THE EFFECT OF IMPROMPTU SPEECH TECHNIQUE TO SPEAKING ABILITY AT GRADE IX STUDENTS OF SMP N 3 PADANGSIMPUAN

A Thesis

Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English Department

Written By:

PUTRI RIFANI SIREGAR
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**

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PUTRI RIFANI SIREGAR
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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
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2023

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan, **03** April 2023

a.n. **Putri Rifani Siregar**

To: **Dean**

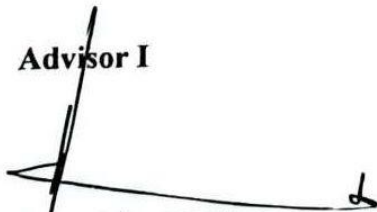**Tarbiyah and Teacher Training Faculty**

In-

Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Putri Rifani Siregar**, entitled **"The Effect of Impromptu Speech Technique to Speaking Ability at Grade IX Students of SMP N 3 Padangsidimpuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

Advisor I

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DECLARATION OF SELF THESIS COMPLETION

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The tittle of Thesis : The Effect of Impromptu Speech Technique to Speaking Ability at Grade IX Students of SMP N 3 Padangsidimpuan

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students'ethic code of UIN Syekh Ali Hasan Ahmad Addary.

Padangsidimpuan,30 Maret 2023

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PUBLICATION APPROVAL STATEMENT

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<p style="text-align:center">**EXAMINERS**</p>
<p style="text-align:center">**SCHOLAR MUNAQOSYAH EXAMINATION**</p>

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Registration Number   : 18 203 00010

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-3

The Tittle of Thesis   : **The Effect of Impromptu Speech Technique To Speaking Ability at Grade IX Students of SMP N 3 Padangsidimpuan**

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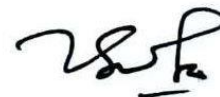NIP. 19720920 200003 2 002

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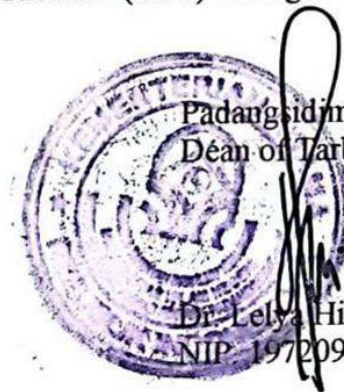Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	: The Effect of Impromptu Speech Technique to Speaking Abilityat grade IX Students of SMP N 3 Padangsidimpuan
Name	: Putri Rifani Siregar
Reg. Num	: 18 203 00010
Faculty/ Department	: Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidimpuan, 16 January 2023
Dean of Tarbiyah and Teacher Faculty

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ABSTRACT

Name : Putri Rifani Siregar
Reg. Num. : 18 203 00010
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI 3)
Title of Thesis : The Effect of Impromptu Speech Technique to Speaking Ability at grade IX Students of SMP N 3 Padangsidimpuan.

This study intended to investigate the effect of Impromptu Speech Technique to speaking ability at grade IX students of SMP N 3 Padangsidimpuan. The problems faced by students in speaking were the students are careless to speak up in teaching learning process, the students have limited vocabulary that used in speaking, the intonation of the students are not clear and the students often speak slowly in speaking process. The purposes of this study were to examine students' speaking ability before using Impromptu Speech Technique, to examine students's speaking ability after using Impromptu Speech Technique and to examine whether there is significant effect of Impromptu Speech Technique to students 'speaking ability at the grade IX students of SMP N 3 Padangsidimpuan.This study used experimental quantitative method with pre-test and post- test control group design. The population was all of the students at the IX of SMP N 3 Padangsidimpuan. The samples were IX-3 grade as experimental class consisted of 31 students and IX-5 grade as control class consisted of 31 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula. The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using Impromptu Speech Technique. Therefore, alternative hypothesis (Ha) of this study was accepted, null hypothesis (H0) was rejected. It can be concluded that there was a significant effect of Impromptu Speech Technique to speaking ability at grade IX students of SMP N 3 Padangsidimpuan.

Key words: Impromptu Speech Technique, Speaking Ability

ABSTRAK

Nama	: Putri Rifani Siregar
NIM	: 18 203 00010
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI 3)
Judul Skripsi	: Pengaruh Penggunaan Teknik Berbicara Dadakan terhadap Kemampuan Berbicara Siswa di Kelas IX SMP N 3 Padangsidimpuan

Penelitian ini bertujuan untuk mengetahui pengaruh teknik berbicara dadakan terhadap Kemampuan Berbicara Siswa Kelas IX SMP N 3 Padangsidimpuan. Masalah yang dihadapi siswa dalam berbicara adalah siswa tidak perduli dengan berbicara saat pelajaran bahasa inggris, siswa kekurangan kosakata yang digunakan dalam berbicara, pelafalan, intonasi, kelancaran and aksen pada siswa tidak lancar dan siswa sering berbicara lambat dalam pelajaran bahasa inggris. Tujuan dari penelitian ini adalah untuk menguji kemampuan berbicara siswa sebelum menggunakan teknik berbicara dadakan, untuk menguji kemampuan berbicara siswa setelah menggunakan teknik berbicara dadakan dan untuk menguji apakah ditemukan pengaruh yang siknifikan dalam menggunakan teknik berbicara dadakan pada siswa kelas IX SMP N 3 Padangsidimpuan. Penelitian ini menggunakan metode kuantitatif eksperimental dengan desain pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas SMP N 3 Padangsidimpuan. Sampel penelitian adalah kelas IX-3 sebagai kelas eksperimen yang terdiri dari 31 siswa dan kelas ix-5 sebagai kelas kontrol yang terdiri dari 31 siswa. Data dikumpulkan melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus T-test. Hasil penelitian ini menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah pembelajaran dengan menggunakan teknik berbicara dadakan. Oleh karena itu, (Ha) penelitian ini diterima, (H0) ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan terhadap kemampuan berbicara siswa dengan menggunakan teknik berbicara dadakan pada siswa kelas IX SMP N 3 Padangsidimpuan.

Kata kunci: Teknik Berbicara Dadakan, Kemampuan Berbicara

خلاصة

الاسم   : فوتري ريفا ني سير غا ر

رقما لقي د   : ١٨٢٠٣٠٠٠١٠

عنوا ن اللر سا لة   : تاثير تقنية الكلا المر تخلة علنا لقدلرة علنا لثحد ثفيطلا با لفا لثا سع في المدرسة

ال عدادية ها يت دو لة ٣ بدع سدمفوا ن

تهدف هذه الدراسة إلى تحديد تأثير تقنيات التحدث المرتجلة على القدرة على التحدث لطلاب الفصل لا الطلاب أن هي التحدث في الطلاب يواجهها التي المشكلة . بدع سدمفوا ن SMP N 3 في التاسع يهتمون بالتحدث أثناء دروس اللغة الإنجليزية ، ويفتقر الطلاب إلى المفردات المستخدمة في التحدث والنطق والتجويد والطلاقة واللهجة لدى الطلاب الذين لا يجيدون بطلاقة التحدث وغالبًا ما يتحدث الطلاب ببطء في دروس اللغة الإنجليزية. كان الغرض من هذه الدراسة هو اختبار مهارات التحدث لدى الطلاب قبل استخدام تقنيات التحدث المرتجلة ، لاختبار مهارات التحدث لدى الطلاب بعد استخدام تقنيات التحدث المرتجلة تم العثور على تأثير كبير في استخدام تقنيات التحدث المرتجلة واختبار ما إذا كان قد تم استخدمت هذه الدراسة طريقة تجريبية كمية . بدع سدمفوا ن SMP N 3 في التاسع الصف طلاب في SMP N 3 بدع فصل طلاب جميعًا الدراسة هذه في السكان كان. والبعدي القبلي الاختبار تصميم مع IX-3 بصفتها الفئة التي تكونت من 31 طالبًا والفصل عينة من البحث عينة وكانت. سدمفوا ن 5-IX كفئة ضابطة مكونة من 31 طالبًا. تم جمع البيانات خلال الاختبار القبلي والبعدي في اختبار T-test. تشير نتائج هذه الدراسة إلى أن متوسط درجات الفصل التجريبي أعلى من متوسط درجة فئة الضبط بعد التعلم باستخدام تقنيات التحدث المرتجلة. لذلك (ه) هذا التحدث على الطلاب قدرة على كبيرًا تأثيرًا هناك أن نستنتج أن يمكن. مرفوض (H0) ، مقبول البحث باستخدام تقنيات التحدث المرتجلة في الصف التاسع SMP N 3 سدمفوا ن بدع

الكلمات الرئيسية : التحدث على القدرة ، تقنية التحدث المرتجلة

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In the name of Allah, the Beneficentthe Merciful.

First of all, let researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best creator of everything in this world and as the most merciful who has given to the researcher the health, knowledge and chance to finishing the thesis entitled "*The Effect of Impromptu Speech Technique To Speaking Ability at Grade IX Students of SMP N 3 Padangsidimpuan*" is presented to the Department of English Education *Faculty of Tarbiyah and Teacher Training Faculty of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan*.

The second, Shalawat and Salam to the Prophet Muhammad SAW that has guided to human kind from darkness to the lightness era. Then, I also thanks to myself that trying hard to finish this thesis. Here the author would like to express the great thanks to who given the researcher a lot of things that the researcher able to completed and published this research:

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2. Mrs. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

3. Mrs. Fitri Rayani Siregar, M.Hum. as the chief of English Education Department who always support al of the students in finishing the thesis.

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<div align="right">

Padangsidimpuan, January 5th 2023
Writer

Putri Rifani Siregar
Reg.Num.1820300010

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are so many things that students can study about English, but the basic lessons that learners must understand in learning English is skill of English. Actually these basic lessons are really important for learners before study English. There are four skills of English that must be known and that learners must learned, these skills are listening, speaking, reading, and writing.[1] Here, the researcher focuses on speaking skill.

Speaking is one of the language skills that students use to communicate in their target language. The process of creating and disseminating meaning through verbal and symbol form in given context is know as speaking. To communicate an idea is to speak.[2] Speaking is one method of communication that is utilized frequently and is easier to comprehend. It is common practice to talk about and share our feelings, opinions, desires, and thoughts

The average person produces tens of thousands of words a way, although some people like auctioneers of Politicians may produce even more than that. So natural and integral is speaking that learners forget how the learners once struggled to achieve this ability –until, that have to learn how to do it all over again in foreign

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[1] Chengyu Nan, "Implications of Interrelationship among Four Language Skills for High School English Teaching," *Journal of Language Teaching and Research* 9, no. 2 (2018): 418, https://doi.org/10.17507/jltr.0902.26.p.419.

[2] Zainuddin et ol , "Improving Students' Speaking Ability Through Numbered Heads Together Strategy At Grade XI SMA N 1 Batang Angkola," *English Education* 05 (2017): 71, https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=zainuddin+improving+student%27s+speaking+ability&btnG=#d=gs_qabs&t=1678028637723&u=%23p%3Dxv9KComqIB0J. p.58.

language.[3] So everyone has different abilities in speaking, and it must try as much as possible in speaking.

There are two main purposes for speaking, speaking serves either a transactional function, and in that is primary purpose is to convey information and facilitate the exchange of good or services, or it serves an interpersonal function. [4] In that primary purpose is to establish and maintain social relations`

Based on the researcher, there are the important things in speaking skill or that should be noticed when speak English, such as fluency, intonations, pronunciation, and gesture, accent, grammar and accuracy. All of the important things of speaking should be learned and should mastered.

Beside that there are also the difficulties that make speaking difficult these are, clustering, redundancy, reduced forms, performance variables, colloquial language, and rate of delivery, the stress, rhythm, intonation and interaction.[5] From all of the information about speaking, as speakers, consciously and unconsciously people use their speech to create and imagine of themselves to others.[6] When people hear someone speak, they pay attention to what the speaker sound like almost automatically. On the basis of what they hear, they make some tentative and

[3] Scott Thornbury, *How to Teach Speaking*, ed. david lott. and diana winkleby harmer, jeremy (Longman, 2002).p.1-2.
[4] Thornbury.p.13.
[5] H. Douglas Brown, *Teching by Principles An Interactive Approach to Language Pedagogy*, ed. Tracey Munz Cataldo Paula Van Ells Daniel Belfiore, Dave Dickey, Cristine Edmonds, Pran Fishman, Katherine Keyes, Third Edit (San Fransisco: Pearson Longman, 2007).p.326.
[6] sari Luoma, *Assessing Speaking*, ed. J. Charles Alderson and Lyle F Bachman (United Kingdom: Cambrige: Cambridge University Press, 2004).

possibly subconscious judgments about the speaker's personality, attitude, home region, and native speaker status.

