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	

Kegiatan Inti (160 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi *Teks Interaksi Transaksional* dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi *Teks Interaksi Interpersonal*; **Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta dan Mengungkapkan Pendapat** tentang **Fungsi sosial** • Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya. **Struktur teks** • Memulai dan Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** • Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will. • Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Teks Interaksi Transaksional*.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Teks Interaksi Transaksional* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penu
➢ Guru bersama peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
➢ Guru memberikan penguatan terhadap materi yang sudah dipelajari dengan memberikan penugasan dan menyampaikan rencana pembelajaran selanjutnya, serta diakhiri salam

D. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lesan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek

Lampiran

Penilaian Hasil Pembelajaran

1. Sikap
- **Penilaian Observasi**

    Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	…	75	75	50	75	275	68,75	C
2	…	...	...	...	...	...	...	...

Keterangan :
- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :
1. Aspek perilaku dinilai dengan kriteria:
   - 100 = Sangat Baik
   - 75 = Baik
   - 50 = Cukup
   - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   - 75,01 – 100,00 = Sangat Baik (SB)
   - 50,01 – 75,00 = Baik (B)
   - 25,01 – 50,00 = Cukup (C)
   - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

    Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50	250	62,50	C
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...		100			

    Catatan :
    1. Skor penilaian Ya = 100 dan Tidak = 50
    2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
    3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
    4. Kode nilai / predikat :
        75,01 – 100,00   = Sangat Baik (SB)
        50,01 – 75,00   = Baik (B)
        25,01 – 50,00   = Cukup (C)
        00,00 – 25,00   = Kurang (K)
    5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

    Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

    Nama yang diamati   : ...
    Pengamat   : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB

2	Memberikan solusi terhadap permasalahan.	100	
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100
4	Marah saat diberi kritik.	100	
5	...		50

<u>*Catatan :*</u>

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :
   75,01 – 100,00   = Sangat Baik (SB)
   50,01 – 75,00   = Baik (B)
   25,01 – 50,00   = Cukup (C)
   00,00 – 25,00   = Kurang (K)

- **Penilaian Jurnal** *(Lihat lampiran)*

2. **Penilaian Pengetahuan**

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang		1	

No.				
		digunakan tidak runtut		
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4
		Variatif dan tepat	4	3
		Cukup variatif dan tepat	3	2
		Kurang variatif dan Tepat		2	1
		Tidak variatif dan Tepat	Hampir tidak variatif dan tepat	1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4
		Pilihan tata bahasa tepat	4	3
		Pilihan tata bahasa cukup tepat	3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa	2	1
		Pilihan tata bahasa tidak tepat	hampir tidak tepat	1	

3. **Penilaian Keterampilan**

a. **Penilaian Presentasi/Monolog**

Nama peserta didik: _____   Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		

	Skor yang dicapai	
	Skor maksimum	**10**

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	**MEMUASKAN**	**MAHIR**
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:
MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. **Penilaian Portofolio**

Mata Pelajaran   : Bahasa Inggris

Alokasi Waktu   : 1 Semester

Sampel yang Dikumpulkan   : karangan

Nama Peserta didik : _____

Kelas :_____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai					Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7 10/8 .... dst					
2.	Membuat Resensi Buku	1/9 30/9 .... dst					

d. **Penilaian Kemampuan Menulis**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak	2	1

No	Aspek	Deskripsi		Skor	
		Tidak original	original	1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
		Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
7	Kerapihan Tulisan	Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
		Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
1	Pengucapan (*pronounciation*)	Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
		Hampir sempurna		5	4
2	Intonasi (*intonation*)	Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3

No.	Aspek	Deskripsi		Skor	Skor
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. **Pengayaan**

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. **Pengayaan**

   Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

Diketahui Oleh,   Tembung, 04 Agustus 2020

Mahasiswi Riset   Guru Mata Pelajaran

<u>Nurul Pratiwi</u>   **<u>Abdur Rahman Jambak S.Pd</u>**

NPM : 1702050042   **NUPTK : 10213755193003**

Pre-Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi. I am 13 years old. I live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

....
....
....
....
....
....
....
....

