

**THE IMPLEMENTATION OF IMPROMPTU SPEECH TO IMPROVE  
STUDENTS' SPEAKING SKILL**  
*(An Experimental Study at the First Year Students of MAS Al-Manar Aceh  
Besar)*

**THESIS**



**Submitted by**

**MERI MIRANDA**  
**Student of Faculty of Education and Teacher Training**  
**Department of English Language Education**  
**Reg. No: 231324163**

**FACULTY OF EDUCATION AND TEACHER TRAINING**  
**AR-RANIRY STATE ISLAMIC UNIVERSITY**  
**DARUSSALSM-BANDA ACEH**  
**2018 M/1439 H**

THESIS

Submitted to Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University Darussalam Banda Aceh  
In partial of the requirements for *Sarjana Degree* (S-1)  
On Teacher Education

By:

**MERI MIRANDA**

Student of Faculty of Education and Teacher Training  
Department of English Language Education  
Reg. No: 231324163

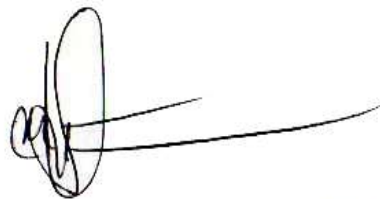
Approved by:

Main Supervisor,

Co-Supervisor



Syarifah Dahliana, M.Ag., M.Ed., Ph.D



Suherman, S.Ag., S.I.P., M.Ec

**It has been defended in *Sidang Munaqasyah* in front of  
the Council of Examiners for Working Paper and  
has been accepted in Partial Fulfillment of  
the Requirements for *Sarjana* Degree S-1  
on Teacher Education**

**On:**

**Thursday, January 25<sup>th</sup>, 2018  
Jumadil Awal 8<sup>th</sup>, 1439 H**

**Darussalam – Banda Aceh**

**Chairperson,**



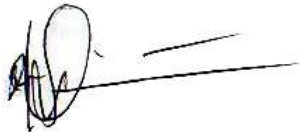
**Syarifah Dahliana, M. Ag., M. Ed., Ph. D**

**Secretary,**



**Fithriyah, M. Pd**

**Member,**



**Suherman, S. Ag., S.I.P., M. Ec**

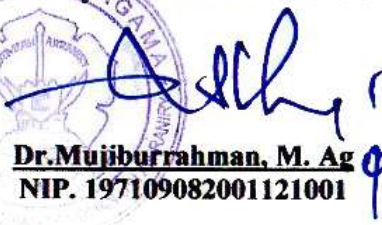
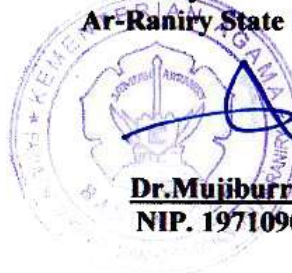
**Member,**



**Khairil Razali, S. Pd. I., MA., M.S**

**Certified by:**

**The Dean of Faculty of Education and Teacher Training k  
Ar-Raniry State Islamic University**

**Dr. Mujiburrahman, M. Ag  
NIP. 197109082001121001**

## ACKNOWLEDGEMENT



All praise be to Allah SWT the almighty who has given the writer mercy and occasion to finish this thesis. Shalawat and salam to our prophet Muhammad (peace be upon him), the loftiest person in the world.

First of all, the writer dedicated her deepest gratitude to her supervisor, Ms. Syarifah Dahliana, M.Ag., M.Ed., Ph.D and Mr. Suherman, S.Ag., S.I.P., M.Ec, who guided and advised the writer in writing this thesis. Then, she also dedicated her deepest gratitude to her academic supervisor, Dr. Jarjani, S.Ag., S.Si., M.Sc., MA, who has guided her ecademically. She would like to thank to all of lecturers in English Education Department for their kindness during her study. Thanks to endless prayer, support, and motivation to her beloved friends Nurul Husna, Suci Pidia Sari, Sarah Maghfirah, and Qhusnul Qhatimah who always support, give motivation, and share the ideas.

Her special thanks to Mr. Putrayadi, S.Pd as the principle of MAS Al Manar Islamic Boarding School, all of teachers, ustad, ustazah, all staff, and also all of students of MAS Al Manar Boarding School, Aceh Besar, especially to the students of class X-B and X-C cause they were cooperatively since the writer conducted the research. Thanks a lot for everyone who encourages her, may Allah bless them.

Moreover her special thanks to her beloved parents (Nurdin and Nuraini) who always give their greatest love, prayer, support, and they also always give their best to

her. Then, her thank to my beloved brothers (Jeffry Tonisa and Mus Mulyadi) and sisters (Susilawati and Tutia Rahmi) who always love me and make my life wonderful.

Banda Aceh, January 25<sup>th</sup> 2018

Meri Miranda

## TABLE OF CONTENTS

THESIS COVER

APPROVAL LETTER FROM SUPERVISOR

SIDANG MUNAQASYAH-EXAMINER SIGNATURE

ACKNOWLEDGEMENT .....	i
CONTENTS.....	iii
LIST OF TABLES .....	v
LIST OF APPENDICES .....	vi
DECLARATION OF ORIGINALITY .....	vii
ABSTRACT .....	viii

### CHAPTER I: INTRODUCTION

A. Background of Study .....	1
B. Research Questions .....	3
C. The Aim of Studies.....	4
D. Hypothesis .....	4
E. Significant of Studies .....	4
F. Terminology .....	5
1. Impromptu speech.....	5
2. Definition of speaking.....	5

### CHAPTER II: LITERATURE REVIEW

A. Definition of speaking .....	6
1. Basic Types of Speaking .....	6
2. The Component Skill in Speaking .....	8
3. Methods of Speaking .....	10
B. A Brief Overview of Impromptu Speech .....	11
C. The Advantages of Using Impromptu Speech .....	14
D. Previous Studies .....	14

### **CHAPTER III: RESEARCH METHODOLOGY**

A. Research Design.....	17
B. The Population and the Sample of the Research.....	17
a. Population.....	17
b. Sample.....	18
C. Techniques of Data Collection and Data Analysis ...	18
a. Experimental Teaching .....	18
b. Test.....	18
c. Questionnaire .....	23
d. The Process of Data Collection .....	24

### **CHAPTER IV: DATA ANALYSIS**

A. The Data Analysis of Test .....	27
B. Examining Hypothesis .....	35
C. The Data Analysis of Questionnaires.....	40
D. Discussion .....	47

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	49
B. Suggestion .....	50

<b>REFERENCES .....</b>	<b>51</b>
-------------------------	-----------

### **APPENDICES**

### **AUTOBIOGRAPHY**

## **LIST OF TABLES**

Table 4.1 The Score of Pre-test and Post-test of Experimental Class

Table 4.2 The Score of Pre-test and Post-test of Control Class

Table 4.3The Differences Score of Pre-test and Post-test of Experimental Class

Table 4.4The Differences Score of Pre-test and Post-test of Control Class

## **LIST OF APPENDICES**

1. The Consent Letter by The Dean of Tarbiyah and Teacher Training Faculty
2. The Recommendation letter of conducting Research from faculty of Tarbiyah and Teacher Training Faculty
3. The Recommendation Letter of Conducting Research from Kementrian Agama
4. The Confirmation Letter of Conducting Research from MAS Al-Manar Aceh Besar
5. Pre-test and Post-test
6. Questionnaire
7. Rubric
8. Lesson Plan
9. Autobiography

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Meri Miranda

Nim : 231324163

Tempat/Tanggal Lahir : Banda Aceh/05 May 1995

Alamat : Ds. Mata Ie, Kec. Mesjid Raya, Kab. Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “The Iplementation of Impromptu Speech Method To Improve Students’ Speaking Skill (An Experimental Study at First Year Students of MAS Al Manar Aceh Besar)” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, January 19, 2018

Saya yang membuat pernyataan,



(Meri Miranda)

## ABSTRACT

Speaking is one of important skills in communication. There are several difficulties that are faced by students in learning speaking such as lack of vocabulary, grammatical difficulty, lack of confident, accent, pronunciation, and so forth. In teaching speaking, some instructional media can be used by a teacher such as video or audio. Understanding the difficulties that faced by students may help the teacher to solve the problem in teaching learning speaking and improve students' speaking skill. This study was intended to find out whether impromptu speech method improve students' speaking skill or not. To achieve the aim of this study, the writer conducted the research at MAS Al Manar Boarding School. For the sample, the writer choose X-B and X-C in academic year 2017-2018. To collect the data, the writer used teaching experiment, pre-test and post-test. Experimental teaching was done in five meetings, by giving one meeting for pre-test, three meetings for treatment, and one meeting for post-test. The result of this research showed that Impromptu Speech method improved students speaking skill. It was proved based on the data from the mean scores wich show that pre-test 61.6 and post-test was 69.25. Then, the calculation from  $t_{test}$  also showed the significant level of experimental class was 1.60 and control class was 1.22. Therefore, the experimental class  $T_{score} > T_{table}$  and the control class  $T_{score} < T_{table}$ . Furthermore, based on students' questionnaire, most of students had positive responses toward the implementation of impromptu speech method in learning speaking.