Based on the preliminary research conducted in SMPN 3 Padangsidimpuan, the English teacher said that there are some problems when the students speak English such as the intonation which is not really clear and related to fluency, students often speech slowly.[7] The biggest problems are about the accent and fluency from some of the students. The English teacher also said "the students seldom speak English in learning process, students also lack of vocabulary and the students look uncared about the materials".

There is a technique that can help teacher to teach the students' speaking ability, called impromptu speech without preparation. According to Menguin, there are some benefits of an impromptu speech technique: it can improve oral expression of thought, develop confidence in public speaking, think quickly on your feet, and develop leadership and communication skills.[8]Impromptu speech can reveal the student's ability to organize thoughts quickly, confidently, naturally and logically. However, it can make them creative and imaginative interpretation of the designated topic, supported by varied materials. The material given is something that related to a variety of everyday words, phrases and topics.

From all of the skill in English, this research discussed about speaking skill about the purpose of speaking, the difficulties of speaking, the indicators of speaking and the technique will use in teaching speaking ability. the technique will

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[7] Private Interview with English teacher at SMPN 3 Padangsidimpuan, Observation, (March 18th 2022, time 14.00 p.m).

[8]Jef Menguin, *Speaking Off The Cuff* (USA, USA: Toastmasters, 2010).p.1.

use Impromptu Speech technique to find the significant effect of use Impromptu Speech technique to speaking ability.

Based on explanation above, it is interested to conduct a research entitled "The effect of Impromptu Speech Technique to speaking ability at grade IX students of SMPN 3 Padangsidimpuan"

B. Identification of the Problem

Based on the explanation in the background above, there are many problems which the students and the teacher face in speaking at SMPN 3 Padangsidimpuan, as followed:

1. Students are careless to speak up in teaching learning process

2. Students have limited vocabulary that used in speaking

3. The intonation of the students are not clear.

4. Students often speak slowly in speaking process.

C. Limitation of the Problem

Based on the identification of the problem above, the students has limited vocabulary in speaking process and the students often speak slowly in speaking process, and the researcher limited to find the significant effect of Impromptu Speech Technique to speaking ability at grade IX of SMP N 3 Padangsidimpuan.

D. Formulations of the Problem

In this research, there are three formulations of the problem, there are:

1. How is the students' speaking ability before learning by using Impromptu Speech technique at the grade IX of SMPN 3 Padangsidimpuan ?

2. How is the students' speaking ability after learning by using Impromptu Speech technique at the grade IX of SMPN 3 Padangsidimpuan ?

3. Is there any significant effect of Impromptu Speech technique on students' speaking ability at the grade IX of SMPN 3 Padangsidimpuan ?

E. Objectives of the Research

Based on the problems above, the objectives of this research are:

1. To examine students' speaking ability before using Impromptu Speech technique at grade IX students of SMP N 3 Padangsidimpuan.

2. To examine students' speaking ability after using Impromptu Speech technique at grade IX students of SMP N 3 Padangsidimpuan.

3. To examine whether there is a significant effect of Impromptu Speech technique to students' speaking ability at grade IX students of SMP N 3 Padangsidimpuan?

F. Significances of the Research

This research gave the beneficial for teachers, students and for researcher, the significances of this research are:

1. Teachers

Teachers can take more references about technique that can be use for teaching speaking skill and teachers can increase their knowledge and motivation to teach effectively.

2. Students

The students take motivation to make them interesting to speaking English and to give the alternative way to learning speaking skill and the students feel enjoyable in speaking learning process by using this technique.

3. Researcher

This research gives experiences in teaching speaking, and also the more information about this research.

4. Readers

Give the information to readers about impromptu speech technique.

G. Outline of the Thesis

This research is divided into five chapters. Each chapter consist of some sub title/chapters with detail as follow:

Chapter I discusses of introduction that consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research and significance of the research. Chapter II consist of theoretical dercription, related literature, and also riview of related findings.

Chapter III is about the research methodology that consist of time and place of the research, the method of research, research design, population and sample, definition of operational variables, technique of collecting data, and technique of data analysis. Chapter IV is the result of the research that consist of the description of the data with some sub theory about speaking ability, impromptu speech technique, hypothesis, discussion of the result, and treat of research. Chapter V is consist of the conclusions about the result of the research and suggestions which is given to students and teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Description**

1. **Speaking**

   a. **The Definitions of Speaking**

   Speaking is the ability to speak in a productive way. The ability of a speaker to convey the information to an indvidual or group of listeners is a skill. The learners speak effectively to convey information from the information from the informant's mind to listeners, demonstrating thee learners's skill through their own ability to apply language rules.[9] This ability has includes all the correct grammatical aspect of the language the informant is speaking, the types of the information is transferring, and rhetoric she or he is conducting in a communicative event.

   Siregar said speaking is a way of communication are used by speakers to express their ideas, opinions, and feelings to others by using verbal form. Good speaking skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative. In doing a good speaking, a speaker should consider several components of speaking.[10]

   Speaking is communication way which is use to express their idea and feeling and the ability to stand fluently presupposed not only knowledge of language features, but also the ability to process information and

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[9]Sanggam Siahaan, *The English Paragraph*, The First (Yogyakarta: Graha Ilmu, 2008).p.2.

[10]Sri Rahmadhani Siregar, "Using Direct Method in Teaching Speaking," *IAIN Padangsidimpuan.Ac.Id.*4(2016):48,https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=using+direct+method+in+teaching+speaking+by+sri+rahmadhani&btnG=#d=gs_qabs&t=1678030764059&u=%23p%3DJ2CaRhNQ6mYJ.p.36.

language on the spot.[11] Speaking is an activity that learners use for communicate to another people and we operate that communication by our mouth.

Speaking is really important in daily life because as a human being, we need have good communication and socialize with other person. Speaking also the media to express statements, ideas, feelings, opinion and it can say in speaking process with person. When the speaking process in progress, actually it use language to express all of the opinion for speaking process.

On the other hand, there are definitions about speaking according to the expert. Firstly, McDonough and Shaw state speaking is a skill used by someone to produce utterance when genuinely communicates may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and/or solving a particular problem, or establishing and maintaining relationship and friendship.[12]

Secondly, Nunan state "speaking is an ability to carry out a conversation in the language."[13] It explained speaking is a skill that used by someone to communicate and carry out the conversation.

There are three reasons why it is good to give speaking students, as followed:

Rehearsal: It gives them a chance to rehearse having discussions outside the classroom.
Feedback: Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

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[11] Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2001).p.269.
[12] Jo McDonough and Christopher Shaw, *Materials and Methods ELT*, Second edi (Oxford Blackwell Edition, 2003).p.157.
[13] David Nunan, *Language Teaching and Methodology* (Edinburgh: Longman Pearson ESL, 1998).p.39.

Engagement: Good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, Conversation, problem-solving etc.) are intrinsically enjoyable in themselves. [14]

From the several definitions of speaking, the researcher can take the conclusion that speaking is the productive skill or the way for someone to communication that involve expressing ideas and opinion and that can be used to daily conversation and socialize with other person.

b. **The Nature of Speaking**

Linguistic description of spoken language, speaking as an interaction, and speaking as a social and situation –based activity and these perceptions see speaking as an integral part of people daily lives. Together, these perceptions help assessment developers from a clear understanding of what it means to be able to speak a language and then transfer his understanding to the design of tasks and rating criteria.

The more these concrete features of test are geared towards the special features of speaking. The more certain is that the result will indicate what the purport to indicate, namely the ability to speak a language. [15] This type of speaking tends to be seen as something that individuals do. It is legitimate and for educational purpose useful, to see speaking in this way too, because it is true that individual speak, and an important part of language is use personal. Nevertheless, it is also important to remember that speaking forms a part of the shared social activity to talking.

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[14] Harmer, *The Practice of English Language Teaching*.p.270.
[15] Talia Isaacs, "Assessing Speaking," *Handbook of Second Language Assessment*, 2016, 131–46, https://doi.org/10.1017/s0267190500003548.p.9.

In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant to the situation. Their aim can be to pass the time, amuse each other, share opinion or gets something done, or they can aim to do several of these and other things at once. [16] The point in their interaction is that they do these things together. Each participant is both a speaker and a listener they construct the event together and share the right to influence the outcomes which can be both shared and individual.

The first point to emphasize is that speech production takes place in real time and is therefore essential linear. Words follow words, and phrase follow phrase. Likewise, at the level of utterance, speech is produce utterance by utterance productions of the person are talking to.[17] This contingent nature of speaking, whereby each utterance is dependent on a preceding one, accounts for its spontaneity. This is not to say that speaking is unplanned, only that the planning time is several limited.

c. **The Components of Speaking**

According to Hughes there are five components in speaking skill, there are accent, grammar, vocabulary, fluently and comprehension.[18] For this reason, the researcher would explain each of items one by one.

1) Grammar

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[16] Isaacs.p.20.

[17] Scott Thornbury, *How to Teach Speaking*, ed. david lott. and diana winkleby harmer, jeremy (Longman, 2002).p.2.

[18] Arthur Hughes, *Teaching for Language Teachers* (USA: Cambrige University Press, 1990).p.111

A conversation will be good-look when the speaker using grammar in those situation. A point out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/ produce thewords or sharing information correctly.

2) Vocabulary

Vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideaseither in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language.

In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as, „umm" and "uhh". Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words.

For example, teacher explains the meaning of fully by saying that it is the opposite of empty and students understand that cheap is the opposite of expensive Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

3) Accent

There are several explanations about accent, there are:

a) Pronunciation frequently unintelligible.

b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

c) "foreign accent" requires misunderstanding and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary.

d) Marked "foreign accent" and occasional mispronunciations, which do not interfere with understanding.

e) No conspicuous mispronunciation, but would not be taken for a native speaker.

f) Native pronunciation, with no trace of "foreign accent".

4) Fluency

Fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language candispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

5) Comprehension

Comprehension is the ability to understand completely and be

familiar with a situation or facts. Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

From explanation above, the researcher concluded that the components of speaking are important for speaking. This component can be the indicators of speaking but the researcher used the indicator from teacher's text book.

d. The Kinds of Speaking

There are several kinds of speaking skill, according to Brown kinds of speaking as follows:

1) Imitative
A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example learners practice an intonation contour or try to pin point a certain vowel sounds.
Intensive
Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.
Responsive
A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.
Transactional (dialogue)
Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended from or responsive language.
Interpersonal (dialogue)
The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.
Extensive (monologue)

Finally students at intermediate to advanced levels are called on to give extended monologues in the form oral reports, summaries, or perhaps short speeches. [19]

Based on the explanation about kinds of speaking above, brown concluded there six kinds of speaking that the learners shoud learn for references in teaching speaking. These kinds of speaking are imitative, intensive, responsive, transactional or dialogue, interpersonal or dialogue, and extensive or monologue.

According to Nunan in Brown's state, that there are two kinds of spoken language as follows:

2) Monologue

Monologue is a spoken language where the speaker give a speech for a length of a time such as in speeches, lectures, readings, new broadcast or something like that, the listeners need to process the information without take a place in the speech.

3) Dialogue

Dialogue is the process of take and gives information between speaker and listener. The listener can interrupt the speaker while the conversation.[20]

Differents from Brown's statement, Nunan concluded the kinds of speaking only two kinds, there are Monologue and Dialogue. Which is monologues means spoken language by oneself like a speech in front of the class, and dialogue is conversation between two or more participants.

e. **The Aims of Speaking**

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[19] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (United States of America: Longman Pearson ESL, 2004)..p.141-142.

[20] H. Douglas Brown, *Teching by Principles An Interactive Approach to Language Pedagogy*, ed. Tracey Munz Cataldo Paula Van Ells Daniel Belfiore, Dave Dickey, Cristine Edmonds, Pran Fishman, Katherine Keyes, Third Edit (San Fransisco: Pearson Longman, 2007)..p.303.