Post Test 1

Students Speaking Skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
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……………………………………………………………………………………………………
……………………………………………………………………………………………………

Score Pre-Test of Experimental Group (VIII.2)

NO.	Initial	Indicator					Pre-Test
		Vocabulary	Accuracy	Pronunciation	Comprehension	Fluency	
1.	ACA	12	15	13	10	10	**60**
2.	ALK	18	14	15	12	8	67
3.	ASY	14	20	16	15	12	77
4.	ARS	10	15	15	12	10	62
5.	ANH	15	18	15	13	12	73
6.	ADS	13	16	10	12	13	64
7.	CHC	15	20	15	13	13	76
8.	DFN	20	19	15	12	12	78
9.	DAS	18	14	20	14	12	78
10.	DAL	10	15	13	12	10	60
11.	DPS	17	19	15	13	14	78
12.	FNP	14	17	16	15	12	74
13.	ISG	21	15	7	13	15	71
14.	INA	16	18	20	15	12	81
15.	MNA	18	15	18	12	14	77
16.	MSN	12	15	13	14	10	64
17.	MAV	17	14	18	16	12	77
18.	NMR	14	20	16	15	12	77
19.	NAP	10	18	20	17	12	77
20.	NSD	15	15	15	13	11	69
21.	NAL	13	16	10	13	13	65
22.	NIA	15	19	15	12	7	68
23.	NUN	20	17	15	17	13	82
24.	NUH	18	14	20	14	8	74
25.	RIN	10	15	12	16	10	63
26.	RSR	17	17	15	16	14	79
27.	RIR	14	20	16	17	12	79
28.	SAK	17	15	13	12	15	72
29.	SIS	20	17	18	14	10	79
30.	SYA	20	14	15	15	14	78
31.	UKM	20	18	15	17	13	**83**
32.	YVE	19	15	17	16	14	81
33.	ZAZ	17	18	20	14	12	81
Total							**2424**
Mean							**73,45**

Score Post-Test of Experimental Group (VIII.2)

NO.	Initial	Indicator					Post-Test
		Vocabulary	Accuracy	Pronunciation	Comprehension	Fluency	
1.	ACA	17	18	17	15	15	82
2.	ALK	20	16	17	14	14	81
3.	ASY	15	17	18	16	14	80
4.	ARS	15	18	16	16	15	80
5.	ANH	17	18	18	15	16	84
6.	ADS	15	16	15	17	18	81
7.	CHC	18	16	17	16	17	84
8.	DFN	17	16	17	15	15	80
9.	DAS	19	17	18	19	13	86
10.	DAL	18	16	14	19	18	85
11.	DPS	19	17	16	17	16	85
12.	FNP	15	16	15	18	14	78
13.	ISG	15	17	15	16	17	80
14.	INA	17	18	16	19	17	87
15.	MNA	15	17	17	17	17	83
16.	MSN	14	15	17	17	15	78
17.	MAV	17	17	17	16	14	81
18.	NMR	16	17	18	15	15	81
19.	NAP	14	14	14	18	19	79
20.	NSD	17	15	18	16	19	85
21.	NAL	16	15	16	15	17	79
22.	NIA	15	16	15	17	14	77
23.	NUN	18	15	18	17	17	85
24.	NUH	17	15	17	15	14	78
25.	RIN	17	15	15	13	13	**73**
26.	RSR	17	15	15	16	18	81
27.	RIR	17	17	17	15	14	80
28.	SAK	15	13	18	18	14	78
29.	SIS	18	13	14	17	17	79
30.	SYA	19	15	17	14	15	80
31.	UKM	18	19	18	16	17	88
32.	YVE	19	18	17	18	18	**90**
33.	ZAZ	17	17	18	18	18	88
Total							**2696**
Mean							**81,69**

Score Pre-Test of Control Group (VIII.3)