*Keyword: Impromptu Speech, Speaking Skills*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background Of Study**

Speaking skill is the most implemented skill in language behavior since it is the way humans communicate one another (talking). Mc Candlish (2012, p.1) states “The social function is fundamental to human existence and in itself is an important reason for developing oral language”. Therefore, effective communication ability is able to help people to exchange and share their ideas, opinions, feeling, even build relationships and have some touches with people around the world.

It has been known that there are four basic skills that have to be mastered by students’ in learning a foreign language. Speaking skill is one of the four language skill (listening, reading, and writing). Some functions of speaking are that a speaker can express his opinion or express and feeling, ask for something, share knowledge or information directly and so forth. The ability in mastering speaking is a measurement to know how far a students has mastered the language. According to Brown and Yule (2000), speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning language or not.

The problems of students' difficulty in English speaking can be caused by various factors. Some of the factors can be (1) students' lacks of vocabulary, (2) students' speaking behavior, (3) grammar knowledge, or (4) motivation. Another factor of students' difficulty in using English in speaking learning may be caused by students' lack of confidence in using English in daily conversation. Speaking is not only about producing sound but also about expression and accent. People need some purposes to talk about something. The reason why people talk or communicate one another is because they need to express ideas or feeling at that time.

Teacher has the obligation to find out the right method in solving the problems occurred as mentioned above. It needs to be focused on student centered learning which describes ways of thinking about learning and teaching that emphasize students responsibility for such activities as planning learning, interacting with teachers and other students, researching, and assessing learning (Cannon, 2000).

When the writer did teaching practice she found that some students of senior high school have low ability in speaking English and they are below standard point of English proficiency. The result of observation indicate that the fundamental problem of the students in speaking English properly is caused by few opportunities that are given to students to speak English. They were just taught by using English textbook and some written students' work sheets. It seems no more devices to enhance the students' sinterest in learning speaking.

*Impromptu* speech exercise as the alternative method for a high school teacher can be used to improve the students' speaking skill which will be able to give good result as an effort of applying the speech exercises as the students' problem solver. This teaching strategy also involves and encourages students to be more attractive, creative, and courage in communicating each other which engaged the students' interest in having spoken English. This method might be a little bit difficult to apply in the first time because the students have no time to prepare before starting speaking but the writer assumed that students would be adapting during learning process..

According to Mulyana ( 2017, p.67) *Impromptu* speech method is a speech done on the spur of the moment, without previous specific preparation. In addition, *impromptu* means "in readiness". It refers to someone that is ready to speak whenever and whatever topic given based on their prior knowledge. In this context, *impromptu* speech is usually not difficult for those who have wide insight and knowledge. However, flanders (2007, p.99) states that "*impromptu* speech method is a speech done on the spur of moment, without previous specific preparation". By using *impromptu* speech method the lecturer can give a challenging atmosphere in class, so that the students do not feels demotivated in join the lesson. Moreover, the use of *impromptu* speech method can help the students to freely express their opinions or ideas, issues or topic on hands.

Based on the explanation above, this study will explore the implementation of *impromptu* speech in English speaking class in order to see its effect on students' skill in English communication

## **B. Research Question**

1. Does the impromptu speech method improve students speaking skill?
2. What are the students' responses toward the implementation of impromptu speech method in speaking class?

## **C. Research Aim**

The aims of this research are:

1. To investigate whether impromptu speech improve students' speaking skill.
2. To find out the students' responses toward the implementation of impromptu speech method.

## **D. Hypothesis**

The hypothesis in this research are:

$H_a$  :Impromptu speech method improve students' speaking skill

$H_o$  :Impromptu speech method do not improve students' speaking skill.

## **E. Significance of Study**

1. For students, this study is hopefully able to help students to increase their interest in learning speaking through impromptu speech method.
2. For teacher, this study provide an information about an effective teaching method in teaching speaking. This method can be an alternative way to improve the students' speaking skill.

3. For school, this study can be an input of a good alternative method in increasing the quality of teaching and learning process in speaking class.
4. For readers, this report can be used as a reference about the influence of impromptu speech on students' speaking skill.

## **F. Terminology**

### **1. Impromptu Speech**

According to Ross (1995), an *Impromptu* speech is one that is delivered without advance notice or time for detail preparation. Then, Zarefsky (1996), states that an impromptu is a mode of presentation which the speaker has little or no time for preparation. In other words, impromptu speech is a relatively simple formal speaking exercise of a limited duration of time and with limited formal preparation. Usually times given to speech was 3 or 5 minutes.

### **2. Speaking skill**

Speaking is productive skill because when we speak we produce the text and it should be meaningful. Speaking could not be separated from listening in the nature of communication, we can find the speaker, the listener, the message and the feedback.

Hughes (2002, p.113), speaking skill is one of components involved in curriculum of language teaching that has to be taught by the teacher. Van Lier (1995, p.88) argues that, "speaking is productive oral skill. It consists of producing systematic verbal utterances to

convey meaning”. In other words, the aims of speaking are not only to convey the information but also to entertain the people around the world. Speaking is an activity involving two or more people in which the speaker and listener react to the information of what they say and hear. In this study, speaking skill refers to students’ ability to produce English words and sentences in impromptu speech. In this cases their English speaking skill is measured through their fluency, pronunciation, and content.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of speaking**

In order to make the definition of speaking clearer, the writer describes what speaking is. Generally, speaking is process of using language between speaker and listener to convey some information. According to Chaney (1998, p.13) “speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

Bailey and Nunan (2005, p.2) asserted that “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information”. It can be perceived that speaking is a kind of interaction process involving two or more people (as speaker and listener) in order to convey and receive the intended information. In this case, the people who involve in the interaction process should strive to speak clearly, so that, the information can be conveyed and accepted as expected.

Based on explanation, the writer concludes that speaking is a process of using language in order to share the information, knowledge, idea, and opinion to other persons.

## 1. Basic types of speaking

Every people has different style or ways in speaking. Basically, Brown (2004, p.141) said that the basic types of speaking is divided into five categories, namely:

### a. Imitative

Imitative is the ability to simply imitate a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be in the criterion performance. On the other words, imitative focused on intonation, vocals, and so forth.

### b. Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). For example, reading aloud sentence and dialogue completion. In other words, intensive is someone ability to gain the meaning of the conversation based on content.

### c. Responsive

Responsive includes interaction and text comprehension but at somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. It means, the

teacher teach how to respond and comment on a statement or a topic.

d. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges or multiple participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of fact and information. For instance: interviews, role plays, games, and discussion.

e. Extensive (monologue)

Extensive is oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. In other words, this types need more action and interaction to the listeners.

The writer concluded that, there are several types of speaking such as interactive, intensive, monologue and so on. Speaking needs an action and response between speakers and listeners. Based on types of speaking, every words should related to the content on the topic. In addition,

speaking needs an intonation to persuade the listeners to believe or follow the speakers' intention and to understand the easily speaker's meaning.

## **2. The Component skills in Speaking**

As proverb say 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English we have to some important component. The component is the aspects influencing how well people speak English. Here is the component of speaking skill according to Brown (2004, p.27) namely:

### **a. Pronunciation**

Pronunciation is the way of students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds and pattern in a language. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of individual word, and understanding of intonation.