Speaking actually is the delivery of language through the mouth using parts of body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking can be formal or informal. Then, there are three aims of speaking based on O'Hair and Rubenstein, there are to inform, to persuade and to entertain. The explanation as follows:

1) To Inform
   To inform is a general purpose that some people have for speech, it designed to help learners acquire information that they currently do not have. The simple definition is about helping learners member acquire information that do not already have.
2) To Persuade
   To persuade is one of the aims speaking, thus intend to influence the value, opinion, behavior and acts of others. To persuade also intend to educate, prove or motivate the listeners to do something or to do your values.
3) To Entertain
   It designed to draw the learners or listeners' attention and stately or amuse them while delivering a clear message. Speakers engage in entertaining speeches generally at special occasions or are asked to deliver a keynote address. [21]

Each skill has a purpose in its implementation, and in speaking there are three as explained above. The aims of the speaking are to inform, to persuade and to entertain for learners. The simple explanations of it are about helping the learners and to give motivation and to entertaining the speech.

f. **The Difficulties of Speaking**

These same characteristics must be taken into account in the productive generation of speech, but with the slight twist in that the learner

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[21] Rob Stewart Dan O'Hair, Hannah Rubenstein, *A Pocket Guide to Public Speaking*, Third Edit (New York: Bedford St. Martin's, 2010).p.51

is now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. The difficulties as followed:

1) Clustering

   Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

   The speaker has the opportunity to make the meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced form

   Constructions, elisions, reduced vowels, and so on; all form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance variables

   One of the advantages of spoken language is that the process of thinking as someone speaks allows him to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. One of the differences between native and non-native speakers of language is their hesitation phenomena.

5) Colloquial language

Make sure that the learners are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

6) Rate of delivery

Another silent characteristic of fluency is rate of delivery. One of ways in teaching spoken English is to help learners achieve an acceptance speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce wave of language in a vacuum without interlocutors would rob speaking skill of its richest component; the creativity of conversational negotiation. [22]

From all of the difficulties of speaking, actually these difficulties make the learners hard to speak in English, and these difficulties are often found in learners in speaking. Students also do not learn about the difficulties that in turn in speaking process.

g. **Principles for Teaching Speaking**

There are several principles of teachig speaking that the teacher can

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[22] H. Douglas Brown, *Teching by Principles An Interactive Approach to Language Pedagogy*.p.326-327.

use in classroom, the principles as follows:

a) Be aware of the differences between second language and foreign language learning circumtances. Teacher should see the variances between econd language and foreign language, which second language is a language other than the mother tongue that the person used in daily life and foreign language is any language that is not native to spesific faith or person

b) Give students practice with both fluency and accurancy. Fluency and accurancy is the idicators of speaking, so teacher should teach it to the students.

c) Provide opportunities for students to talk by using group work or pair work, and limitig teacher talk.

d) Plan speaking tasks that invove negotiation for meaning, before teach speakig for the students, teacher should prepare the material or taks for the students.

e) Design classroom activities that involve guidance and practice in both transactional and interactioal speaking. [23]

f) From the explanations of principles for teaching speaking, the teacher can follow or use these principles to make the learning process more enjoyable.

h. Materials of Teaching Speaking

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[23]David Nunan, *Practical English Language Teaching*, First Educ (Singapore: McGraw-Hill, 2003).. p.54-56.

There are several material in Bahasa Inggris Think Globally Act Locally book, In what is it? sub topic, the materials such as to show appreciations to others, to invite someone to do something and to tell the legend story.

In this thesis, the researcher focuses to Information Report as the material to teaching speaking. Here the material consist to Bahasa Inggris Think Globally Act Locally book. The material about information report as follows:
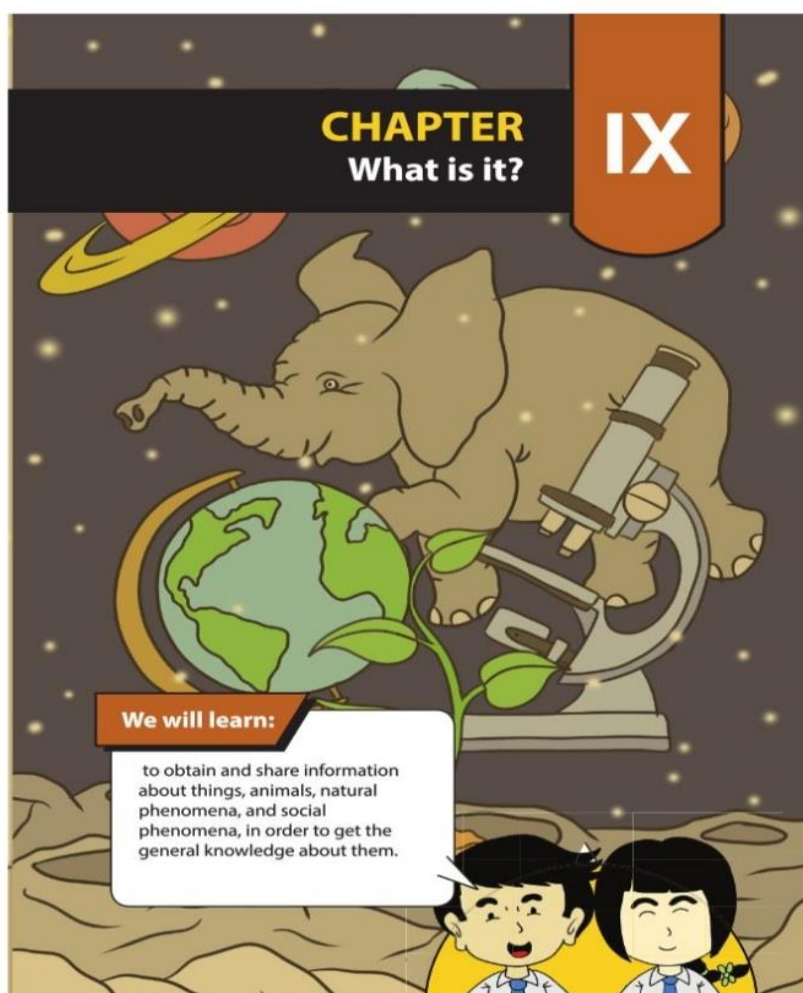
Figure 1
The Material about Information Report

Source : English Book " Think Globally Act Locally"[24]

Figure 2
The Material about Information Report

This is an example about information report

Source : English Book " Think Globally Act Locally"[25]
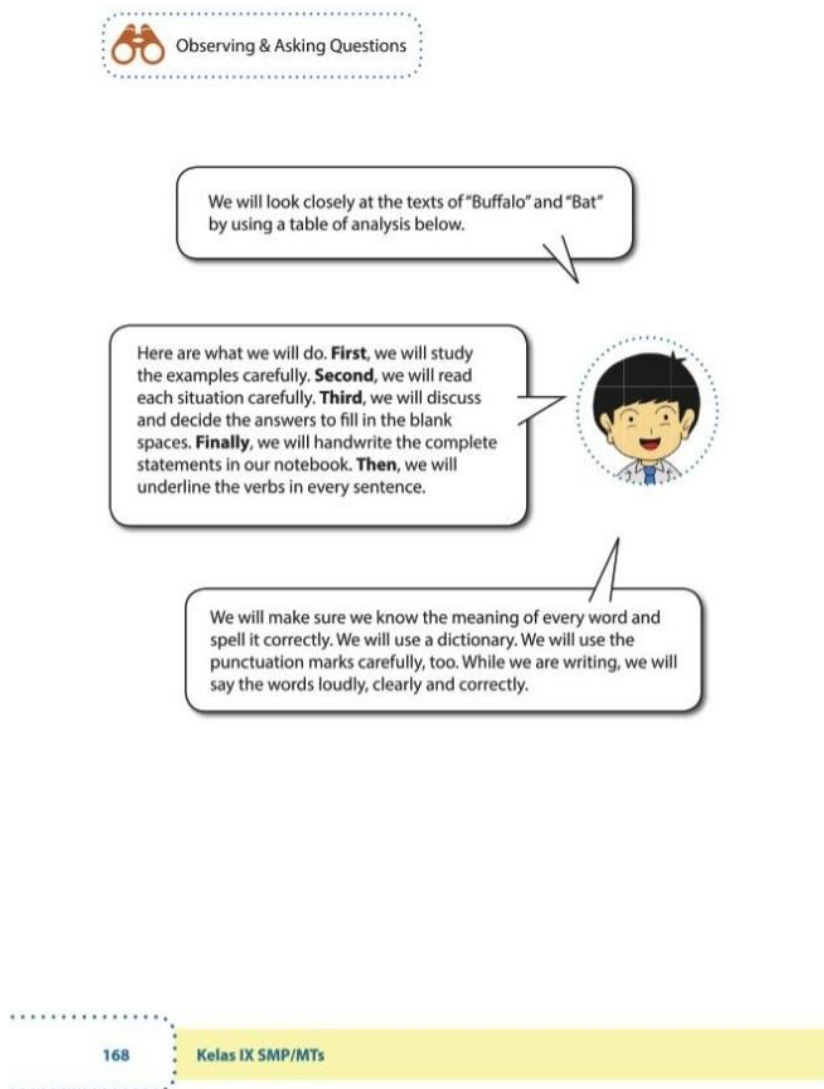
Figure 3

The Material about Information Report

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[25] Siti Wachidah, Bahasa Inggris " Think Globally Act Locally", p.166.

Source : English Book " Think Globally Act Locally"[26]

Figure 4
The Material about Information Report

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[26] Siti Wachidah, Bahasa Inggris "Think Globally Act Locally", p.168.

This is an example about information report

Source : English Book " Think Globally Act Locally"[27]
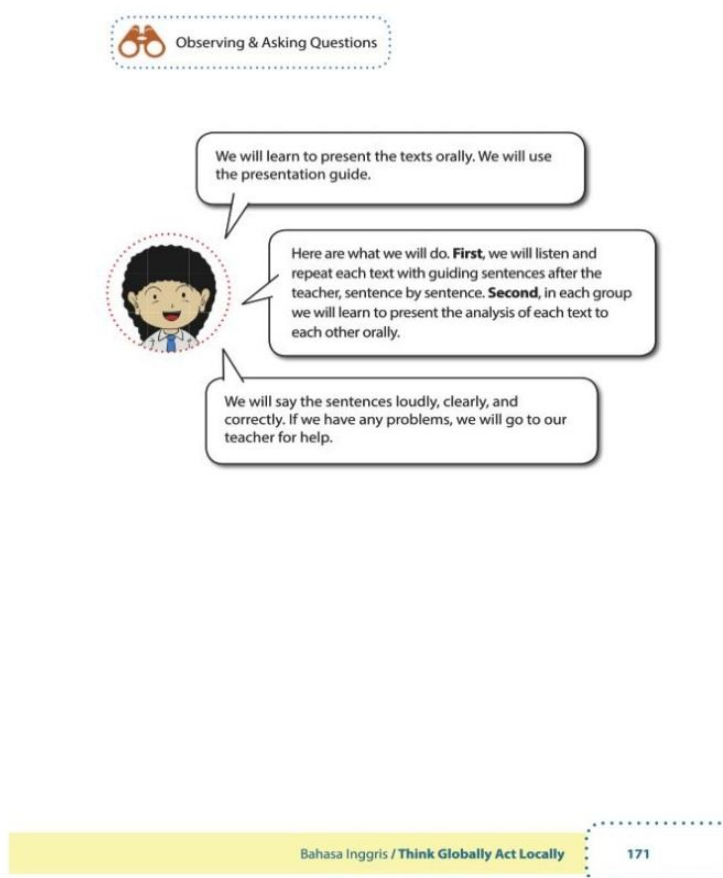
Figure 5
The Material about Information Report

Source : English Book " Think Globally Act Locally"[28]

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[27]Siti Wachidah, Bahasa Inggris "Think Globally Act Locally", p.169.
[28]Siti Wachidah, Bahasa Inggris " Think Globally Act Locally",p.171.

2. **Impromptu Speech**

   a. **The Definitions of Impromptu Speech**

There are several definitions about impromptu speech that can be learn. The first, from Williamson who said "impromptu speech is the most direct way to provide both efficiently."[29] Acknowledging the fear factor of including an audience, this exercise allows students to stand and deliver to a wall. It means that the impromptu speech technique is a very efficient technique for training students' confidence in speaking in front of the class and reducing fear of speaking in front of the class.

The second, Sedniev states impromptu speech usually lasts 1-3 minutes, its components are significantly shorter than in a prepared speech. [30] This statement is explained about the time of impromptu speech process. For example, an introduction and a conclusion may sometimes be only 1 sentence long. Because you think while you speak and may change the direction of your speech in the middle, occasionally the opening may have little relation to the rest of the speech, but the conclusion should always be relevant, strong and clear.

It means that impromptu speech is a technique that takes 1-3 minutes in preparation. It makes students more creative because students are required to think while speaking, and conclusions that are concluded must be relevant and clear.

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[29] Lynete Williamson, *On Demand Writing: Applying the Strategies of Impromptu Speaking to Impromptu Writing* (USA: Idebate Press, 2008).p.17

[30] Andrii Sadniev, *Magic Of Impromptu Speech* (London: Primedia eLaunch LLC, 2013).p.38

Impromptu speech technique is one teaching technique that is very useful for teaching speaking. This technique enables students to develop their capability to think on their feet, organize idea quickly, and speak informatively and confidently about variety topics.