NO.	Iniatial	Indicator					Pre-Test
		Vocabulary	Grammar	Pronunciation	Comprehension	Fluency	
1.	ARA	11	15	12	10	12	60
2.	ASH	15	14	13	15	12	69
3.	ALS	8	10	8	8	10	44
4.	AMA	14	15	15	13	17	74
5.	AZN	18	14	10	10	8	60
6.	AZR	15	20	10	11	7	63
7.	AZA	13	17	11	7	9	57
8.	CAS	12	16	15	8	5	**56**
9.	CUN	15	13	13	10	10	61
10.	ESN	13	15	12	9	14	63
11.	FAD	12	10	8	11	5	46
12.	FZR	20	18	15	15	17	**85**
13.	FAH	15	17	15	14	18	79
14.	FED	13	13	15	14	13	68
15.	FIS	16	15	18	11	11	71
16.	JIS	14	15	12	10	14	65
17.	KFH	18	16	16	14	15	79
18.	MEZ	18	14	10	12	10	64
19.	NAZ	15	20	14	15	12	76
20.	NAD	16	15	18	16	12	77
21.	NAM	13	17	14	14	11	69
22.	NAT	16	15	18	10	11	70
23.	NAL	18	20	20	12	10	80
24.	NAN	14	15	12	15	14	70
25.	NAS	18	14	10	14	8	64
26.	NCN	16	15	18	8	11	68
27.	NKN	15	12	10	12	8	57
28.	NRN	16	18	16	12	14	76
29.	PNS	10	10	12	13	17	62
30.	QAP	18	14	10	12	12	66
31.	SAN	15	20	10	13	7	65
32.	TAP	17	18	15	16	15	81
33.	TAL	13	13	15	14	17	72
34.	WAN	16	15	18	15	11	75

35.	ZAR	14	15	12	10	14	65
TOTAL							2357
Mean							67,34

Score Post-Test of Control Group (VIII.3)

NO.	Iniatial	Indicator					Post-Test
		Vocabulary	Grammar	Pronunciation	Comprehension	Fluency	
1.	ARA	15	16	15	14	14	74
2.	ASH	17	15	15	16	14	77
3.	ALS	15	14	14	14	15	72
4.	AMA	16	15	16	15	16	78
5.	AZN	15	14	16	15	15	75
6.	AZR	17	18	13	14	14	76
7.	AZA	16	17	18	13	15	79
8.	CAS	14	16	16	10	12	**68**
9.	CUN	16	16	15	16	14	77
10.	ESN	17	17	14	16	14	78
11.	FAD	15	14	14	15	15	73
12.	FZR	17	18	15	18	17	**85**
13.	FAH	15	17	18	17	15	82
14.	FED	14	14	15	13	15	71
15.	FIS	16	16	17	17	15	81
16.	JIS	15	17	15	14	15	76
17.	KFH	16	15	15	15	18	79
18.	MEZ	14	15	16	14	15	74
19.	NAZ	14	13	15	15	15	72
20.	NAD	14	13	17	14	15	73
21.	NAM	15	14	14	15	16	74
22.	NAT	15	13	17	14	15	74
23.	NAL	15	17	15	13	15	75
24.	NAN	15	13	15	16	19	78
25.	NAS	13	13	15	15	15	71
26.	NCN	15	14	18	13	15	75
27.	NKN	14	14	15	14	15	72
28.	NRN	17	15	17	15	18	82
29.	PNS	16	16	18	15	13	78

30.	QAP	17	15	17	15	18	82
31.	SAN	15	17	18	15	17	82
32.	TAP	15	14	17	15	16	77
33.	TAL	15	14	15	14	16	74
34.	WAN	15	15	17	13	15	75
35.	ZAR	15	13	15	16	14	73
TOTAL							**2662**
Mean							76,05

Attendant list of 8.2 Class

No	Name	Meeting				
		1st	2nd	3rd	4th	5th
1	Ade Citra Aulia					
2	Aisyah Lisna K					
3	Alfina Syahri					
4	Anggi R Syahfitri Lbs					
5	Annisa Hasanah					
6	Ayu Dealyani Srg					
7	Chintya Chumaira					
8	Dea Fadhilla Nst					
9	Desy Aulia Saragi					
10	Dinda Ayu Lestari					
11	Dinda Permata Sari					
12	Fiantika Naila Putri					
13	Indah Sari Br. Ginting					
14	Intan Almirah					
15	Masyita Nurra Ayudia					
16	May Sarah Nania					
17	Mayra Andra Vina					
18	Nadia Miftahul Rizky					
19	Nayla Putri					
20	Nazla Salsabila Daulay					
21	Nur Aisyah Lubis					
22	Nur Izza Assyabana					
23	Nur Nafisya					
24	Nurul Hasanah					
25	Rilla Natasya					
26	Riskika Sabrina Ramadhan					
27	Risty Rahayu					