### **b. Vocabulary**

Vocabulary is one of the language aspects which is very crucial in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target

language, the students have to master a lot of vocabulary. Vocabulary is an important aspect in the teaching learning process; students must continually learn words as they learn structure and as they practice sound system. Vocabulary is about the words, where they come from, how they change, how they related to each other and how to use them to view the world. In brief, vocabulary is a total number of words that make up the language.

c. Grammar

Grammar and pronunciation have a close relationship. Grammar is very crucial in speaking because if the speaker does not master grammar or structure, she/he cannot speak English well. In addition the listener will not understand what the speaker are trying to say. Furthermore, Heaton (1978, p.5) also stated that “student’s ability to manipulate structure and to distinguish appropriate grammatical from inappropriate one”. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

d. Fluency

In speaking, fluency can be defined as the ability to speak fluently and accurately. Fluency is the ability to talk freely without too much stopping or hesitating. From the explanation above, it can be concluded that someone will be

able to speak fluently and accurately when they have sufficient vocabulary and know how to pronounce the word correctly. In addition, their ability in using grammar also will help them to have a good speaking.

e. **Comprehension**

In oral communication, responding to a speaker speech is certainly required because when the listeners give respond well and correctly, it shows that the listeners' comprehend and understanding well what the speakers' are saying. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

### 3. **Methods of Speaking**

In speaking that has several method used. Usually this method is used when someone wants to do a presentation or speech in public. According to Mulyana (2007, p. 67-71) there are fourth method in public speaking, namely :

- a. **Impromptu speaking** is calling for student to speech up by given time that they typically get no time to prepare what they are going to say. Usually impromptu used by people who has a lot of experience and knowledge.
- b. **Extemporaneous speaking** is assigning for students to speak with some prior preparation. This speaking involves the speaker use of

note cards to guide them from point to point and some embellishment to deliver a speech.

- c. **Manuscript speaking**, the speaker reads every word from a pre-written speech. Sometime, this method can be boring without eye contact, movement, and body language.
- d. **Memory** is memorizing over all of the text and speech without text.

From the method above, the students usually used manuscript or memorizing method because the manuscript or memorizing method is easier to use. Impromptu method is usually used in a situation that expose students' experience and previous knowledge; *Impromptu* speech is appropriate for debate event.

#### **B. A brief overview of impromptu speech**

Mulyana (2007, p.67) *impromptu* mean "in readness". She/he was ready to speak wherever and whenever with varieties topic at that time. Usually this method used by people who has more experience and knowledge. Then, Zarefsky (1996) said that, *impromptu* speech method is a mode of presentation which the speaker has a little or no time for preparation. An *impromptu* speech was delivered on the spur of the moment, without advance notice or time for detiled preparation (Grice & Skinner, 1993). So, the writer concluded that impromptu speech is a speech individual event that involves a 5 to 8 minute speech with a

characteristically short preparation time. According to Twain (n. d), there are 4 techniques to delivering a better impromptu speech;

1. Give yourself time to prepare

- Take deep breaths
- Rise slowly from the chair and walk slowly to the lectern (or stand behind and away from the chair). Use this time to collect and decide on the purpose and plan of speech
- Think about the opening sentences
- Don't have to start the speech immediately

2. Feel confident

- Look at audience and smile
- Don't slump, fidget, and do not put hands in your pocket
- Speak and act in confident manner

3. Slow delivery

- Gave you time to think ahead
- Audience has time to absorb and react to what you are saying
- Helps you reduce umm and ah

4. Focus

- Be brief to point
- Talk directly to the audience and adapt to their feedback
- Maintain good eye contact with the audience

- Don't ramble or say too much on the subject
- Keep the focus on the subject while talking
- Speak at the audience level

The writer concluded that, there are 4 techniques before doing a presentation such as self-confident, focus on the topic, and slow delivery. This techniques very important in speech to make listeners understand and believe the speakers sentences.

### **C. The Advantages of using Impromptu Speech**

There are several advantages of using impromptu speech conducted by Twain (n.d) , there are ; impromptu speech can improve oral expression of thought, develop confidence in public speaking, learn to “think on your feet”, and develop leadership and communication skills.

### **D. Previous Studies**

There are two previous studies related to this research, they are: First, the research conducted by Siti Munawarah (2012) entitled “The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year of State Senior High School 12 Pekanbaru” which used quasi-experimental with nonequivalent research. The instruments were observation and oral production test. The writer took two class; experimental class and control class. The mean of score of experimental class is 61.40 while the mean score of control class is 51.20. Both of the classes have their improvement from pre-test score, but the improvement

is different; students' speaking ability in experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment.

Second, the research conducted by Maria Elga Erstentia (2016) entitled "Students' Responses to The Implementation of Impromptu Speech Practice To Improve Students' Speaking Skill In Critical Listening and Speaking 1 Class". The research employed qualitative research. The participants of this research were 30 students and a lecturer from critical listening and speaking 1 class D in the English language Education Study Program Sanata Dharma University. The researcher conducted observation, interview, and distributed questionnaire. The researcher chose the participants from the fourth semester students of critical listening and speaking 1 class D in academic year of 2014/2015 at English Education Program of Sanata Dharma University. The result of this study showed that the implementation of impromptu speech practice improved speaking skill. However, the implementation of impromptu speech practice still needs to be developed.

In this research the writer used quantitative method (quasi-experimental). The writer used two classes: experimental class and control class of senior high school. Then, the writer uses pre-test, post-test to see the improvement of students English speaking and distributes questionnaire to know the students responses toward the implementation of impromptu speech. The differences of this research with the previous study come from its

methodology and research sample. Thus, the findings will provide the difference result.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This is a quantitative research. The techniques of data collection used are test and questionnaire. Creswell (2003, p.18) states, quantitative research “employ strategies of inquiry such as experimental and survey, and collect data on predetermined instruments that field statistical data”. Using quantitative approach the writer tried to find out students’ improvement in speaking through given test and questionnaire to the students’ responses toward the implementation of impromptu speech method.

#### **B. The Population and the Sample of The Research**

This research was conducted at Islamic Boarding School of MAS Al Manar, Gampong Lampermai Kecamatan Krueng Barona Jaya Kabupaten Aceh Besar. This school was built in 2000, it has six level of classes divided into Tsanawiyah/Junior high school and Aliyah/Senior high school. As the other Islamic Boarding School in Aceh, this school combined two curriculums, National curriculum and Dayah curriculum which contain science and language subject, such as math, chemistry, physics, English and Arabics; At night, it applied Dayah curriculum which enable students to read and understand kitab.

#### a. Population

Barker, pistrang & Elliot (2002, p.179) states that “population is the defined group from which the participants in the study are to be selected”. According to Creswell (2008, p.151-152), a population is a group of individuals who have the same characteristic. The population in this research was first grade students of MAS Al Manar Boarding School in academic year 2016-2017.

#### b. Sample

Barreiro and albandoz (2001, p.2) defines that the sample was the smallest unit of population selected as representative of the population. According to Barker, Pistrang & Elliot (2002, p.179), sample is the subset of the target population consisting of those participants who actually take part in the study. The sample of this research was students the first grade of senior high school. MAS Al Manar has three classes there are X-A and X-B and X-C. Each classes consisted 31 students for X-A, 20 students for X-B and 17 students for X-C. The number of the first grade of MAS Al Manar was 68 students.

### **C. Techniques of Data Collection and Data Analysis**

#### a. Experimental Teaching

The writer perfomed experimental teaching at MAS Al Manar by using impromptu speech method for five meetings. In this cases the

writer conducted experimental teaching (quasi-experimental design), gave pre-test and post-test.

b. Test

The test used in this study is pre-test and post-test. It aims to know students' existing knowledge of speaking ability, the researcher gives several role to the students for creating a short performance. The items that will be scored are fluency, and pronunciation. The pre-test was to find out the students' ability toward their pronunciation and fluency skill before the treatment is conducted. On the other hand, post-test was to find out whether their pronunciation and fluency skill improved or not after the treatment. The test was conducted by using impromptu speech method. The rubric for scoring students improvement can be seen in the following table:

**Table 3.1 Rubric**

Aspect	Students' Action	Score
Pronunciation	native pronunciation, with no grace of foreign accent	80-100
	No foreign accent and occasional mispronunciations but do not interfere the understanding.	60-79
	Foreign accent required concentrated listening, and mispronunciation, lead to occasional misunderstanding.	50-59
	Frequent errors and very hard to understand.	0-49
Fluency	The speaking is natural, smooth as a native speaker	80-100
	The speaking is occasionally hesitant	60-79
	The speaking is very low	50-59

	The speaking is stuck and producing non-contextual words.	0-49
Content	the student's content is not relevant to the topic	80-100
	the student's content has some relevance to the topic, but incorrect words are used.	60-79
	The student's content is relevant to the topic, with a few errors.	50-59
	The student's content reflect deep understanding of the topic.	0-49