The third, Wah states impromptu speech is important to be constantly on guard for feedback while we are delivering. This technique will have to choose if we are suddenly asked to "say a few words".[31] The last, impromptu speech technique can serve several purposes in oral skill class. It makes the students more actual practice with speaking the language, but it also forces them to think, and speak in gaining ideas without any notes or memorizing.[32] This technique makes the students more actual practice with speaking if suddenly the teacher asks something to make statement.

The fourth definition is from Verderber et.all stated an "impromptu speech is one that is delivered with only second are minutes of advance notice for preparation and is usually presented without refering to noted any kinds. Impromptu speech geither their thoughts just be for and while the learners speak, it is challenging to carefully organize and develoed the learner's ideas."[33] Impromptu speech only focues to speak withut refering to any kinds.

The last definition is from German, she stated:

An impromptu speech is delivered on the spur of the moment, which minimal preparation or the way you do most of your speaking with other

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[31] Ho Sook Wah, *Interactively Speaking* (Slangor: Malindo Printers SDN BHD, 2006).p.88.
[32] Barruansyah and Tetuko Rauf, *Interactively Speaking* (Inggris, 2018).p.63.
[33] Kathleen S. Varderber and Deanna D. Snellnow Rudolph F. Verderber, *The Challange of Effective Speaking* (Inggris: Cengage Learning, 2011)..p.219.

people. In an impromptu speech, the leraners are relying entirely on previous knowledge, your kill in talking with others, and if the learners respond the questions. For the best results, try to focus the impromptu remarks on singe idea, trying in details to explain or reinforce your point. [34]

From the definition above, the researcher conclude that impromptu speech is one of the teaching techniques that is very useful for teaching speaking. This technique is the spontaneous direct speech that usually lasts 1-3 minutes, its components are significantly shorter than in a prepared. The teacher only gives the material and the students make the shorter speech in front of the class.

b. The Structure of Impromptu Speech

There are three structures of impromptu speech, as follows:

1) Opening
    The main goal of the opening is to catch the students' attention and give them a taste of what to expect. Or the beginning of the lesson to understand the material about an impromptu speech.
2) Body of the speech
    In the body of impromptu speech, always share single point, because the impromptu speech is usualy a short, the students can convey only one point effectively.
3) Conclusion
    Conclusion is the improtant part of the entire speech, because what is said in the end is remembered best by the students. If the students' speech good, the last sentence is what the students recite to the another students. [35]

The learners should follow the structure when do the impromptu speech, it made the speech better because in the structure has opening, body of the speech and conclusion, so that the speech is not messy and sounds good.

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[34] Kathleen German, *Principles of Public Speaking*, ed. Imggris, i (Taylor and Francis, 2017)..p.157.

[35] Sadniev, *Magic Of Impromptu Speech*.p.36-38.

c. The Procedure of Impromptu Speech

According to Williamson the procedure of Impromptu Speech Technique has 8 steps, they are:

1) Begin by illustrating a fact or statistic that is stated creatively has a better chance of being remembered than one that is just stated.
2) Explain that the class will learn how to introduce facts effectively by
3) Giving short impromptu speeches in which they are asked to incorporate a fact creatively.
4) Ask students to read the direction under your turn and then turn over the hand out. Distribute index cards or scraps of paper for the students to make notes on during their preparation time.
5) Pass around the envelope with the topics and remind the class that each one is to pull 5 strips but can choose the one topic on which she or he wants to speak.
6) Give each student at least 2 minutes to prepare his or her speech after drawing a topic.
7) You can ask for a volunteer to demonstrate a sample impromptu speech.
8) Give each student 5 minutes to speak. Do not assess a penalty if less time is used.
9) Ask the students to analysed the text, and reread the text that have analysed by the students.
10) Remind students that only these who incorporate the fact into their speech in a creative, memorable way eligible for the best grade. [36]

This research used this procedure of impromptu speech when collecting the data and it made the researcher easy to collecting the data. This procedure must be followed sequentially to facilitate learning.

d. The Advantages of Impromptu Speech

One of the advantages of impromptu speech is maximum spontanetly, its major setback is the lack of planning and preparation. Normally, a pubic adress should be subject to a more formal impromptu speech. [37] An impromptu speech is usually designed only a few minutes.

In another perception, there are several advantages, as follows:

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[36] Williamson, *On Demand Writing: Applying the Strategies of Impromptu Speaking to Impromptu Writing*.p.20.

[37] Fortunato Gupit, *Elements Of Public Speaking* (Inggris: Rex Book Store, 1986).).p.28.

1) Speaking before write adds fluidity to the expression of ideas and eventually comes to be a natural part of the writing process.

2) They had rehearsed numerous organizational strategies and had a palette of examples from which to choose.

3) Encouraging students to speak before they write makes sense.

4) To think aloud with teachers and peers leads to the internalization of procedures, processes, and patterns of thinking that result in better written products.

5) It insists that they organize their information to allow for a meaningful conclusion.

6) It is imperative.

7) All of this practice makes constructing a flawless presentation in 2 minutes possible.

8) The most direct way to provide both efficiently.

9) This is actually quite a humorous activity that students enjoy.

10) Students practice their pronounciation and intonation. [38]

There are several advantages of impromptu speech, there are the students has rehearsed numerous organizational strategies, students think aloud with teacher and to encouraging students to speak before they write the text and the most direct way to provide both efficiently.

f. **The Purposes of Impromptu Speech**

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[38]Mauren Templement and Phil Bridges, *Student-Led Field Trips: A Model for Autonomous Speaking Skill Building* (Inggris: Missouri State University, 2010).p.2

Impromptu speech has several purpose, as follows:

1) To offer students a unique forensics activity and valuable training in

2) critical thinking, analysis, organization and delivery for situations outside of competition.

3) To offer students enjoyable forensics activity and valuable training in critical thinking, analysis, organization and delivery for situations outside of competition.

4) To offer the students do much preparation in delivering speech.

5) To offer students to become tentatively reasoned response. Reasoned response will offer a means to incorporate these educational goals in an event that should still be considered fun, thrilling and challenging to students.

6) To helps the students more of a socially significant activity.

7) To offer students become competent n delivering a speech.

8) To prepare students to communicate intelegently on the spur of the moment beyond the classroom in to society. [39]

From all of the purpose of impromptu speech, the researcher concludes impromptu speech can improve the speaking ability of students and to make the students better in speaking.

3. **Teaching Speaking by Using Impromptu Speech Technique**

Impromptu speech technique is the most direct way that is very useful for teaching speaking. This technique enables students to develop their

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[39]David E Williams, *Time for a Change in Impromptu Speaking*, 3rd Edition, 2011.p.3.

capability to think on their feet, organize idea quickly, and speak informatively and confidently about variety topics. Impromptu speech also is delivered on the spur of the moment, which minimal preparation or the way you do most of your speaking with other people and this speaking takes 1-3 minutes that is shorter than in prepared speech. There are steps for teaching speaking by using impromptu speech technique, such as:

a. Begin by illustrating a fact or statistic that is stated creatively has a better chance of being remembered than one that is just stated.

b. Explain that the class will learn how to introduce facts effectively by giving short impromptu speeches in which they are asked to incorporate a fact creatively.

c. Ask students to read the direction under your turn and then turn over the hand out. Distribute index cards or scraps of paper for the students to make notes on during their preparation time.

d. Pass around the envelope with the topics and remind the class that each one is to pull 5 strips but can choose the one topic on which she or he wants to speak.

e. Give each student at least 2 minutes to prepare his or her speech after drawing a topic.

f. You can ask for a volunteer to demonstrate a sample impromptu speech.

g. Give each student 5 minutes to speak. Do not assess a penalty if less time is used.

h. Ask the students to analyse the text, and reread the text that have analysed by the students.

i. Remind students that only these who incorporate the fact into their speech in a creative, memorable way eligible for the best grade.[40]

These are the steps that the researcher used to teach the students by using Impromptu Speech Technique.

4. **Teaching Speaking by Using Teachers' Technique**

The teacher used the conventional technique to teach the class. The conventional technique is needed to compare it with the treatment, the conventional technique is also the technique or the way that usually used by the teachers to teach the speaking to students.[41]

There are the steps that the teacher used to teach speaking at ninth grade of SMP N 3 Padangsidimpuan as the conventional technique, such as:

The teacher explained about the information report as the material.

After explaining the material, the teacher asked the students to read the text book.

The students take turns reading the text on the text book.

The teacher asked the students to analysed the text and asked the students to discuss the text.

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[40]Williamson, *On Demand Writing: Applying the Strategies of Impromptu Speaking to Impromptu Writing*.p.20.

[41] Jhon Deriden, Conventional Technique (Online) http://www.britania.com/ebchecked /topic/421797//nnucler-strategy, retrieved on May 17th 2023 at 10.00 pm