28	Safira Khairina					
29	Siti Salsabila					
30	Syahrani Annafiah					
31	Ummi Kalsum Matondang					
32	Yumeka Valisa Ebana					
33	Zahara Zaid					

Attendant list of 8.3 Class

No	Name	Meeting				
		1st	2nd	3rd	4th	5th
1	Arfah Aqilah					
2	Alifah Syafira Harahap					
3	Altavia Savana					
4	Amelia Amanda					
5	Annisa Zahra Nasution					
6	Azzahra Ramullah					
7	Azzura Aulia					
8	Cahaya Aprilia Syahfitri					
9	Chelsea Ulya Dzakira Nst					
10	Ern Syafa Naibaho					
11	Fadillah					
12	Faiza Zahra Ritonga					
13	Fatimah Azzahra Hasibuan					
14	Femi Duwijayanti					
15	Fiddiyah Syafira					
16	Jihan Saiba					
17	Kayla Fitria Harahap					
18	Meuthia Zahra					
19	Nabila Azzahra					
20	Nadhira Aulia					
21	Naifah Azalia Mukti					
22	Natasya					
23	Naysila Arfiani Lubis					
24	Nazly Anggraini					
25	Nazwa Agustin Salsabila					
26	Nazwa Chairunnisa Nst					
27	Nur Khalisha Najwa					
28	Nur Rahmadani Nst					
29	Putri Nadya Safwah					

30	Queena Aqila Phalusa Hrp					
31	Siti Aulia Nasution					
32	Tasya Ayu Pratiwi					
33	Tiara Amanda Lubis					
34	Willy Ayu Nabila					
35	Zahra Ramadany					

Y = 20
G = 18
P = 15
C = 17
P = 13
―――
83

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby? ✓
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

My Hobby

Your Answer :

27. I really like reading, reading is one of my hobbles by reading Ifind it aesier to write I really like reading comic books foolk lore book sand fairy tale books ba sides reading also andds to our knowledge

Thank you!

nama : nur naFisya
lllas : VIII - 2

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

hello guys, my name is nur , iam 13 years old , i live on Jl. sempurna no 145 dusun I melati . my hobby is swimming . my Favorite game mobile legends bang - bang

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself! ✓
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

Introduce about myself

Assiamualaikum guys my name is RIZKIKA SABRINA RAMADHAN. Iam 13 years old, I live on Jalan Khalifa Tembung. more My Hobby badminton. I like game my talking angele, it makes me happy Thank you!

Pre Test

Students Speaking Skill

V = 13

P 6 : 16

: 10

C : 12

F = 13

64

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

" Hello guys, my name is Ayu, I am 12 years old, I live on jalan pendidikan Bandar khalifah. My hobby is cooking. we play cooking on sunday morning in field. I like game Pou , It makes me happy. Thank you "

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

" Hello guys, my name is anggi, i am 19 years old, i live on jalan Pendidikan s Tembung. My hobby is reading. wee reading on Sunday morning in field. I like game Pubg, it makes happy. Thank you!".

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a rabbit. named PoPo, we always play when I'm home. It always eats carrot as his favorite food. It skin colour is black and white. PoPo is 7 months now. we adopted PoPo when we visit our uncle's house. my mom loves PoPo so much and so do I

V = 18
G = 15
P = 18
C = 17
F = 17
_____
85

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a cat, named nuning. we always play when i'm home. it always eats wishkas as his favorite food. it skin colour is black. nuning is 5 montths now. we adopted nuning when we visit our uncle's house. my mom loves nuning so much and so do I.

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a rabbit, named bul-bul. we always play when I'm home. It always eats carrot as his Favorite Food. it skin colour is Gray and black. bul-bul is 3 years now we adopted bul-bul when we shop animal. My Family loves bul-bul so much and so do I

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal ✓
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

My Cat

Your Answer :

I have a cat, named oksab. we always play when i'm home. it always eats fish favorite food. It skn colour is white and black. oksab is 7 man spow. we adopted oksab when we visit our grandmother hous. my family lover miska so much and so dl.

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a cat, named bubu. we always play when i'm home. It always eats wishkas as his favorite food. It skin colour is Yellow and white. bubu is 1 years now. we adopted bubu when we visit our uncle's house. My family loves bubu so much and so do I.