**Source Brown (2003)**

After obtaining the individual scores of the students based on performance based assesment, the researcher analyzed the data as following; The performance was scored with five criteria. If the students showed good performance, they got five score. Otherwise, if they cannot, they are lost one point. Then, the writer calculated the mean of the last performance (pots-test) to see whether there has improvement or not. To obtained the *Mean, Standard Deviation*, and *T-test*, the writer did several steps:

- a. Finding a range of score, formula:

$$R = H - L$$

Note: R : The Range of The Score

H : Highest Score

L : Lowest Score

- b. Finding the interval class, formula:

$$CN = 1 + 3.3 \log_n (\text{total sample})$$

Note: CN : Class Number

n : The Amount of Number

c. Finding the space (length) of interval class, formula:

$$I = \frac{R}{CN}$$

Note: I : Interval Space

R : The Range of Score

CN : Class Number

d. Finding the Mean score, formula:

$$M1 = \frac{\sum f_i x_i}{\sum f_i}$$

Note:

$x_i$  : midle score of interval class

$f_i$  : frequency

$f_i.x_i$  : the amount of multiplication between frequency and middle interval.

e. Standard Deviation, formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Note

SD : Standard Devision

D2 : Total of difference score

#### 1. Test

$$T_o = \frac{MX - MY}{SX - Y}$$

Note:

T : t-test

MX : the mean score of deviation experimental class

MY : the mean score of devition control group

Sx-y : standard score of the mean difference between two variable X (experimental class) Y (control class).

Next, the result will be concluded in accordance with the students' perception toward speaking programs that they participated.

**Table 3.2 Speaking Score Classification**

MEAN SCORE	SCORE IN LETTER	CLASS PERFORMANCE
80-100	A	GOOD TO EXCELLENT
60-79	B	AVERAGE TO GOOD
50-59	C	POOR AVERAGE
0-49	D	POOR

#### c. Questionnaire

According to James and Sally (2006, p.194), “ the questionnaire is the most widely used technique for obtaining information from subject. It is

relatively economical, has the same question for all subject, and can ensure anonymity”. In this study, the writer used questionnaire to know the students’ responses toward the teaching learning process. The writer provided a questionnaire that consist 13 items. For positive items the SS (Strongly Agree) is given score 4, the S (Agree) is given score 3, the TS (Disagree) is given score 2, and the STS (Strongly Disagree) is given score 1. The writer uses formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Values

After tabulating all answers, the writer calculates the percentage of the strenghts of response by using the formula as follow (Anas: 2008, p.43) :

$$P = \frac{\text{total of agree and strongly agree answer}}{\text{total of ideal score}} \times 100\%$$

After each answer calculated, the score is processed base on the criterion of interpretation score as follow:

Percentage 0%-25%	= Very Low
Percentage 26%-50%	= Low
Percentage 51%-75%	= Strong
Percentage 76%-100%	= Very Strong

#### **D. The Process of Data Collection**

In this study, the writer took the sample X-B as experimental class and X-C as control class as a participants. To gain the data, the researcher use experimental teaching, test, and quistionnare.

##### **a. Meeting I**

In this meeting, the writer introduced herself to the students. Then, she explained to what extend she came to their class. After the writer introduced herself to the students, she checked the students' attendance list to know participants and to know who did not come in the classroom that day. Then, she started the class by giving pre-test to each students. Every students was asked to choose one of topic that she gave. Then, the students describe the topic in front of class. After all the students described about the topic, she suggested to the students to prepare themselves for the next meeting.

##### **b. Meeting II**

At the beginning of the class, the writer said salam to all the students and gave them motivation in learning. Then, she checked the students'

attendance list and pray together before starting the class. In this meeting the writer gave treatment for the students in experimental class. She explained about impromptu speech, techniques of speaking and steps before doing presentation. Then, the writer called the students to speak in front of class by their own topic. After that, the writer concluded the material and motivated the students and asked the students to prepare themselves in the next meeting.

#### c. Meeting III

At the beginning of the class, the writer said salam to all the students and checked the students' attendance list and pray together before starting the main activity. Before starting the class the writer repeated a bit about the materials before and had question-answer session between the students and the writer. After that, the writer showed the video about the impromptu speech to the students as the example. Then, the students observed the video how the presentation doing in impromptu speech. After the students watched the video the writer ordered the students to create an outline with a free title for 5 minutes to train them in the presentation. After the students finished the outline, the writer asked the students to explain in front of class calling them by randomly.

#### d. Meeting IV

First of all, the writer said salam to all the students and checked the students' attendance list to know who did not come at that day and pray together before starting the class. The writer asked the students whether

they understand about impromptu speech or not. Afterward, the writer gave a topic to the students to explain in front of the class one by one and the time given 3-5 minute. After all of the students performance the writer motivated them to do their best in the next meeting.

e. Meeting V

First of all, the writer said salam to all the students and checked students' attendance list as usual to know who did not come at that day and pray together before starting the main activity. Then, the writer gave a post-test to the students. The writer ordered the students one by one to choose the topic and explain in front of class. The post-test topic was same level with a pre-test and the time given 3-5 minutes for each students. After all the students gave their performance, the writer observed the performance result to collect the data from the students to know whether their speaking skill improve or not.

## CHAPTER IV

### DATA ANALYSIS

#### A. The Data Analysis of Test

The data from the students' presentation were analyzed by statistical formula to measure speaking skill before and after the treatment. The students participated two test, there are pre-test and post-test. The writer took two classes as the sample; they were 4B as the experimental class and 4C as the control class.

1. The result of both pre-test and post-test in experimental class

**Table 4.1**

*The Score of Pre-Test and Post-Test of Experimental Cass*

No	Initial's Name	Experimental class	
		Pre-test	Post-test
1	AA	78	85
2	AB	68	72
3	AC	70	75
4	AD	59	62
5	AE	52	55
6	AF	60	62
7	AG	65	63
8	AH	68	70
9	AI	57	60
10	AJ	57	60
11	AK	70	72
12	AL	60	62
13	AM	50	72
14	AN	50	65
15	AO	50	70
16	AP	50	70
17	AQ	62	68
18	AR	60	75
19	AS	72	75
20	AT	70	75

### 1.1 Pre-test score of experimental class

In analyzing the data from pre-test, the writer calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula as for the lows results are:

Based on table 4.1 it can be seen the highest score is 78 and the lowest score is 50.

- a. The range is:

$$R = H - L$$

$$= 78 - 50$$

$$= 28$$

- b. Class number is the number of score that has been grouped based on the expected interval, the formula:

$$CN = 1 + 3.3 \log_n (\text{total sample})$$

$$CN = 1 + (3.3) \log_{20}$$

$$= 1 + (3.3) (1.30)$$

$$= 1 + 4.29$$

$$= 5.29 \text{ (it taken 5)}$$

- c. Interval is amount of class. To find the result the writer used the following formula:

$$I = \frac{R}{CN}$$

$$I = \frac{28}{5}$$

$$I = 5.6 \text{ (6)}$$

## d. Table of Frequency

**Table 4.1.1***The Frequency's Table of Pre-Test in Experimental Class*

Interval	Fi	Xi	Fi.xi
50-54	5	52	260
55-59	3	57	171
60-65	5	62	310
66-70	5	68	340
71-75	1	73	73
76-80	1	78	78
Total	20	390	1232

Based on the table 4.1.1 the mean is identified by using the following formula:

$$\begin{aligned}
 M1 &= \frac{\sum fi \cdot Xi}{\sum fi} \\
 &= \frac{1232}{20} \\
 &= 61.6
 \end{aligned}$$

## 1.2 Post-test score of experimental class

Based on table 4.1 it can be seen the highest score is 85 and the lowest score is 55.

a. The range is:

$$\begin{aligned}
 R &= H-L \\
 &= 85-55 \\
 &= 30
 \end{aligned}$$

- b. The result for class number of post-test is:

$$CN = 1 + 3.3 \log_n (\text{total sample})$$

$$CN = 1 + (3.3) \log_{20}$$

$$= 1 + (3.3) (1.30)$$

$$= 1 + 4.29$$

$$= 5.029 \text{ (it taken 5)}$$

- c. Interval for the students' post-test is:

$$I = \frac{R}{CN}$$

$$I = \frac{30}{5}$$

$$I = 6$$

- d. Table of Frequency

**table 4.1.2**

*The Frequency's Table of Post-Test in Experimental Class*

Interval	Fi	xi	Fi.xi
55-59	1	57	57
60-64	6	62	372
65-69	2	67	134
70-74	6	72	432
75-79	4	77	308
80-85	1	82	82
Total	20	417	1385

Based on the table 4.1.2 the mean is identified by using the following formula:

$$M1 = \frac{\sum f_i X_i}{\sum f_i}$$

$$= \frac{1385}{20}$$

$$= 69.25$$

2. The result of pre-test and post-test in control class

The table below is the score of pre-test and post-test in control class from 17 student.