B. The Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure:

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┌──────────────────────────────┐
│ Students' speaking ability   │
│ was low and it still uses    │
│ conventional technique       │
└──────────────────────────────┘
                │
                ▼
┌──────────────────────────────┐
│ Using impromptu speech as    │
│ the technique to solve the   │
│ problem                      │
└──────────────────────────────┘
                │
                ▼
        ┌───────────────┐
        │   Pre-Test    │
        └───────────────┘
         ╱             ╲
        ▼               ▼
┌──────────────────┐   ┌──────────────────┐
│ Experimental     │   │  Control Class   │
│ Class            │   │                  │
└──────────────────┘   └──────────────────┘
        │                      │
        ▼                      ▼
  ┌──────────────┐     ┌──────────────────┐
  │  Treatment   │     │ Control class    │
  └──────────────┘     │ through          │
┌──────────────────┐   │ teacher's        │
│ Experimental     │   │ technique.       │
│ class through    │   │                  │
│ impromptu speech │   │                  │
│ technique        │   │                  │
└──────────────────┘   └──────────────────┘
        │                      │
        ▼                      ▼
┌──────────────────────────────────────────┐
│               Post Test                   │
└──────────────────────────────────────────┘
        │                      │
        ▼                      ▼
  ┌──────────┐           ┌──────────┐
  │    Ho    │           │    Ha    │
  └──────────┘           └──────────┘
```
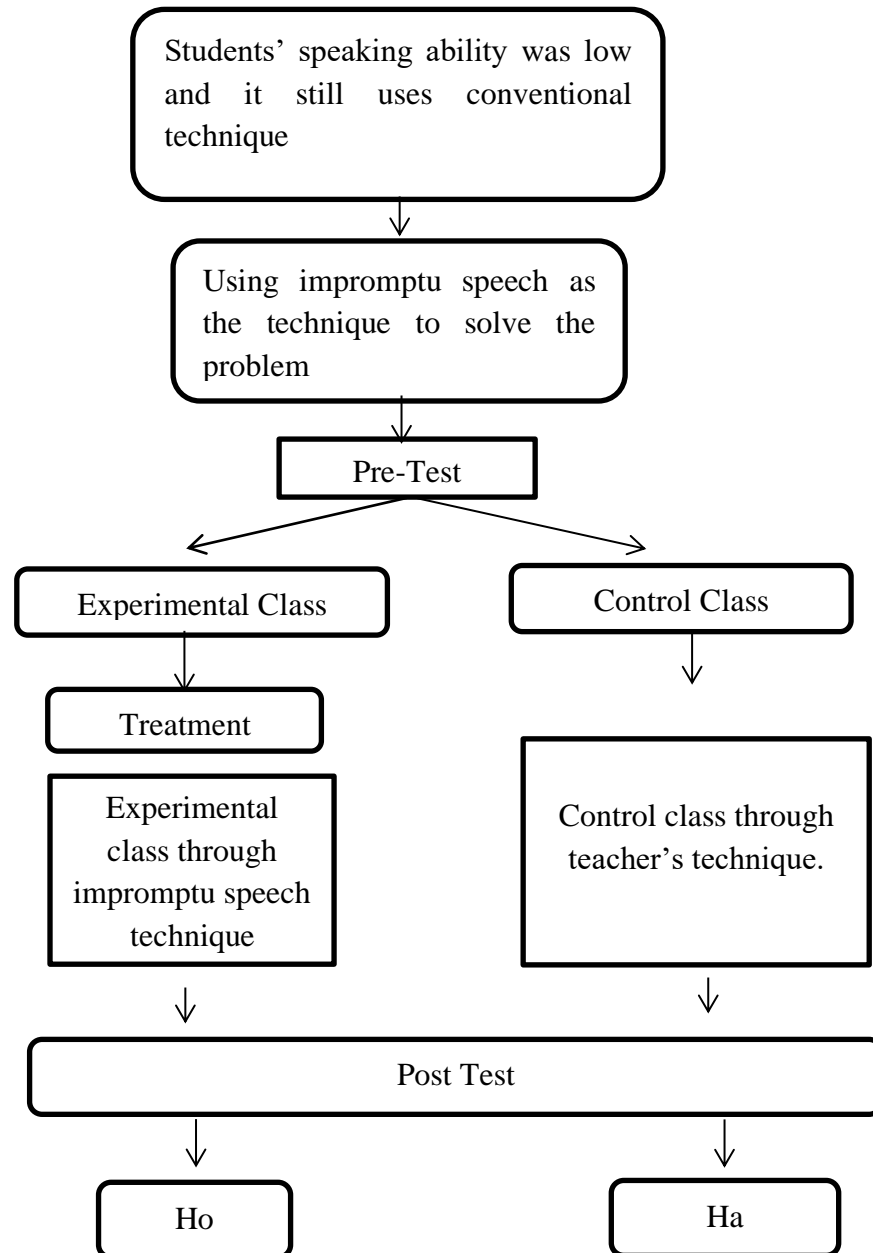
Figure 6
The Conceptual Framework

C. **Review of Related Findings**

The researcher found the related findings from the previous research, the previous research as follows, the first thesis of Munawarah, in this thesis she found the result that this ttechnique is most well done to implement to speaking ability in SMA 12 Pekanbaru. [42]

The second thesis is from Pratiwi's research, In this research she found there is a significant effect of using impromptu speaking activiy on students' speaking achievment and the students who were taught with impromptu speech got higher than used conventional technique.[43] The third thesis is from Masfufah's research, In this research she found that there is significant effect on applying impromptu speech technique on speaking ability in SMAN 01 Tulang Bawang. [44]

The fifth related journal is from Heinz's research. In this journal, he found that impromptu speech improves the most of students' speaking ability and impromptu speech was implemented in public speaking of the students. [45] The last related finding is article of Panggabean, In this article, she found that the researcher had applied impromptu speech technique in teaching speaking well and there is a significant effect of impromptu speech technique on students' speaking ability at

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[42] Siti Munawarah, "The Effect Of Using Impromptu Speech Technique Towards Students' Speaking Ability At The Second Year Of State Senior High School 12 Pekanbaru" (Universitas Sultan Syarif Kasim Riau-Pekanbaru, 2012).,https://repository.uin-suska.ac.id/9411/1/2012_2012222.pdf

[43] Nurul Pratiwi, "The Effect Of Applying Impromptu Speaking Method On The Students' Speaking Achievement" (Universitas Muhammadiyah Sumatera Utara, 2021).,http://repository.umsu.ac.id/handle/123456789/15978.

[44] Siti Masfufah, "The Influence Of Impromptu Speech Thecnique Towards Students' Speaking Ability At The First Semester Of Eleventh Grade Of SMAN 01 Tulang Bawang Tengah In The Academic Year Of 2019/2020" (Universitas Raden Intan Lampung, 2020).http://repository.radenintan.ac.id/9566/1/A%20THESIS%2011.pdf.

[45] Michael Heinz ," Impromptu Speech And Interpretation Studies: A preliminary Study)" (Hankuk University Of Foreign Studies, 2013).

the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year. [46]

From all of these related findings, the researcher found the suitbale material. This research is talk about using impromptu speech, and all of the related findings also used impromptu speech technique to improve the students' speaking ability.

D. **Hypothesis**

The researcher formulates the hypothesis as follow:

1. Alternative Hypothesis (Ha): there is an effect of impromptu speech on speaking   ability at grade IX of SMPN 3 Padangsidimpuan.

2. Null Hypothesis (Ho): there is no effect of impromptu speech on speaking ability at grade IX of SMPN 3 Padangsidimpuan.

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[46] Rita Herlina Panggabean, " The Effect Of Impromptu Speaking Method On Students' Speaking Ability (A Study At The Eleventh Grade Students Of SMA Negeri 1 Pinangsori In 2018/2019 Academic Year)"(Institut Pendidikan Tapanuli Selatan,2020).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research took place in SMPN 3 Padangsidimpuan, that is located in Ahmad Dahlan no. 39 Street, Padangsidimpuan Utara, and North Sumatera. This research was done from arranging proposal on August 2022 until March 2023.

B. Research Design

This research used quantitative method with experiment method. Quantitative research method is based on collect and analysis data by numeral, usually obtained from questioners, test, checklist, and other formal paper.[47] True experimental used in this research with pre test-post test control group design. The researcher found the population, took the sample and made the sample into two classes (control class and experimental class).

Table 1
Table of Research Design

Class	Test	Treatment	Test
Experimental class	Pre–test	Teaching speaking using impromptu speech technique	Post-test
Control class	Pre-test	Teaching speaking by using teacher's technique	Post-test

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[47] L.R. Gay and Peter Arisian, *Education Research Competencies for Analysis and Application* (USA: New Jersey, 2000).p.279.

C. Population and Sample

a. Population

Population was the whole group of people, events or object of interested in which the researcher was studied.[48] The population of this research was all of the students at grade IX of SMPN 3 Padangsidimpuan. It consisted of nine classes, the population number seen on the table below:

Table 2
The Population of VII grade of SMP N 3 Padangsidimpuan

No	Classes	Students
1.	IX-1	32
2	IX-2	32
3.	IX-3	31
4.	IX-4	32
5.	IX-5	31
6.	IX-6	29
7.	IX-7	27
8.	IX-8	29
9.	IX-9	29
Total		273

b. Sample

Sample was part of the object that represented the population selected in a certain way or part of object to be studied which selected in such a way that it represented the entire object (population) that you want to studied.[49]

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[48] Tatang Ari Gumanti, *Metode Pendidikan* (Jakarta: Mitra Wacana Media, 2016).p.186.

[49] Rosadi Ruslan, *Metode Penelitian Public Relations Dan Komunikasi*, The First (Jakarta: PT Raja `Grafindo Persada, 2004).p.151.

From the explanation about the total of population, the researcher used simple random sampling because it took the sample from the names of population with equal opportunities was carried out randomly regardless of the strata in the population that is considered heterogeneous.

Table 3
The Sample of the Research

NO	Classes	Students
1.	Experimental Class IX-3	31
2.	Control Class IX-5	31
Total		62

D. Defenition of Operational Variables

This research is supported by two educational theories, there are speaking ability and impromptu speech.

1. Speaking Ability

Speaking ability is the ability of oral speech from the students that the teacher judged, to show the ideas or opinion spontaneous from the students and also way which used to express their idea and feeling. Speaking ability is an activity of constructing meaning that involves producing, receiving, and processing information.

2. Impromptu Speech Technique

Impromptu speech is the spontaneous activity of speaking, the teacher just give the title of the material and the teacher ask to students to speak in front of the class about the title, and all of the students should give their opinion about that, so that that activity called impromptu speech.

E. Instrument of Collecting Data

In this research, the instrument of collecting data that had been used in this research was a speaking test. As stated by Brown that "test is a method of measuring a person's ability, knowledge, or performance in a given domain.[50]Test of this research is in a form of giving speech.

Table 4
Indicators of Speaking

NO	Aspect	Criterions	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2	Intonation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3	Fluency	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1

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[50] H.Doughles Brown, *Language Assesment Principles and Classroom Practices* (New York: Pearson Education, 2004).p.3.

NO	Aspect	Criterions	Score
4	Accuracy	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning.[51]	1

(Adapted : Siti Wachidah, et al, Buku Guru Bahasa Inggris, Think Globally Act Locally)

The researcher gave the speaking test-like pre-test and post-test to the students. The experimental group and the control group gave the same materials. To classify the percentage of students' speaking ability, the researcher drew:[52]

Table 5
Classification Quality of Student's Score

No	Percentage	Criteria
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%100%	Very High

F. Validity and Realibility

1. Validity

Validity is the important one measuring in a research process. Validity is important in all forms research and all types of test and

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[51] Siti Wachidah. Et. al, Buku Guru Bahasa Inggris " *Think Globally Act Locally*", (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2018), p.23.

[52] Suharsimi Arikunto ., *Evaluasi Program Pendidikan*, 2nd ed. (Jakarta: Bumi Aksara, 2018).

measures in some situations, a test or instrument is used to make number different interpretation.

In this research, the researcher used test as instrument. To make sure that the test has been available for students, the researcher used construct validity. Construct validity used to know that the test is valid or not by using expert judgment such as advisor. So, to valid the test, the researcher consulted the instrument of the test with English teacher at SMP N 3 Padangsidimpuan and the English teacher validated the test.

2. Realibility

The reliable test is consistent and dependable. If you give the same test to the same students on two different occasions, the test should yield similar results. The issue of realibility of a test may best be addressed by considering a number of factors that may contribute to the unreability of a test. Consider the following possibilities fluctuations in the students, in scoring, in test administrations and in the test itsel. In this research used inter-rater realibility with kappa cohen by using SPSS v.21 to measure the realibility of the writing test.

G. Procedure of the Research

In collecting the data, researcher gave the sample two test, the first is pre-test and then post-test.

1. **Pre-test**

    This is the first procedure that the researcher gave to the student, and it conducted to found out the normality and the homogeneity of the sample. The research used some steps in giving pre-test, they were:

    1. The researcher prepared 5 topics for test the speaking skill students or information report. Asked the students to choose only one topics.

    2. The researcher described the theme about information report to both classes, experiment and control class.