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

Hello gusy may name is Fatimah, iam 13 years old. i live on jalan mesjid gang teratai 30. My hobby is Swimming. I have my best friend Nur Ramadhani

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....
....
....
....
....

V = 17
G = 18
P = 15
C = 16
F = 15
——
81

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

Hello guys my name is tasya, ~~am~~ I am 14 years, I live on ~~in~~ Jln gambir Psr Q tembung, my hobby is swimming~~el~~, we swimming on sunday morning go to noon, I not game, ~~#~~ I makes happy. Thank you.

V = 18
G = 14
P = 10
C = 12
F = 12
___
66

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

HELLO GUYS, MY Name Is QUEENA AQILAH PHALOSA HARAHAP, I am 14 years old, I Live on Jalan SUGENG. GG benteng. MY HObbY is bicycle. I'm bicycle on Sunday morning. I like game cooking, it makes me Happ. Thank You.

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

"Hello guys, My name is ERN, I am 13 years old, I live on Jalan letda Syjono. My hobby is swimming , we swim on sunday morning in the swimming pool. I like game free fire , It makes me happy. Thank you!"

v = 12
6 = 16
P = 15
c = 8
F 5
——
56

Pre Test

Students Speaking Skill

Direction

1. Make a personal monologue
2. Perform it in front of the class

Question : (Chose one)

1. Introduce about yourself!
2. Tell about your hobby?
3. Share about your favorite game?

*Example

Introduce Myself

"Hello guys, my name is Randi, i am 13 years old, i live on Jalan bandar Khalifa Tembung. My hobby is playing football. We play football on Sunday morning in field. I like game Free Fire, it makes me happy. Thank you!".

Your Answer :

Hello, my name is cahaya, I am 13 years old, I live on Medan, my hobby is swimming, and Futsal Sunday morning go to water park and afternoon playing Futsal. I like games Free Fire and mobile legends I am the second of three siblings. Thank you!

V = 15
G = 17
P = 18
C = 17
F = 15
___
82

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a cat, named mozza. We always play I'm home. It skin colour is gray and white. mozza is 6 months now. We adopted mozza when we visit our uncle's house. my mom loves mozza so much and so do I.

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a cat, named kitty. we always play when I'm home. It always eats wishkas as his favorite food. It's slkin color is balack. orange and white. kitty is 7 months now. we adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and sodoi

V = 15
G = 14
P = 17
C = 15
F = 16
77

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a cat, named cat I mochi we always ~~when~~ Play when it'm home, & It alwasys eats wishkas as his Favorite Food mochi, it skin colur is black and white, mochi is 6 ~~~~ months now, my mom loves mochi so much and so do I

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a cat named AFIqa, WE alwAys play when I'n home. It ALWAYS eats Fish as his Favorit Food. It skin colour is Gray. AFiqa is 2 months now. we adopted AFIQA when we Visit our Uncle's house. MY mom Loves AFIqA so much.

$y = 14$
$b = 16$
$P = 16$
$e = 10$
$F = 12$
$\overline{68}$

Post Test 1

Students speaking skill

Direction

1. Student come in front of the class
2. Student take one paper about the topic
3. Student prepare the topic about 1 minute
4. Student perform impromptu speaking about the topic infront of the class.

Topic

1. Animal
2. Transportation
3. Personal Idol
4. Family
5. Favorite food

*Example

My Cat

I have a cat, named Jecko. We always play when i'm home. It always eats Wishkas as his favorite food. It skin colour is Gray and white. Jecko is 5 months now. We adopted Jecko when we visit our uncle's house. My mom loves Jecko so much and so do I.

Your Answer :

I have a cat, named layla. We always play when I'm home, It always eats Fish as his favorite food. It skin colour black and pink. layla is 6 months now. I like take the car beat. my idol favorite brightwin my favorite food is burger
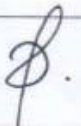
PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:
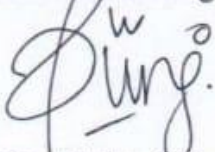
Nama Mahasiswa   :   Nurul Pratiwi

NPM   :   1702050042

Program Studi   :   Pendidikan Bahasa Inggris

APP've Judul on	Diterima
The Effect of Impromptu Speaking Method to The Student's Speaking Achievement in MTs. Al-Jam'iyatul Washliyah Tembung.	ACC 18/03 - 2021