**Table 4.2**

*The score of pre-test and post-test of control class*

No	Initial's Name	Control class	
		Pre-test	Post-test
1	AA	85	80
2	AB	40	40
3	AC	80	80
4	AD	72	70
5	AE	60	60
6	AF	54	50
7	AG	60	60
8	AH	79	72
9	AI	80	80
10	AJ	40	40
11	AK	50	50
12	AL	50	30
13	AM	60	60
15	AN	70	71
15	AO	85	80
16	AP	73	70
17	AQ	70	70

## 2.1 Pre-test score of control class

Based on table 4.2 it can be seen the highest score is 85 and the lowest score is 40. Thus, the range is:

- a. The range is:

$$R = H - L$$

$$= 85 - 40$$

$$= 45$$

- b. The result for class number of post-test is:

$$CN = 1 + (3.3) \log_{17}$$

$$= 1 + (3.3) (1.23)$$

$$= 1 + 4.059$$

$$= 5.059 \text{ (it taken 5)}$$

- c. Interval for the students' post-test is:

$$I = \frac{R}{CN}$$

$$I = \frac{45}{5}$$

$$I = 9$$

## d. Table of Frequency

**table 4.2.1***The Frequency's Table of Pre-Test in Control Class*

interval	Fi	Xi	Fi.xi
40-44	2	42	84
45-49	0	47	0
50-54	3	52	156
55-59	0	57	0
60-64	3	62	186
65-69	0	67	0
70-74	4	72	288
75-79	1	77	77
80-85	4	82	328
Total	17	558	1119

Based on the table 4.2.1 the mean is identified by using the following formula:

$$\begin{aligned}
 M1 &= \frac{\sum fi \cdot Xi}{\sum fi} \\
 &= \frac{1119}{17} \\
 &= 65.82
 \end{aligned}$$

## 2.2 Post-test score of control class

Based on table 4.2 it can be seen the highest score is 80 and the lowest score is 40.

a. The range is:

$$\begin{aligned}
 R &= H-L \\
 &= 80-30 \\
 &= 50
 \end{aligned}$$

b. Class number for students' post-test in control class is:

$$\begin{aligned}
 CN &= 1 + (3.3) \log_{17} \\
 &= 1 + (3.3) (1.23) \\
 &= 1 + 4.059 \\
 &= 5.029 \text{ (it taken 5)}
 \end{aligned}$$

c. Interval for the students' post-test in control class:

$$\begin{aligned}
 I &= \frac{R}{CN} \\
 I &= \frac{50}{5} \\
 I &= 10
 \end{aligned}$$

d. Table of Frequency

**Table 4.2.2**

*The Frequency's Table of Post-Test in Control Class*

Interval	Fi	xi	Fi.xi
30-34	1	32	32
35-39	0	37	0
40-44	2	42	84
45-49	0	47	0
50-54	2	52	104
55-59	0	57	0
60-64	3	62	186
65-69	0	67	0
70-74	5	72	360
75-79	0	77	0
80-84	4	82	328
Total	17	627	1094

Based on the table 4.2.2 the mean is recognized by using the following formula:

$$\begin{aligned} M1 &= \frac{\sum f_i X_i}{\sum f_i} \\ &= \frac{1094}{17} \\ &= 64,3 \end{aligned}$$

The test result indicated that the highest score of pre-test in experimental class is 78 and the lowest is 50. Therefore, the range is 28 and the interval is 5. In post-test, the highest score is 85 and the lowest is 55. The range for post-test is 30 and interval is 6. Meanwhile, the highest score of pre-test in control class is 85 and the lowest score is 40. For the post-test the highest score is 80 and the lowest is 30. The range and interval of pre-test in control class are 45 and 9. The range and interval of post-test in control class are 50 and 10.

From the calculation, the average pre-test score of experimental class is 61.6. Meanwhile, the average score of post-test is 69.25. Further, in pre-test of control class is 65.82 and for the post-test is 64.3. These scores show that students' score increase after applying impromptu speech in experimental class.

## **B. Examining Hypothesis**

In examining hypothesis, the writer used  $t_{\text{test}}$  ( $t_0$ ) to determine the significant difference in examining the students' pre-test and post-test scores of both control and experimental classes. Based on the table, it can be seen that total students from the experimental class was consisted of 20 students and for control class consisted of 17 students. The mean of experimental class improve to 69.2,

and the mean of control class improve 64.3. Standard deviation from experimental class was 6.96, while for control class was 4.91. Standard error mean from experimental class was 1.60 and control class was 1.22. Based on statistic result, the hypothesis of the research that  $H_a$  was accepted and  $H_o$  was rejected.

### 3. List of pre-test and post-test of experimental class

**Table 4.3**

*The Difference Score of Pre-Test and Post-Test of Experimental Class.*

No	Initial's Name	Experimental Class			
		Score		X-Y	D <sup>2</sup>
		Pre-test (Y)	Post-test (X)		
1	AA	78	85	7	49
2	AB	68	72	4	16
3	AC	70	75	5	25
4	AD	59	62	3	9
5	AE	52	55	3	9
6	AF	60	62	2	4
7	AG	65	63	-2	4
8	AH	68	70	2	4
9	AI	57	60	3	9
10	AJ	57	60	3	9
11	AK	70	72	2	4
12	AL	60	62	2	4
13	AM	50	72	22	484
14	AN	50	65	15	225
15	AO	50	70	20	400
16	AP	50	70	20	400
17	AQ	62	68	6	36
18	AR	60	75	15	225
19	AS	72	75	3	9
20	AT	70	75	5	25
		N= 20		$\sum$ 140	$\sum$ 1950

After finding the differences between pre-test and post-test in experimental class, the writer has to find the Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{1950}{20} - \left(\frac{140}{20}\right)^2}$$

$$SD = \sqrt{97.5 - (7)^2}$$

$$SD = \sqrt{97.5 - 49}$$

$$SD = \sqrt{48.5} = 6.96$$

Therefore, the mean of ( $M_D$ ) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{\sum 140}{20}$$

$$M_D = 7$$

After getting the score of standard deviation, the writer calculated the standard error of mean differences ( $SEM_D$ ) between two variable; X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{5.14}{\sqrt{20-1}}$$

$$SEM_D = \frac{6.96}{\sqrt{19}}$$

$$SEM_D = \frac{6.96}{4.35} = 1.60$$

Then, the score of  $t_0$  could be calculated with:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{7}{1.60} = 4.37$$

To examine the  $t_0$  by determining degree of freedom (df) with the formula:

$$Df = N - 1$$

$$= 20 - 1 = 19$$

### 3.1 List of pre-test and post-test of control class

**Table 4.4**

*The Difference Score of Pre-Test and Post-Test of Control Class*

No	Initial's Name	Experimental Class			
		Score		X-Y	D <sup>2</sup>
		Pre-test (Y)	Post-test (X)		
1	AA	85	80	-5	25
2	AB	40	40	0	0
3	AC	80	80	0	0
4	AD	72	70	-2	4
5	AE	60	60	0	0
6	AF	54	50	-4	16
7	AG	60	60	0	0
8	AH	79	72	-7	49
9	AI	80	80	0	0
10	AJ	40	40	0	0
11	AK	50	50	0	0
12	AL	50	30	-20	400
13	AM	60	60	0	0
14	AN	70	71	1	1
15	AO	85	80	-5	25
16	AP	73	70	-3	9
17	AQ	70	70	0	0
		N=17		$\sum -45$	$\sum 529$

After finding the differences between pre-test and post-test in experimental class, the writer has to find the Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{529}{17} - \left(\frac{45}{17}\right)^2}$$

$$SD = \sqrt{31.11 - (2.64)^2}$$

$$SD = \sqrt{31.11 - 6.96}$$

$$SD = \sqrt{24.15} = 4.91$$

Therefore, the mean of ( $M_D$ ) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{\sum 45}{17}$$

$$M_D = 2.64$$

After getting the score of standard deviation, the writer calculated the standard error of mean differences ( $SEM_D$ ) between two variable; X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{4.91}{\sqrt{17-1}}$$

$$SEM_D = \frac{4.91}{\sqrt{16}}$$

$$SEM_D = \frac{4.91}{4} = 1.22$$

Then, the score of  $t_0$  could be calculated with:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{2.64}{1.22} = 2.16$$

To examine the  $t_0$  by determining degree of freedom (df) with the following formula:

$$Df = N - 1$$

$$= 17 - 1 = 16$$

According to the result of calculation,  $t_{score}$  value of experimental class is 4.37 and  $t_{score}$  value of control class is 2.16. Hypothesis in this research used  $t_{table}$  in significant level of  $\alpha = 0.05$ . Based on  $t_{table}$  list, the table of distribution table at 20 as degree of freedom was 1.60. In this study, the experimental class has  $t_{score} > t_{table}$  4.37 > 1.60. The control class has  $t_{score} > t_{table}$  2.16 > 1.22. Therefore, it can be calculated that  $H_a$  was accepted and  $H_o$  was rejected.