    3. The researcher asked the students to repeat the theme of speaking skill.

    4. The researcher asked the students to underline and analyzed the theme about information report.

    5. The research recorded the answer of the students.

    6. The research checked the answer of students and counts the student's score. .

2. **Treatment**

    After the researcher gave the pre-test, students were given the treatment. The experimental class was thaught by using Impromptu Speech Technique, while the control class taught by the teacher's usual technique.

    1. For the beginning, the researcher opened the learning activity with greeting.

2. The researcher explained the learning material by using impromptu speech.

3. The research monitored the students.

4. The researcher made summary or conclusion about important information from the lesson.

3. Post-test

After giving the treatment, the researcher gave post-test to the students. In this test, the researcher measured whether there is an effect or not Impromptu Speech technique to students' speaking ability.

1. The researcherr began by illustrating a fact or statistic that was stated creatively has a better chance of being remembered than one that is just stated.

2. The researcher explained that the class learnt how to introduce facts effectively by giving short impromptu speeches in which they asked to incorporate a fact creatively.

3. The researcher asked students to read the direction under your turn and then turn over the hand out. Distributed index cards or scraps of paper for the students to made notes on during their preparation time.

4. The researcher asked the students to pass around the envelope with the topics and remind the class that each one is to pull 5 strips but can choose the one topic on which she or he wants to speak.

5. The teacher gave each student at least 2 minutes to prepare his or her speech after drawing a topic.

6. The teacher asked for a volunteer to demonstrate a sample impromptu speech.

7. The teacher gave each students 5 minutes to speak. Do not assess a penalty if less time is used.

8. Ask the students to analyzed the text and reread the text that have analyzed by the students.

9. The teacher reminded students that only these who incorporate the fact into their speech in a creative, memorable way were eligible for the best grade.

H. Technique of Data Analysis

The technique of data collection in this research was test technique. The test technique was used to know the student's speaking skill of the students in IX (experimental class and control class) at SMP N 3 Padangsidimpuan. Experimental process, two of classes was tested with using technique of data analysis.

1. Requirement Test

a. Normality Test

Normality test is used to know wheter the data of research is normal or not, to know the normality of the test, this research used SPSS v.21. Significant level 5% (0. 05) and degree of freedom as big as total of frequency was lessened 3 (dk=k-3). If result $X^2_{count} > x^2_{table}$. So, it could be concluded that data was distributed normal.

b. Homogeneity test

Homogeneity test used to know the from two classess will be same or different in variant case, it is calculated by using SPSS v.21. Hypothesis is rejected if $F \leq F\frac{1}{2}$ a (n_1-1) $(1=n_2-1)$, while if $F_{count} > F_{table}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1), while dk deminators is (n_2-1).

c. Hypotheses test

Hypothesis was the provisional result of the research. So, the researcher needed to analyze the data which have been divided into two groups: experimental class and control class. The data would be analyzed by using *t-test* formula. This research used SPSS v.21.

CHAPTER IV

RESULT OF THE RESEARCH

This research used pre-test and post-test to see the effect of the Impromptu Speech technique on students' speaking ability,the result of this research showed that the technique was effective. To evaluated the hypothesis, this research use T-test.

A. Data Description

1. Data Description of Pre- Test in Control Class

Thirty one students comparised the control class in this research, which took class IX-5. In the Information Report for the pre-test of the control class, the students' result from taking a test were calculated. The students' pre-test scores in the control class are shown in the table below:

Table 6
The Score of Pre-test in Control Class

No	Descriptive	Statistics
1	The Highest Score	40
2	The Lowest Score	20
3	Mean	29.19
4	Median	29.06
5	Modus	30
6	Range	20
7	Interval	4
8	Standard Deviation	6.46
9	Variants	41.82

Based on the table above, this research got that the highest score or the largest value in the data was 40 and the lowest score or the smallest value of the data was 20 , then mean that can be said to be representative of the data set was 29.19, the middle data of the value after all the data is sorted

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called median was 29.06, modus or the value that appears most often in statistical data was 40 , and the next range or the differences between the minimum and maximum in the data was 20.

Distance between classes is understanding of interval was 4, standard deviation or a value used in determining the distribution of the data in a sample and seeing how close the data is the mean value was 6.46 then the last variant or the sum of the squares of all deviations of individual values to the group meanwas 41.82. For frequency distributions of control class in pre test can be seen in the table below.

Table 7
Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Percentage
1	20-23	6	21.5	19.35 %
2	24-27	6	25.5	19.35 %
3	28-31	10	29.5	32.25 %
4	32-35	5	33.5	16.12 %
5	36-39	0	37.5	0
6	40-43	4	41.5	12.90 %
	Total	31		100 %

According to the table above, the students' number in the class interval between 20-23 was 6 students (19.35 %), class interval between 24-27 was 6 students (19.35%), class interval between 28-31 was 10 students (32.25 %), class interval between 32-35 was 5 students (16.12 %), class interval between 36-39 was 0 students (0%), then class interval between 40-43 was 4 students (12.90 %). Based on the table above, it can be seen on histogram in the following figure:

Figure 7
The Histogram of Pre-test Students Score in Control Class

2. Data Description of Pre- Test in Experimental Class

Thirty one students comprised the control class in this research, which took class IX-3. In the Information Report for the pre-test of the experiment class, the students' result from taking a test were calculated. The students' pre-test scores in the control class are shown in the table below:

Table 8
The Score of Pre-test in Experimental Class

No	Descriptive	Statistics
1	The Highest Score	40
2	The Lowest Score	20
3	Mean	29.83
4	Median	30
5	Modus	30
6	Range	20
7	Interval	4
8	Standard Deviation	6.25
9	Variants	39.14

Based on the table above, this research got that the highest score or the largest value in the data was 40 and the lowest score or the smallest value of the data was 20 , then mean that can be said to be representative of the data set was 29.83, the middle data of the value after all the data is sorted called median was 30, modus or the value that appears most often in statistical data was 30, and the next range or the differences between the minimum and maximum in the data was 20.

Distance between classes is understanding of interval was 4, standard deviation or a value used in determining the distribution of the data in a sample and seeing how close the data is the mean value was 6.25 then the last variant or the sum of the squares of all deviations of individual values to the group meanwas 39.14. For frequency distributions of control class in pre test can be seen in the table below.

Table 9
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid.Point	Percentage
1	20-30	5	21.5	16.12 %
2	24-27	5	25.5	16.12 %
3	28-31	11	29.5	35.48 %
4	32-35	6	33.5	19.35 %
5	36-39	0	37.5	0
6	40-43	4	41.5	12.90 %
	Total	31		100 %

According to the table above, the students' number in the class interval between 20-23 was 5 students (16.12 %), class interval between 24-

27 was 5 students (16.12 %), class interval between 28-31 was 11 students (35. 48 %), class interval between 32-35 was 6 students (19.35 %), class interval between 36-39 was 0 students (0), then class interval between 40-43 was 4 students (12.90 %). Based on the table above, it can be seen on histogram in the following figure:
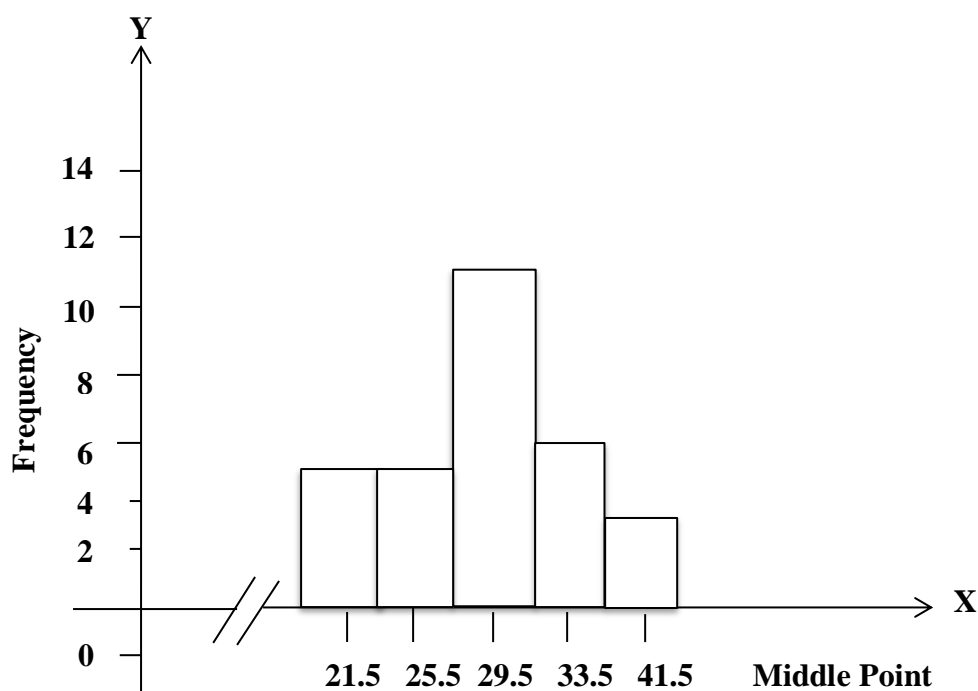
Figure 8

The Histogram of Pre-test Students Score in Experimental Class

3. Data Description of Post-Test in Control Class

The table below displays the control class's post-test result after students completed the test that the teacher was taught by Impromptu Speech technique in teaching speaking.

Table 10
The Score of Post- test Control Class

No	Descriptive	Statistics
1	The Highest Score	50
2	The Lowest Score	25
3	Mean	36.77
4	Median	36.78
5	Modus	40
6	Range	25
7	Interval	5
8	Standard Deviation	8.01
9	Variants	64.24

Based on the table above, this research got that the highest score or the largest value in the data was 50 and the lowest score or the smallest value of the data was 25, then mean that can be said to be representative of the data set was 36.77, the middle data of the value after all the data is sorted called median was 36.78, modus or the value that appears most often in statistical data was 40, and the next range or the differences between the minimum and maximum in the data was 25.

Distance between classes is understanding of interval was 5, standard deviation or a value used in determining the distribution of the data in a sample and seeing how close the data is the mean value was 8.01, then the last variant or the sum of the squares of all deviations of individual values to the group meanwas 64.24. For frequency distributions of control class in pre test can be seen in the table below.

Table 11
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid.Point	Percentage
1	25-29	5	27	16.12 %
2	30-34	5	32	16.12 %
3	35-39	6	37	19.35 %
4	40-44	8	42	25.80 %
5	45-49	3	47	9.67 %
6	50-54	4	52	12.90 %
	Total	31		100 %

According to the table above, the students' number in the class interval between 25-29 was 5 students (16.12 %), class interval between 30-34 was 4 students (19.12 %), class interval between 35-39 was 6 students (19.35 %), class interval between 40-44 was 8 students (25.80 %), class interval between 45-49 was 3 students (9.67 %), then class interval between 50-54 was 4 students (12.90 %). Based on the table above, it can be seen on histogram in the following figure:
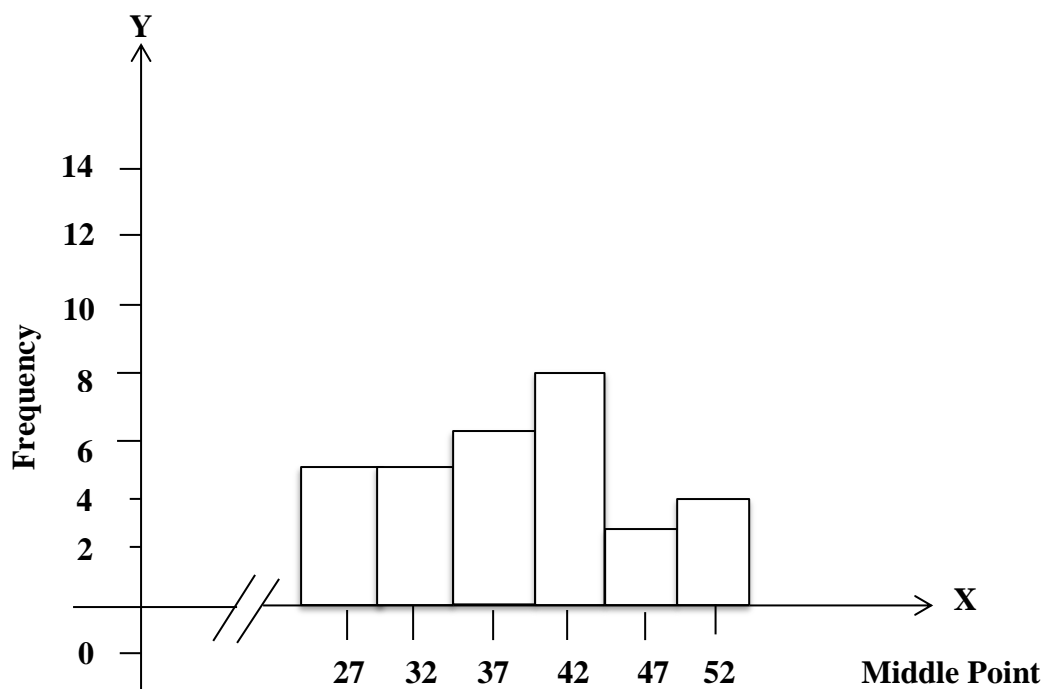
Figure 9
The Histogram of Post-test Students Score in Control Class

4. Score of Post-test in Experiment Class

The table below displays the experiment class's post-test result after students completed the test that the teacher was taught by Impromptu Speech technique.

Table 12
The Score of Post- test Experimental Class

No	Descriptive	Statistics
1	The Highest Score	85
2	The Lowest Score	45
3	Mean	64.68
4	Median	64.38
5	Modus	70
6	Range	40
7	Interval	7
8	Standard Deviation	11.82
9	Variants	139.82

Based on the table above, this research got that the highest score or the largest value in the data was 85 and the lowest score or the smallest value of the data was 45, then mean that can be said to be representative of the data set was 64.68, the middle data of the value after all the data is sorted called median was 64.38, modus or the value that appears most often in statistical data was 70 , and the next range or the differences between the minimum and maximum in the data was 40.

Distance between classes is understanding of interval was 7, standard deviation or a value used in determining the distribution of the data in a sample and seeing how close the data is the mean value was 11.82 then the last variant or the sum of the squares of all deviations of individual values to the group mean was 139.82. For frequency distributions of control class in pre test can be seen in the table below.