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 18 Maret 2021

Disetujui oleh
Dosen Pembimbing

Hormat Pemohon

Ambar Wulan Sari, S.Pd.,M.Pd

Nurul Pratiwi

Form K-1

Kepada Yth : Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan Hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nurul Pratiwi
NPM : 1702050042
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 120 SKS   IPK = 3,58

Persetujuan Ket/Sekretaris Prog.Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
19/03 2021	The Effect of Applying Impromptu Speaking Method on The Student's Speaking Achievement in MTs. Al-Jam'iyatul Washliyah Tembung.	
	The Implementation of Impromptu Speaking Method to Improve Students' Speaking Achievement.	
	Improving Students Speaking Achievement By Using Experiental Learning Through Pair Work Activity.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya, ucapkan terima kasih.

Medan, 19 Maret 2021
Hormat Pemohon,

Nurul Pratiwi

Keterangan :
Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Dekan/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkipumsu.ac.id E-mail: fkip@umsu.ac.id

Kepada :   Yth. Ibu/ Ketua/Sekretaris
             Program Studi Pendidikan Bahasa Inggris
             FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa   :   Nurul Pratiwi
NPM   :   1702050042
Pro. Studi   :   Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini
dengan judul sebagai berikut :

"The Effect of Applying Impromptu Speaking Method on The Student's Speaking
Achievement in MTs. Al-Jam'iyatul Washliyah Tembung."

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Ambar Wulan Sari, S.Pd., M.Pd   Acc 05/04-2021

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 19 Maret 2021
Hormat Pemohon,

Nurul Pratiwi

Keterangan
Dibuat rangkap 3 :-   Asli untuk Dekan/Fakultas
                 -     Duplikat untuk Ketua / Sekretaris Jurusan
                 -     Triplikat Mahasiswa yang bersangkuta

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 831 /II.3/UMSU-02/F/2021
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
            Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Nurul Pratiwi
N P M   : 1702050042
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Effect of Applying Impromptu Speaking Method on The Students Speaking Achievement in MTs. Al-Jam'iyatul Washliyah Tembung

Pembimbing   : Ambar Wulan Sari, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 5 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 22 Sya'ban   1442 H
        05 April   2021 M
        Dekan

Prof. Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Nurul Pratiwi
N.P.M	: 1702050042
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Impromptu Speaking Method on The Student's Speaking Achievement in MTs. Al-Jam'iyatul Washliyah Tembung

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 April 2021	- Revisi Bab I	
	- Revisi Bab II	
	- Revisi Bab III	
4 Juni 2021	- Revisi Bab I	
	- Revisi Bab II	
	- Revisi Bab III	
17 Juni 2021	- Revisi Bab II	
18 Juni 2021	Acc Sempro	

Diketahui oleh:
Ketua Prodi

Medan, 17 Juni 2021

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum)

(Ambar Wulan Sari, S.Pd, M.Pd)

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : NURUL PRATIWI

NPM : 1702050042

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : THE EFFECT OF APPLYING IMPROMPTU SPEAKING METHOD ON THE STUDENT'S SPEAKING ACHIEVEMENT IN MTS. AL-JAM'IYATUL WASHLIYAH TEMBUNG

Sudah layak diseminarkan:

Medan, 17 Juni 2021

Diketahui Oleh,

Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Ambar Wulan Sari, S.Pd, M.Pd

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Lengkap : Nurul Pratiwi
NPM : 1702050042
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari : Jum'at
Tanggal : 25 Juni 2021
Judul : The Effect of Applying Impromptu Speaking Method on the Student's Speaking Achievement

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik, kami ucapkan banyak terimakasih. Akhirnya, selamat sejahteralah kita semuanya, Amin.