### **C. The Data Analysis of Questionnaires**

The data were obtained from the distribution of the questionnaire to the students. It was designed to help the writer to get more information about students' responses toward the implementation of impromptu speech. In order to find out the percentage from all answer at every question, the writer used a percentage formula as in the following:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Values

Furthermore, the data obtained can be seen in the following table and description:

**Table 4.5**

*I am nervous in public.*

Answer	Students	Percentage
Strongly Agree	0	0%
Agree	13	65%
Disagree	6	30%
Strongly Disagree	1	5%
Total	20	100%

Based on the table above, it shows that 13 students (65%) agree, 6 students (30%) disagree and 1 student (5%) strongly disagree while none of them strongly agree with the statement. Thus, it can be concluded that most students (65%) agree that they are nervous to speak in the public.

**Table 4.6**

*Impromptu speech is fun*

Answer	Students	Percentage
Strongly Agree	5	25%
Agree	6	30%
Disagree	7	35%
Strongly Disagree	2	10%
Total	20	100%

This table shows that 25% students strongly agree, 30% agree 35% disagree and 10% strongly disagree on the statement of impromptu speech is fun. So, based on the table above 35% disagree on the statement *impromptu speech is fun*.

**Table 4.7**

*I cannot speak well because I am concerned about my mistake*

Answer	Students	Percentage
Strongly Agree	0	0%
Agree	8	40%
Disagree	10	50%
Strongly Disagree	2	10%
Total	20	100%

Based on the table above, it shows that 40% agree, 50% disagree, and 10% strongly disagree. So, the writer concluded that one of the reasons which students cannot speak well is not caused by making mistake but due to the lacking of vocabulary they have. Based on the statement 50% disagree with the statement.

**Table 4.8**

*Impromptu speech is difficult to apply in speaking*

Answer	Students	Percentage
Strongly Agree	9	45%
Agree	7	35%
Disagree	3	15%
Strongly Disagree	1	5%
Total	20	100%

Based on the table, 4.8, 45% of students strongly agree and 35% of students agree, 15% of the students disagree while 5% of students strongly disagree that impromptu speech is difficult to apply in speech. So, the writer concluded that, 45% of students strongly agree with the statement.

**Table 4.9***I can use variety of words well*

Answer	Students	Percentage
Strongly Agree	7	35%
Agree	12	60%
Disagree	1	5%
Strongly Disagree	0	0%
Total	20	100%

Based on table, 7 students (35%) strongly agree, 12 students (60%) agree, 1 student (5%) disagree, while none of them strongly disagree with the statement that they can use well variety words. So, the writer concluded that 60% of students agree that they can use variety of words well when speaking.

**Table 4.10***I feel my vocabulary is lacking when I speak English*

Answer	Students	Percentage
Strongly Agree	1	5%
Agree	15	75%
Disagree	4	20%
Strongly Disagree	0	0%
Total	20	100%

The table 4.10 states that 15 students (75%) agree 1 student (5%) strongly agree, 4 students 20% (disagree) while none of them strongly agree with the statement. So, the writer concluded that most of students agree that they are lacking of vocabulary when they speak.

**Table 4.11***I can speak English with confidence*

Answer	Students	Percentage
Strongly Agree	12	60%
Agree	5	25%
Disagree	3	15%
Strongly Disagree	0	0%
Total	20	100%

The table 4.11 states that 12 students (60%) strongly agree, 5 students (25%) agree, 3 students (15%) disagree and (0%) strongly disagree. So, based on the statement above the conclusion is 60% of students strongly agree if they can speak English with confidence.

**Table 4.12***I can speak English fluently*

Answer	Students	Percentage
Strongly Agree	7	35%
Agree	9	45%
Disagree	4	20%
Strongly Disagree	0	0%
Total	20	100%

The result of the table 4.12 is 7 students (35%) strongly agree, 9 students (45%) agree, 4 students (20%) disagree and (0%) strongly disagree. So the writer concluded that 45% of students agree with the statement that the students can speak English fluently.

**Table 4.13***I am confident with my English pronunciation*

Answer	Students	Percentage
Strongly Agree	7	35%
Agree	10	50%
Disagree	3	15%
Strongly Disagree	0	0%
Total	20	100%

Based on the table 4.13, 7 students (35%) strongly agree, 10 students (50%) agree, 3 students (15%) disagree and (0%) strongly disagree with the statement. In this case, we can see that only 50% agree with the statement *I am confident with my English pronunciation*.

**Table 4.14***Impromptu speech practice is effective to improve my speaking*

Answer	Students	Percentage
Strongly Agree	9	35%
Agree	11	50%
Disagree	0	15%
Strongly Disagree	0	0%
Total	20	100%

Based on the table, it can be seen that 50% of the students agree about the statement that *impromptu speech practice is effective to improve my speaking*. While, only 15% disagree with that statement. Thus, most students believe impromptu speech practice can improve their English speaking.

**Table 4.15***I can convey all of my ideas well in impromptu speech*

Answer	Students	Percentage
Strongly Agree	4	20%
Agree	14	70%
Disagree	1	5%
Strongly Disagree	1	5%
Total	20	100%

Based on the table above, 4 students (20%) strongly agree, 14 students (70%) agree, 1 student (5%) disagree and 1 student (5%) strongly disagree. So, the writer concluded that 70% of students argue that *they can convey all of their ideas well in impromptu speech*.

**Table 4.16***Interacting with eye contact and body language is fun*

Answer	Students	Percentage
Strongly Agree	8	20%
Agree	9	70%
Disagree	2	10%
Strongly Disagree	1	5%
Total	20	100%

Based on the table 4.16, the writer concluded that 70% of students that agree with the statement *interacting with eye contact and body language is fun*.

**Table 4.17***Impromptu speech make me depressed*

Answer	Students	Percentage
Strongly Agree	1	5%
Agree	7	35%
Disagree	6	30%
Strongly Disagree	6	30%
Total	20	100%

Based on the table, 1 student (5%) strongly agree, 7 students (35%) agree, 6 students (30%) disagree, and 6 students (30%) strongly disagree. So, the writer concluded that 35 % of students agree whether impromptu speech make them depressed.. So, only 30% of the students feel impromptu speech can make them depressed.

Based on the questionnaire, most students agree with the implementation of impromptu speech in English speaking class. The impromptu speech method is considered to motivate students to talk each other. So, based on the result, the writer concluded the implementation of impromptu speech method can be applied to improve students' speaking skill.

#### **D. Discussion**

The research successfully collected the data by using experimental teaching, test, and questionnaire as instruments to answer the question and to prove the hypothesis.

Based on the data analysis, the writer found some important points. The first point related to the first research question. The question was "Does the impromptu speech method improve students speaking skill?". The result shows that the topic given by the writer before performance made students easily and clearly about the topic. It was proved by students'-test score. T-score of experimental class 4.37 and T-table was 1.60. Then, t-score of control class was 2.16 and t-table was 1.22. So, experimental class T-score > T-table. Then, control class was T-score < T-table. The data showed that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected. The consequence of  $H_a$  acceptance

means is that using impromptu speech method can increase students' speaking skill of first grade students at MAS Al Manar.

Moreover, the writer distributed a set of questionnaire to the students to collect the data about their response toward the implementation of impromptu speech method. The result of questionnaire showed that learning speaking by using impromptu speech created more interesting and comfortable teaching learning process which facilitated students to get ideas during speaking process.