Table 13
Frequency Distribution of Students' Score

No	Interval Class	Frequency	Mid. Point	Percentage
1	45-51	6	48	19.35 %
2	52-58	4	55	12.90 %
3	59-65	8	62	25.80 %
4	66-72	6	69	19.35 ^
5	73-79	2	76	6.45 %
6	80-86	5	83	16.12 %
	Total	31		100 %

According to the table above, the students' number in the class interval between 45-51 was 6 students (19.35 %), class interval between 52-58 was 4 students (12.90 %), class interval between 59-65 was 8 students (25.80 %),

class interval between 66-72 was 6 students (19.35 %), class interval between 73-79 was 2 students (6.45 %) and the class interval between 80-86 was 5 students (16.12 %). Based on the table above, it can be seen on histogram in the following figure:
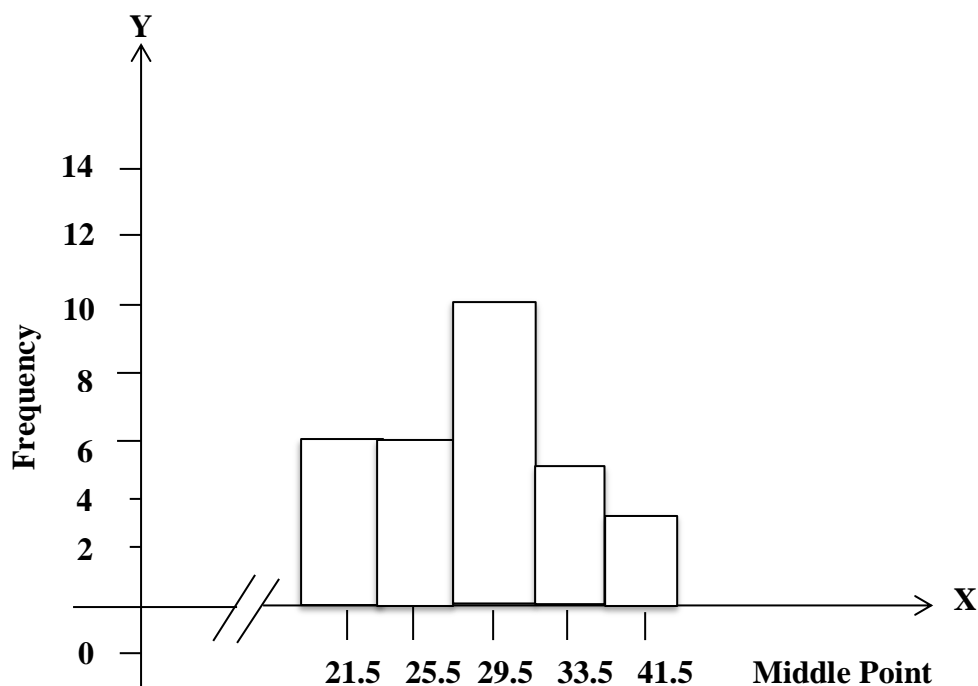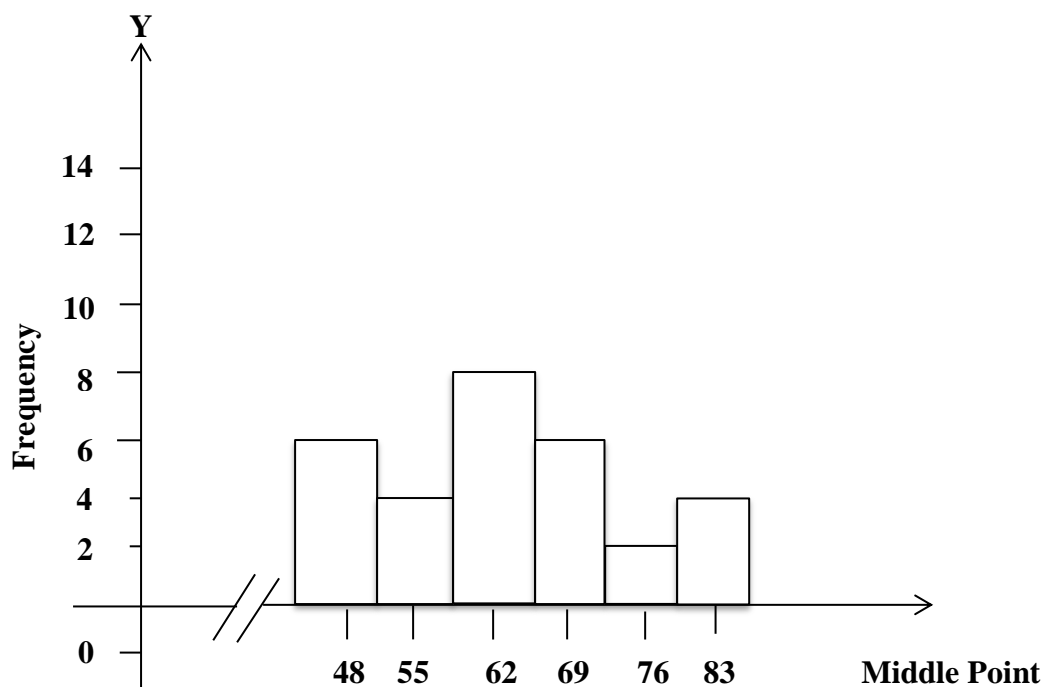

Figure 10
The Histogram of Post-test Students Score in Experimental Class

B. Data Analysis
   1. Normality Test and Homogeneity Test

     a) Normality Test of Pre Test

Data normality of the two groups was calculated using SPSS v.21, using Kolmogorov-Smirnov test because the number of samples in the study was 62 students, the significance level of test was 5% or 0.05. The hyphothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the

Kolmogorov-Smirnov < 0.05.

H_a: The students are distributed normally. H_a is accepted when the

Kolmogorov-Smirnov > 0.05.

Table 14
Normality Test Pre Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		31
Normal Parameters[a,b]	Mean	29.19
	Std. Deviation	6.46
Most Extreme Differences	Absolute	.163
	Positive	.160
	Negative	-.163
Test Statistic		.905
Asymp. Sig. (2-tailed)		.386

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 15
Normality Test Pre Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		30
Normal Parameters[a,b]	Mean	29.83
	Std. Deviation	6.25
Most Extreme Differences	Absolute	.188
	Positive	.167
	Negative	-.188
Test Statistic		1.045
Asymp. Sig. (2-tailed)		.225

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the analysis of normality of the pre-test data with Kolmogorov-Smirnov test using SPSS v.21 it was obtained that the pre test control class was 0.386 and the pretest experimental class was 0.215. In other word, 0.386>0.05 in experimental class and 0.225> 0.05 in experimental class.

b) **Normality Test of Post Test**

Data normality of the two groups was calculated using SPSS v.21 using Kolmogorov-Smirnov test because the number of samples in the study was 62 students, the significance level of test was 5% or 0.05. The hyphothesis that tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the Kolmogorov-Smirnov < 0.05.

H_a : The students are distributed normally. H_a is accepted when the Kolmogorov-Smirnov > 0.05.

Table 16
Normality Test Post Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		31
Normal Parameters[a,b]	Mean	36.7742
	Std. Deviation	8.01544
Most Extreme Differences	Absolute	.140
	Positive	.124
	Negative	-.140
Test Statistic		781
Asymp. Sig. (2-tailed)		.576

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

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

Table 17
Normality Test Post Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		31
Normal Parameters[a,b]	Mean	64.68
	Std. Deviation	11.828
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.093
Test Statistic		.646
Asymp. Sig. (2-tailed)		.799

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the analysis of normality of the post-test data with Kolmogorov-Smirnov test using SPSS v.21 it was obtained that the pre test control class was 0.576 and the pretest experimental class was 799. In other word, 0.576>0.05 in conrol class and 0.799>0.05 in experimental class.

5. **Homogenity Test of Pre Test**

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Table 18
Homogenity Test of Pre Test

Test of Homogeneity of Variances

Score Pre Test

Levene Statistic	df1	df2	Sig.
,207	1	60	,651

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.21 calculation obtained a sinificance value (sig) was 0.651. Based on criteria for testing data homogeneity using SPSS v.21 obtained a value significance (sig) based on mean > 0.05 or 0.651 > 0.05 it means the pre-test value of the sample has a homogeneous variance.

6. **Homogenity Test of Post Test**

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Table 19
Homogenity Test of Post Test

Test of Homogeneity of Variances

Score Post Test

Levene Statistic	df1	df2	Sig.
2.981	2	59	.580

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.21 calculation obtained a sinificance value (sig) was 0.580. Based on criteria for testing data

homogeneity using SPSS v.21 obtained a value significance (sig) based on mean > 0.05 or 0.580 > 0.05 it means the pre-test value of the sample has a homogeneous variance.

2. **Hypothesis Test**

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "there is the effect of Impromptu Speech to speaking ability at grade IX students of SMP N 3 Padangsidimpuan".

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hyphothesis using Independent Sample T-test using SPSS v.21. The hyphothesis that tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of Impromptu Speech to speaking ability at grade IX students of SMPN 3 Padangsidimpuan. If $H_a : \mu_1 \neq \mu_2$ means there is a significant effect of Impromptu Speech technique to speaking ability at grade IX students of SMP N 3 Padangsidimpuan.

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $10.542 > 2.00030$ Based on the test criteria, Ho is rejected and Ha is accepted. So, there was significant effect

of Impromptu Speech technique to speaking ability at grade IX students

of SMP N 3 Padangsidimpuan.

Table 20
T-TEST OF BOTH AVERAGES IN POST TEST
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	df				Lower	Upper
Result of Post Test	Equal variances assumed	3.688	.060	-10.542	58	.000	-27.95328	2.65169	-33.26121	-22.64535
	Equal variances not assumed			-10.665	53.797	.000	-27.95328	2.62098	-33.20849	-22.69807

C. Discussion

This research found that there was a significant effect of Impromptu Speech to speaking ability at grade IX students of SMPN 3 Padangsidimpuan. In fact student's speaking ability using Impromptu Speech technique is higher than using the usual technique by the teacher. It can be seen from the research hypothesis that there was significant effect of Impromptu Speech to speaking ability at grade IX students of SMPN 3 Padangsidimpuan.

Based on the result of data analysis, this research got that the mean score of experimental class in pre-test was 29.83 and in post-test was 64.68, the mean score of control class in pre-test was 29.19 and then in post-test was 36.77. So, based on the result of data analysis, it can be concluded that the improvement of experimental class was higher than control class.

This research also provided the similar cases with this research. The first research by Munawarah, from analysis of Independent Sample T-Test formula, there is a significant difference of improvement of students' speaking ability who were taught by using impromptu speech technique at the second year students of SMAN 12 Pekanbaru. The Ho is rejected and Ha is accepted because 0.000<0.05. Besides, Mean students' score in pre-test at experimental class is 48.79. Mean students' score in post-test at experimental class is 61.40. And the mean improvement of students speaking ability at experimental class is 12.61. From the calculation above, clear that students' speaking ability in experimental class increases 26.75%. While, Mean students' score in pre-test at control class is 47.89. Mean students' score in post-test at control class is 51.20. and the mean improvement of students' speaking ability at control class is 2.90 From the calculation above, clear that students' speaking ability in control 96 class increases 7%. It means that the effect of impromptu speech technique is better than natural approach as the conventional way. [53]

[53] Siti Munawarah, *"The Effect Of Using Impromptu Speech Technique Towards Students' Speaking Ability At The Second Year Of State Senior High School 12 Pekanbaru"*,2012

The second research by Pertiwi, 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 Ha was accepted. [54]

The third was conducted by Masfufah, after the researcher analyzed the data by using independent sample test, it was found that the result of Sig. (2-tailed) of the equal variance assumed was 0.001. the result then was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig. (Pvalue) was lower than $\alpha = 0.05$ so Ho was rejected. In other words, it could be concluded that there was influence of Impromptu Speech Technique towards students" speaking ability. The objective of the research is to find out whether there is an influence of Impromptu Speech Technique towards students" speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in the academic year of 2019/2020. [55]

D. Threat of the Research

The threats of this research as follows:

1. There were some students who always disturb another students, so they are always laugh.

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[54] Nurul Pratiwi, "*The Effect Of Applying Impromptu Speaking Method On The Students' Speaking Achievement*",2021

[55] Siti Masfufah, "*The Influence Of Impromptu Speech Thecnique Towards Students' Speaking Ability At The First Semester Of Eleventh Grade Of SMAN 01 Tulang Bawang Tengah In The Academic Year Of 2019/2020",* 2020

2. There were some students that were want to get permission to toilet, so another students did not focus to the material.

3. There were some students that did not serious to answer the pre-test and post-test. It can be threat of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusions of this research are:

1. Before using Impromptu Speech Technique, students speaking ability was still low. It can be seen from the mean score of pre-test for experimental class which was 29.83 and the mean score of pre-test for control class was 29.19.

2. After using Impromptu Speech Technique, the mean score of experimental class is higher than control class which taught by using usual strategy from the teacher. The mean score of post-test of experimental class was 64.68 and the mean score of control class in post-test was 36.77.

3. There was a significant effect of using Impromptu Speech Technique at grade IX students of SMP N 3 Padangsidimpuan. This research found the result where $t_{count} > t_{table}$ or $10.542 > 2.00030$ So, it means that Impromptu Speech Technique can effect the students's speaking ability at grade IX students of SMP N 3 Padangsidimpuan.

B. Suggestion

After finishing the research, there are many information about the English teaching and learning process after completing this research. As a result, it presents several points that want to be proved. The several suggestions, as follows :

1. From the result of the research, serve as information for the headmaster. Ideas to inspire the English teacher to deliver lessons as effectively as possible. Speaking is taught using the Impromptu Speech Technique because a technique can improve a student's speaking ability.

2. From the result of the research also serve to inform English teacher. Impromptu Speech Technique will be a new teaching technique used by the teacher to teach speaking to make learning more engaging and enjoyable.

3. This research suggests to another researchers to use this technique in solving another problem and find another factors that faced by students in learning English.

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VALIDATION LETTER

I am the one who signed this letter

      Name : Nurmalasari Sinaga, S.Pd.