Dikeluarkan di : Medan
Pada Tanggal : 28 Juni 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata–1 bagi :

Nama Lengkap	:	Nurul Pratiwi
NPM	:	1702050042
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Applying Impromptu Speaking Method on the Student's Speaking Achievement

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh:

Diketahui/Disetujui Oleh
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Ambar Wulan Sari, S.Pd., M.Pd

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at, Tanggal 25 Juni 2021 telah diselenggarakan Seminar Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama	:	Nurul Pratiwi
NPM	:	1702050042
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Impromptu Speaking Method on the Student's Speaking Achievement

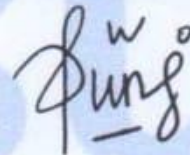| NO	MASUKAN / SARAN
JUDUL	- Change "Faculty of Teacher's Training and Education University of Muhammadiyah Sumatera Utara", became "Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara". - Remove School Name in the Tittle.
BAB I	- Add more in the Background of the Study. - Formulation of the Study changed to one.
BAB II	Change Theoretical Framework.
BAB III	Change Technique of Data Analysis use software SPSS.
LAINNYA	- Add DOI in references Journal. - Correct punctuation, parentheses and citations.
KESIMPULAN	[ ] Disetujui [ ] Ditolak [ ] DisetujuiDenganAdanyaPerbaikan

Medan, 25 Juni 2021

Dosen Pembahas   Dosen Pembimbing

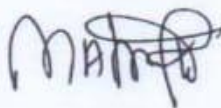Pirman Ginting, S.Pd., M.Hum   Ambar Wulan Sari, S.Pd., M.Pd

PANITIA PELAKSANA

Ketua   Sekretaris

Mandra Saragih, S.Pd., M.Hum   Pirman Ginting, S.Pd., M.Hum

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa   : Nurul Pratiwi
NPM   : 1702050042
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Effect of Applying Impromptu Speaking Method on The
Student's Speaking Achievement

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,16 September 2021

Hormat saya,
Yang membuat Pernyataan

(Nurul Pratiwi)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum.

Nomor	: 1766/II.3-AU/UMSU-02/F/2021	Medan,	26 Dzulhijjah 1442 H
Lamp	: ----		05 Agustus 2021 M
Hal	: Permohonan Riset Mahasiswa		

Kepada Yth, Bapak Kepala Sekolah
MTs. Al-Jam'iyatul Washliyah Tembung
Di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr, Wb.

Wa Ba'du, semoga kita semua sehat Wal'afiat dalam melaksanakan kegiatan /aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syaratpenyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukanPenelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	: Nurul Pratiwi
N P M	: 1702050042
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Impromptu Speaking Method on The Student's Speaking Achievement In MTs. Al-Jam'iyatul Washliyah Tembung

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin

Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
0115057302

Pertinggal

MADRASAH TSANAWIYAH
AL-JAM'IYATUL WASHLIYAH
DESA TEMBUNG - KEC. PERCUT SEI TUAN - KAB. DELI SERDANG
NSM : 121212070005 ~ NPSN : 10264228

Jl. Besar Tembung No. 78 Dusun IV Tembung Kec. Percut Sei Tuan Telp. 061-42074100 Kode Pos 20371

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 083 / MTs – AW / S.IR / IX / 2021   Tembung, 11 September 2021

Lamp   : -

Perihal : Pemberian Izin Riset

Kepada Yth

Bapak / Ibu Pimpinan Universitas Muhammadiyah Sumatera Utara Medan

di

Tempat

Assalamu'alaikum Wr. Wb.

Terlebih dahulu kami mendo'akan Bapak / ibu dalam keadaan sehat dan sukses dalam menjalankan segala aktivitasnya sehari – hari.

Berdasarkan surat yang kami terima dari Universitas Muhammadiyah Sumatera Utara Medan Fakultas Keguruan dan Ilmu Pendidikan tertanggal 26 Dzulhijjah 1442 H bertepatan 05 Agustus 2021 M Nomor : 1766/II.3-AU/UMSU-02/F/2021, tentang Permohonan Riset Mahasiswa di Madrasah Tsanawiyah Al – Jam'iyatul Washliyah Tembung.

Maka berdasarkan hal tersebut di atas, kami memberikan izin Riset kepada Mahasiswa yang namanya tertera dibawah ini

Nama   : **Nurul Pratiwi**
N P M   : 1702050042
Program Studi   : Pendidikan Bahasa Inggris

benar telah melaksanakan Penelitihan /Riset di MTs. Al-Washliyah Tembung untuk menyelesaikan tugas akhir dalam rangka penyusunan Skripsi (Karya Ilmiah) ;dengan judul :" *The Effect of Applying Impromptu Speaking Method on The Student's Speaking Achievement In MTs. Al-Jam'iyatul Washliyah Tembung*" pada tanggal 06 Agustus 2021 s/d 11 September 2021.di Madrasah Tsanawiyah Al-Jam'iyatul Washliyah Tembung

Demikianlah hal ini kami sampaikan kepada Bapak / ibu, atas perhatiannya kami ucapkan terima kasih.