Overall, based on table 4.14 50% of students agree and 35% strongly agree with the statement Impromptu speech practice is effective to improve their English speaking. Then, based on the table 4.15 70% of students choose agree that they are can convey all of ideas well in impromptu speech.. Based on the result, the writer concluded that the implementation of impromptu speech increase students' speaking skill.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research conducted in X-B and X-C class of MAS Al Manar Ulee Kareng, the writer concluded that impromptu speech method can improve students' speaking skill. It can be seen from the mean score of experimental teaching class; for pre-test score was 61.6 and post-test score was 69.25. In this study, the experimental class has  $t\text{-score} > t\text{-table}$  and control class  $t\text{-score} < t\text{-table}$ . So, the data showed that alternative hypothesis  $H_a$  is accepted and  $H_o$  is rejected.

Furthermore, the result questionnaires show that the majority of the students have positive responses toward the implementation of impromptu speech method in learning speaking. The students claim that the impromptu speech is useful for them, such as encourage their willingness to practice English. Besides, the students can share knowledge each other during impromptu speech activity. However, students still have some problems in speaking, such as lack of self-confidence and lack of vocabulary, which make them difficult to express their ideas.

## **B. Suggestion**

After analyzing the data gained from test and questionnaire, the writer would like to present some suggestions. They are as follows:

1. The teachers of speaking subject should give the students an interesting topic in speaking activity learning. So that, they will be more motivated to speak and communicate in English.
2. The teachers should use various techniques/methods in speaking activity, because each students has a different level of understanding and learning style, impromptu speech may become one of alternative method to be considered.
3. In implementing impromptu speech method, the teacher should show up enthusiasm and interest in teaching learning activity in order to motivate students to participate.

## REFERENCES

- Bailey, K.M., & Nunan, D. (2005). *Practical english language teaching speaking*. New York: Mec Graw-Hill Education.
- Babbie, E. (2010). *The practice of social research*. Belmont: Wardsworth.
- Barreiro P.L., & Albandoz J.P., (2001) *Population and sample. sampling techniques*. Seville: University of Seville.
- Barker, C., Pistrang, N., Elliot, R. (2002). *Research methods in clinical psychology : An introduction for students and practitioners, 2<sup>nd</sup>*, John Wiley & sons, Ltd. England.
- Brown, G., & Yule, G. (2000). *Teaching by spoken language*. Beijing: People Education Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. (2<sup>nd</sup> ed). New York: Longman, Inc.
- Brown, H. D. (2004). *language assesment principles and classroom practices*, 141. San Francisco: states University.
- Castellan, M. C. (2010). Qualitative and quantitative research: A view for clarity. *Internasional Journal of Education*, 2(2), p. 1-14.
- Chaney, A.L., & Burk, T. L. (1998). *Teaching oral communication in Grades K-8*. Boston: Allyn & Bacon.
- Cresswel, J. W (2002). *Research design: Qualitative, quantitative and mixed method approachs (2<sup>nd</sup> ed)*. Thousand Oaks, CA: SAGE Publications.
- Cresswel, J. W. (2008). *Educational research*. New Jersey: Pearson Education.
- Erstentia, E. M. (2016). *Students' responses to the implementation of impromptu speech practice to improve students' speaking skill in critical listening speaking one class*. (Unpublished Doctoral dissertation). Sanata Dharma University, Yoyakarta.
- Grice, G.L., & Skinner, J. F (1993). *Mastering public speaking (2<sup>nd</sup> ed)*. United States of America: A simon & Schuster Company.
- Heaton, J.B. (1978). *Writing english language testing*. New York: Longman.

- Heinz, M. (2013). Impromptu speaking and interpretation studies: A preliminary study. *Journal of International Education Research*, 9(4), p.1-10.
- Hughes, R. (2002). *Teaching and researching speaking*. London: Pearson Education.
- Mc Candlish. (2012). *Taking a "slice" of the oral language pie: An approach for developing oral language in schools*. Speech pathology.
- Munawwarah, S. (2012) *The effect of using impromptu speech technique toward students' speaking ability*. (Unpublished Doctoral dissertation). University Sultan Syarif Kasim Riau, Pekanbaru.
- Ross, R. S. (1995). *Speech communication: The speech making process* (10<sup>th</sup> Ed). United states of America: Chestnunt Hill Enterprises, Inc.
- Sudjana (2008). *Method statistika*. (6<sup>th</sup> Ed). Bandung: PT.Tarsito.
- Mulyana, G. H. Y. (2007). *English for public speaking*. Jakarta: Kesaint Blanc.
- Zarefsky, D. (1996). *Public speaking: Strategies for succes*. CA: Northwestern University.

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : UN.08/FTK/PP.00.9/144/2017**  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

1. a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Ikun : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Desember 2016

**MEMUTUSKAN**

- Menunjuk Saudara:
1. Syarifah Dahliana, M.Ag., M.Ed., Ph.D  
 2. Suherman S.Ag., S.I.P., M.Ed
- Sebagai Pembimbing Pertama  
 Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Meri Miranda  
 NIM : 231324163  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Implementation of Impromptu Speech to Improve Students' Speaking Skill
1. Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
2. Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 10 Januari 2017

An. Rektor  
 Dekan,

*(Signature)*  
**Dr. Muiburrahman, M. Ag**  
 NIP. 197109082001121001

- Rektor UIN Ar-Raniry (sebagai Honoran);  
 Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;  
 Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;  
 Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B-11215/Un.08/TU-FTK/ TL 00/11/2017

24 November 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Meri Miranda
N I M	: 231 324 163
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Laksamana Mahayati No.05 Kel.Durung Kec.Mesjid Raya B Aceh

Untuk mengumpulkan data pada:

**MAS Al-Manar**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Implementation of Impromptu Speech to Improve Students' Speaking Skill**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

  
 Dekan,  
 Kepala Bagian Tata Usaha,  
 M. Said Farzah Ali

Kode 4113



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR**

Jalan bupati Bachtiar Panglima Polem, SH. Telp. 0651-92174. Fax 0651-92497

KOTA JANTHO – 23911

email : [kabacehbesar@kemenag.go.id](mailto:kabacehbesar@kemenag.go.id)

or : B- 789/KK.01.04/1/PP.00.01/11/2017

Kota Jantho, 27 November 2017

: -

iran : -

: Mohon Bantuan dan Izin Mengumpulkan Data Skripsi

da:

Kepala MAS Al-Manar Aceh Besar

mpat

ungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-  
 /An.08/TU-FTK /TL.00/11/2017 tanggal 24 November 2017, Perihal sebagaimana tersebut dipokok  
 maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut  
 ya dibawah ini:

: Meri Miranda

: 231 324 163

m Studi : Pendidikan Bahasa Inggris

melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk menyelesaikan studinya pada  
 as Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MAS Al-Manar Aceh Besar adapun judul  
 i:

***THE IMPLEMENTATION OF IMPROMPTU SPEECH TO IMPROVE STUDENTS'  
 SPEAKING SKILL***

dian surat ini dibuat atas bantuannya kami ucapkan terima kasih.



san :

1. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
2. Arsip



**KEMENTERIAN AGAMA  
MADRASAH ALIYAH SWASTA AL-MANAR**

**KECAMATAN KRUENG BARONA JAYA  
NSM : 131211060009 | NPSN : 10114252**

Jln. BlangBintang Lama | GampongLampermai | KodePos : 23371  
Telp. 7126361 | Email : masalmanar2004@gmail.com  
**ACEH BESAR**

Nomor : Ma.01.048/105/XI/2017  
amp. : -  
[al] : Telah Melakukan Penelitian

Aceh Besar, 29 November 2017

Kepada Yth,

Dekan Fakultas Tarbiyah dan Keguruan (FTK)

UIN Ar-Raniry, Banda Aceh

Di -

Tempat

*Assalamu'alaikum Wr. Wb*

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh, Nomor : B-789/KK.01.04/1/PP.00.01/11/2017 tanggal 24 November 2017, perihal Izin Melakukan Penelitian Untuk Pengumpulan Data dalam rangka menyusun Skripsi sebagai berikut :

Nama : Meri Miranda  
NIM : 231 324 163  
Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah Melakukan Penelitian/Mengumpulkan Data yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi dengan judul :

**" THE IMPLEMENTATION OF IMPROMPTU SPEECH TO IMPROVE STUDENT'S SPEAKING SKILL "**

Demikianlah surat ini kami buat, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb*

Kepala Madrasah,  
**Putrayadi, S. Pd**  
 NIP. 197208121999051001

**Practice topic**

1. Describe your worst experience.
2. The effect of using smart phone.
3. My room.
4. Who is your favorite artist?
5. How to be a good leader?
6. How to make pizza.
7. What is your favorite food?
8. What kind of sport do you like?
9. Do you think elementary and high school students should be allowed to use cell phone at school?
10. Public school are better than private school.
11. My birthday party.
12. Should the woman be a leader?
13. The importance of higher education.
14. Why parents should not hit their children.
15. Novel or comic?
16. The impact of divorce on children.
17. Pasir putih beach.
18. Lampuuk beach.
19. The favorite university. Why?
20. English or Arabic?
21. Best friend.

**Pre-test**

1. Friends are important for everyone- what do you think about it?
2. Girls like shoes and boys like computer- what do you think about it?
3. Tell something about your hometown.
4. What are your plans for the future.
5. What kind of sport do you like.
6. Where would you like to be during your holiday?
7. A good job- what does it mean to you?
8. Tell something about your favorite subject at school.
9. What kind of music do you like.
10. Can children and their parents be a good friends?
11. What do you prefer- living in a city or in the country?
12. Should drugs be legalized?
13. Are you dreamer or doer?
14. How important is time to you?
15. What is your favorite song?
16. Who is your favorite teacher in this ma'had?
17. What does "inner beauty" mean to you?
18. What is your favorite book? Why?
19. If tomorrow was your last day to live, what would you do?
20. Should everyone have a TV in their home?
21. What is the most difficult part of learning? Why?

### **Post-test**

1. How often do you watch English movies?
2. What is your favorite games ever?
3. What is your opinion about this ma'had?
4. University should help students get a job after they graduate. What is your opinion?
5. How to improve your speaking skill?
6. How to make a cup of coffee.
7. How to get a really good sleep.
8. Imagine your life as a grandpa/grandma.
9. Boys gossip more than girls do.
10. The importance of higher education.
11. The pollution of today's world.
12. What is the biggest effect of using internet?
13. The importance of the parent-child relationship.
14. The importance of family.
15. The importance of saving money.
16. Why its important to be yourself.
17. How to prepare for a job interview.
18. How to be a good leader.
19. The advantages and disadvantages of social media.
20. Should the teachers and the students be friends in social networks?
21. Tsunami.

### Questionnaires

As a result of speaking practice, how do you feel about your English ability and English learning? Answer the following questionnaire items. When your answer them, choose the most suitable number on the 4 point scale below:

Answer criteria

SS : Strongly Agree

S : Agree

TS : Disagree

STS ; Strongly Disagree

No.	Items	SS	S	TS	STS
1	I am nervous in public				
2	I cannot speak well because I am concerned about the mistakes				
3	I can use variety of words well				
4	I feel my vocabulary is lacking when I speak English				
5	I can speak English with confidence				
6	I can speak English fluently				
7	I am confident in my English pronunciation				
8	Impromptu speech is fun				
9	Impromptu speech is difficult to apply in speaking				
10	Impromptu speech practice is effective to improve my speaking				
11	I can convey all of my ideas well in impromptu speech				
12	Interacting with eye contact and body language is fun				
13	Impromptu speech make me depressed				

### Rubric

Level	Students' action	Score
<b>Pronunciation</b>	Native pronunciation, with no trace of foreign accent	80-100
	No foreign accent and occasional mispronunciations but do not interfere the understanding	60-79
	Foreign accent required concentrated listening, lead to occasional misunderstanding	50-59
	Frequent errors and very hard understand.	0-49
<b>Fluency</b>	The speaking is natural, smooth as a native speaker	80-100
	The speaking is occasionally hesitant	60-79
	The speaking is very low	50-59
	The speaking is stuck and producing non-contextual words	0-49
<b>Content</b>	The students' content is not relevant to the topic	80-100
	The students' content has some relevance to the topic, but incorrect words are used	60-79
	The students' content is relevant to the topic, with a few errors	50-59

	The students' content reflect deep understanding of the topic	0-49
--	--	------

### Speaking Score Classification

MEAN SCORE	SCORE IN LETTER	CLASS PERFORMANCE
80-100	A	GOOD TO EXCELLENT
60-79	B	AVERAGE TO GOOD
50-59	C	POOR AVERAGE
0-49	D	POOR

### **Lesson Plan**

**School** : MAS Al Manar

**Subject** : English

**Level** : X

**Skill** : Speaking

**Time allotment** : 3 x 45 minute (5 meetings)

**A. Standard Competence**

1. Expressing meaning in transactional and interpersonal texts in the context of daily life

**B. Basic Competence**

1. Expressing meaning in transactional and interpersonal texts by using impromptu speech method to increase students' speaking skill.

**C. Indicators**

1. The students are able to increase their speaking skill.
2. The students respond to the activity from the impromptu speech.
3. The students are able to speak clearly in front of the other student by using impromptu speech method.

**D. Goal**

At the end of teaching learning process, the students are expected to be able to increase their speaking skill by using impromptu speech method.

**E. Method / Technique**

1. Method : impromptu speech
2. Technique : presentation

## **F. Class activities**

### **❖ Meeting I ( pre-test)**

#### **➤ Pre activities**

- Greeting
- Introducing self and starting the goal of the class
- Checking the students' attendance.

#### **➤ Main activities**

- Teachers ask to students to tell about their experience or anything; favorite animals, family, school, and so forth.
- And ask to students to prepare themselves about what they want to say.
- Teacher call students one by one to speak in front of class

#### **➤ Post activities**

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

### **❖ Meeting II (treatment and practice)**

#### **➤ Pre activities**

- Greeting
- Checking the students' attendance
- Give the materials.

#### **➤ Main activities**

- Teachers explain the materials related to impromptu speech method
- Teacher give time to question-answer
- Doing the presentation by their own topic

#### **➤ Post activities**

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

❖ **Meeting III** (video and practice)

➤ **Pre activities**

- Greeting
- Starting the goal of the class
- Checking the students' attendance.

➤ **Main activities**

- Show the video
- Observe the video
- Teacher ask the students to create the outline with a free title for 5 minutes
- practice

➤ **Post activities**

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

❖ **Meeting IV** (practice)

➤ **Pre activities**

- Greeting
- Starting the goal of the class
- Checking the students' attendance.

➤ **Main activities**

- Teacher ask the students repeat the materials from the first meeting until the last meeting
- Question session
- Practice
- Give motivation

➤ **Post activities**

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

❖ **Meeting V** (post-test and questionnaire)

➤ **Pre activities**

- Greeting
- Starting the goal of the class
- Checking the students' attendance.

➤ **Main activities**

- Teacher ask the students one by one to choose the topic
- Describe the topic in front of class
- Give questionnaire

➤ **Post activities**

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

**G. Evaluation**

Level	Students' action	Score
<b>Pronunciation</b>	Native pronunciation, with no grace of foreign accent	80-100
	No foreign accent and occasional mispronunciations but do not interfere the understanding	60-79
	Foreign accent required concentered listening, lead to occasional misunderstanding	50-59
	Frequent errors and very hard understand.	0-49
<b>Fluency</b>	The speaking is natural, smooth as a native speaker	.80-100
	The speaking is occasionally hesitant	60-79
	The speaking is very low	50-59

	The speaking is stuck and producing non-contextual words	0-49
<b>Content</b>	The students' content is not relevant to the topic	80-100
	The students' content has some relevance to the topic, but incorrect words are used	60-79
	The students' content is relevant to the topic, with a few errors	50-59
	The students' content reflect deep understanding of the topic	0-49

### AUTHOBIOGRAPHY

1. Full Name : Meri Miranda
2. Place/Date of Birth : Banda Aceh/05 May 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Dusun Mata Ie Kel. Durung Kec. Mesjid  
Raya, Aceh Besar
9. Parents' Name
  - a. Father : Nurdin Bin Ismail
  - b. Mother : Nuraini Bt Yahya
  - c. Father Occupation : Entrepreneur
  - d. Mother Occupation : House wife
10. Parents' Address : Dusun Mata Ie Kel. Durung Kec. Mesjid  
Raya Aceh Besar
11. Educational Background
  - a. Elementary School : ABIM Selangor graduated  
: 2007
  - b. Junior High School : MTs Jeumala Amal graduated  
: 2010
  - c. Senior High School : MAS Jeumala Amal graduated  
: 2013
  - d. University : English Language Education Department  
of Faculty of Education and Teacher Training, UIN Ar-Raniry Banda  
Aceh, Entered in 2013-2018.

Banda Aceh, 25 January 2018

The writer

Meri Miranda