Wassalam
Kepala Madrasah Tsanawiyah
Al-Jam'iyatul Washliyah Tembung

MUHAMMAD YUNUS, S.Ag. M.Pd

*Bila menjawab surat ini, agar disebutkan
nomor dan tanggalnya.*

SURAT KETERANGAN
Nomor :1822/KET/II.3-AU/UMSU-P/M/2021

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Nurul Pratiwi**
NIM	:	**1702050042**
Univ./Fakultas	:	**UMSU/Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/S-1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"The Effect of Applying Impromptu Speaking Method on the Student's Speaking Achievement"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 11 Shafar 1443 H.
18 September 2021 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

Website : http://perpustakaan.umsu.ac.id Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor :1420/KET/II.3-AU/UMSU-P/M/2021

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: **Nurul Pratiwi**	
NPM	: **1702050042**	
Fakultas	: **Keguruan dan Ilmu Pendidikan**	
Jurusan	: **Pendidikan Bahasa Inggris**	

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 29 Muharam 1443 H.
06 September 2021M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Nama Lengkap   : Nurul Pratiwi
NPM   : 1702050042
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Applying Impromptu Speaking Method on the
                   Student's Speaking Achievement

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
13/09/2021	Chapter IV		
14/09/2021	Acknowledgement		
16/09/2021	Acc. the green table		

Medan, September 2021

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum

Dosen Pembimbing

Ambar Wulan Sari, S.Pd., M.Pd

CURRICULUM VITAE

PERSONAL IDENTITY

Name   : Nurul Pratiwi
Place/Date of Birth   : Medan, July 31st 1999
Religion   : Islam
Status   : Single
Nationality   : Indonesia
Address   : Jl. Perhubungan Gg. Karto No.10, Desa Laut Dendang
Phone Number   : 081373121231
Email   : pratiwinurul90@gmail.com

PARENTS' DATA
Father Identity

Name   : Hamdani
Place/Date of Birth   : Medan, December 15th, 1960
Occupation   : Police

Mother Identity

Name   : Tuti Wahyuni
Place/Date of Birth   : Medan, November 11th, 1961
Occupation   : Housewife

EDUCATIONAL BACKGROUND

2005 – 2011   : SD Swasta Pahlawan Nasional Medan
2011 – 2014 : SMP Swasta Pahlawan Nasional Medan
2014 – 2017 : SMA Negeri 11 Medan
2017 – 2021 : Universitas Muhammadiyah Sumatera Utara

QUALIFICATIONS

Microsoft Office Word, Excel, PowerPoint

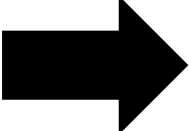Technology Information, Accounting Program

Marketing Program, Business

Indonesian Language (Active), English Language (Active)

Hormat saya,

Nurul Pratiwi

Researcher was introducing herself to the students in front of the class

Researcher called some students to do the activity
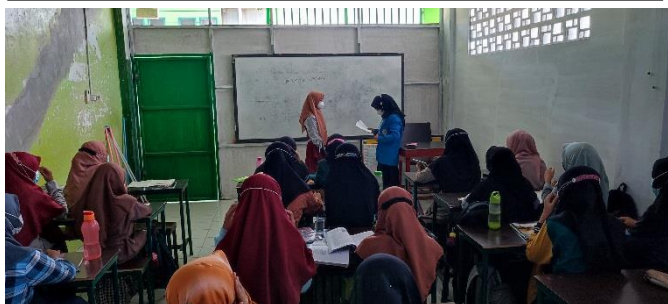Of Impromptu speaking in the class room.

Researcher Explained what was
Impromptu speaking in the class room and student pay attention to her.

Researcher helped a student who did not understand about the topic.

Researcher supervised the student's activity when they performing in front of the class. And some students tried to be brave to speak to their friends.

Researcher Explained the topic more, so that the student would understand more the material. And the reashercher gave them the example how to do impromptu speaking well.