      Job   : English Teacher in SMP N 3 Padangsidimpuan

Has provided interview guide sheet on students' speaking ability at grade IX students of SMP

N 3 Padangsidimpuan for completeness of the research entitled:

      "The Effect of Impromptu Speech Technique To Speaking Ability at Grade IX

Students of SMP N 3 Padangsidimpuan"

Arranged by:

Name   : Putri Rifani Siregar

NIM   : 18 203 00010

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-3)

The input that I have given as follow:

1. Theme of the topic

2. Indicators of score

With hope, the input and assessments that given can be used to complete in obtaining the

quality of guidelines for good interview.

                               Padangsidimpuan,   2023

                               Validator

                               Nurmalasari Sinaga, S.Pd.
                               NIP. 19800122 200604 2 010

Experiment

RENCANA PEAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP N 3 PADANGSIDIMPUAN

Mata Pelajaran   : BAHASA INGGRIS

Kelas / Semester   : IX

Alokasi Waktu   : 2 X 40 Menit

1. **Standar Kompetensi**
   a. Pembelajaran sikap spiritual dan sikap social dilakukan melalui pembelajaran tindak langsung (indirect teaching) yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik pembelajaran, serta kebutuhan dan kondisi peserta didik.
   b. Membandingkan fungsi social, struktur teks dan unsur kebahasaan beberapa teks *information report* lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain dikelas IX, pendek dan sederhana sesuai dengan konteks penggunaannya.
   c. Menangkap makna secara kontektual terkait fungsi social, struktur teks, dan unsur kebahasaan *information report* lisan dan tulis sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran kelas IX.
   d. Menuyusun teks *information report* lisan dan tulis, sangat pendek dan sederhana, terkait topic yang tercakup dalam mata pelajaran lain dikelas IX, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
2. **Indikator**
   Mengungkapkan secara lisan dan tulisan pendapat tentang sesuatu.
3. **Tujuan Pembelajaran**
   Pada akhir pembelajaran siswa diharapkan mampu mengungkapkan secara lisan pendapat tentang sesuatu dan dapat memaparkan fakta umum tentang suatu objek secara obyektif.
4. **Materi Pembelajaran**
   Materi pokok : Materi pokok teks ilmiah factual(*information report*), lisan dan tulis, tentang binatang, benda dan gejala sosial.

5. **Metode Pembelajaran**
   Impromptu Speech Technique

6. **Kegiatan Pembelajaran**

Kegiatan	Guru	Siswa	
Kegiatan Pendahuluan	1. Guru membuka pelajaran dengan memberi greeting (salam) dan berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmat. 2. Guru memeriksa kehadiran peserta didik 3. Menyampaikan materi pembelajaran dan tujuan pembelajaran yang akan dicapai 4. Memberi motivasi pada siswa bahawa pentingnya materi yang akan dipelajari 5. Memberi sedikit penjelasan mengenai materi yang akan dipelajari.	1. Siswa membalas salam dari guru. 2. Siswa berdoa bersama 3. Siswa menyatakan kehadiran dengan mengatakan " present" atau " i am here" 4. Siswa mendengarkan penjelasan tentang pentingnya materi yang akan dipelajari 5. Siswa mendengarkan sedikit penjelasan tentang materi yang akan di pelajari	10 Menit
Kegiatan Inti	1. Guru memulai pelajaran dengan menggambarkan fakta secara kreatif untuk mudah dalam mengingat materi. 2. Menjelaskan bahwa para siswa akan mempelajari bagaimana memperkenalkan fakta fakta secara efektif dengan memberikan teknik impromptu speech dalam menggabungkan fakta fakta secara kreatif.	1. Siswa mendengarkan arahan yang diberikan guru. 2. Siswa membaca petunjuk yang diberikan guru tersebut, dan mengambil amplop yang telah disediakan.	40 menit

Kegiatan	Guru	Siswa	
	3. Guru Membacakan contoh teks yang ada didalam buku pelajaran, dan memerintahkan semua siswa untuk membacakan teks yang telah dibacakan guru.	3. Siswa membacakan kembali teks yang teah dibacakan oleh guru.	
	4. Guru memerintahkan siswa untuk membaca petunjuk secara bergiliran. Dan memberikan amplop yang berisi tema yang akan dibahas.	4. Setiap siswa mengambil 1 amplop yang berisi 4 kartu tema.	
	5. Guru memerintahkan para siswa untuk menggiliirkan amplop yang berisi tema mengenai materi, dan mengingatkan siswa bahwa setiap satu amplop berisi 4 kartu tema.	5. Siswa menyiapkan speech nya dalam waktu 2 menit.	
	6. Guru memberikan waktu selama 2 menit untuk menyiapkan pidato dadakan mereka setelah menentukan topik.	6. Siswa yang dipilih untuk mendemonstrasik an, akan maju kedepan.	
	7. Guru dapat menanyakan siswa, siapa yang ingin menjadi relawan dalam mencontohkan impromptu speech tersebut.	7. Dan kemudian peserta didik secara bergantian menampilkan pidato mengenai information report.	
	8. Setiap siswa diberikan waktu selama 5 menit untuk berbicara, dan jangan memberikan waktu tambahan jika waktu yang diberikan telah habis.	8. Siswa yang menampilkan teks nya kembali memeperhatikan kata kata yang telah dianalisis.	
	9. Guru memerintahkan kepada siswa yang lain untuk bersama sama menganalisis teks yang dibacakan oleh teman mereka, sehingga kata kata yang sulit di pahami dan dibacakan dapat di	9. Kemudiamn siswa kembali	

Kegiatan	Guru	Siswa	
	artikan secara baik. 10. Setelah itu siswa kembali membacakan teks nya dengan tekhnik Impromptu Speech dengan memperhatikan kata kata yang sudah dianalisis bersama sehingga menghasilkan hasil yang baik. 11. Guru mengingatkan siswa untuk membuat impromptu speech sebaik mungkin dan berisi kan fakta fakta mengenai tema yang telah ditetapkan.	menampilkan teks tersebut sehingga mnghasilkan hasil yang bagus.	
Kegiatan Penutup	1. Guru bersama-sama dengan peserta didik membuat refleksi terhadap pembelajaran yang telah dilakukan . 2. Guru memberikan reward kepada peserta didik dengan nilai tertinggi dan memberikan motivasi kepada peserta didik dengan nilai terendah. 3. Guru menyampaikan materi pada pertemuan berikutnya . 4. Guru menutup pembelajaran dengan membaca hamdalah dan salam.		

7. Penilaian

a. Teknik

Impromptu Speech.

b. Bentuk

Monolog untuk memberikan pendapat tentang sesuatu.

8. Indikator Penilaian

NO	Aspect	Criterions	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes but do not	4
		interfere the meaning	
		There are some mistakes and interfere the meaning	3

		Many mistakes and interfere the meaning	
		Too much mistakes and interfere the meaning	2
			1
2	Intonation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	
		Many mistakes and interfere the meaning	3
		Too much mistakes and interfere the meaning	
			2
			1
3	Fluency	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	
		Many mistakes and interfere the meaning	3
		Too much mistakes and interfere the meaning	
			2
			1
4	Accuracy	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	
		Many mistakes and interfere the meaning	3
		Too much mistakes and interfere the meaning.	
			2

			1

9. Pedoman Penilaian :

   Pedoman benar setiap indikator x 5

10. Criterian of value

No	Number of Score	Predicate
1.	80 - above	Very good
2.	66 - 79	Good
3.	56 – 65	Enough
4.	41 – 55	Less
5.	41 – down	Failed

Padangsidimpuan,

Mengetahui
Guru Bahasa Inggris Kelas IX   Peneliti

Nurmalasari Sinaga, S.Pd.   **Putri Rifani Siregar**
NIP.19800122 200604 2 010

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP N 3 PADANGSIDIMPUAN

Mata Pelajaran   : BAHASA INGGRIS

Kelas / Semester   : IX

Alokasi Waktu   : 2 X 40 Menit

---

1. **Standar Kompetensi**
   a. Pembelajaran sikap spiritual dan sikap social dilakukan melalui pembelajaran tindak langsung (indirect teaching) yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik pembelajaran, serta kebutuhan dan kondisi peserta didik.
   b. Membandingkan fungsi social, struktur teks dan unsur kebahasaan beberapa teks *information report* lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain dikelas IX, pendek dan sederhana sesuai dengan konteks penggunaannya.
   c. Menangkap makna secara kontektual terkait fungsi social, struktur teks, dan unsur kebahasaan *information report* lisan dan tulis sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran kelas IX.
   d. Menuyusun teks *information report* lisan dan tulis, sangat pendek dan sederhana, terkait topic yang tercakup dalam mata pelajaran lain dikelas IX, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

2. **Indikator**
   Mengungkapkan secara lisan dan tulisan pendapat tentang sesuatu

3. **Tujuan Pembelajaran**
   Pada akhir pembelajaran siswa diharapkan mampu mengungkapkan secara lisan pendapat tentang sesuatu dan dapat memaparkan fakta umum tentang suatu objek secara obyektif.

4. **Materi Pembelajaran**
   Materi pokok : teks ilmiah factual(*information report*), lisan dan tulis, tentang binatang, benda dan gejala sosial.

5. Metode Pembelajaran

Conventional Technique.

6. Langkah-Langkah Pembelajaran

Kegiatan	Guru	Siswa	
Kegiatan Pendahuluan	1. Guru membuka pelajaran dengan memberi greeting (salam) dan berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmat. 2. Guru memeriksa kehadiran peserta didik 3. Menyampaikan materi pembelajaran dan tujuan pembelajaran yang akan dicapai 4. Memberi motivasi pada siswa bahawa pentingnya materi yang akan dipelajari 5. Memberi sedikit penjelasan mengenai materi yang akan dipelajari.	1. Siswa membalas salam dari guru. 2. Siswa berdoa bersama 3. Siswa menyatakan kehadiran dengan mengatakan " present" atau " i am here**"** 4. Siswa mendengarkan penjelasan tentang pentingnya materi yang akan dipelajari. 5. Siswa mendengarkan sedikit penjelasan tentang materi yang akan di pelajari	10 Menit
Kegiatan Inti	1. Guru menjelaskan mengenai materi yang akan dipelajari yaitu *information report.* 2. Setelah menjelaskan megenai materi yang akan dipelajari siswa diperintahkan untuk membacakan teks yang ada didalam buku pelajaran. 3. Siswa secara bergilir membacakan teks yang berada dalam buku. 4. Guru memerintahkan siswa	1.Siswa mendengarkan penjelaskan materi Information report yang dijelaskan oleh guru. 2.Siswa membacakan teks yang diperitahkan oleh guru. 3.Siswa membacakan teks tersebut. 4.Siswa menganalisis	40 menit

Kegiatan	Guru	Siswa	
	untuk menganalisis teks tersebut dan mendiskusikan dengan teman sebangkunya.	teks yang telah dibacakan dan mendiskusikan degan teman.	
Kegiatan Penutup	1. Guru bersama-sama dengan peserta didik membuat refleksi terhadap pembelajaran yang telah dilakukan. 2. Guru memberikan reward kepada peserta didik dengan nilai tertinggi dan memberikan motivasi kepada peserta didik dengan nilai terendah. 3. Guru menyampaikan materi pada pertemuan berikutnya . 4. Guru menutup pembelajaran dengan membaca hamdalah dan salam.		

7. Penilaian

1. Teknik

   Teknik yang biasa digunakan guru.

2. Bentuk

   Pidato untuk memberikan pendapat tentang sesuatu.

8. Indikator Penilaian

NO	Aspect	Criterions	Score
1	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	
		Too much mistakes and interfere the meaning	2
			1
2	Intonation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3

		Many mistakes and interfere the meaning	
		Too much mistakes and interfere the meaning	2
			1
3	Fluency	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	
		Too much mistakes and interfere the meaning	2
			1
4	Accuracy	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	
		Too much mistakes and interfere the meaning.	2
			1

9. Pedoman Penilaian :

Pedoman benar setiap indkator x 5

10. Criterian of value

No	Number of Score	Predicate
1.	80 - above	Very good
2.	66 - 79	Good
3.	56 – 65	Enough
4.	41 – 55	Less
5.	41 – down	Failed

Padangsidimpuan,

Mengetahui
Guru Bahasa Inggris Kelas IX   Peneliti

<u>Nurmalasari Sinaga, S.Pd.</u>   **<u>Putri Rifani Siregar</u>**
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APPENDIX 3

INSTRUMENT FOR PRE-TEST

Intructions:

Choose oe topic of these pictures!!
Make the speech about these pictures !!

Butterfly

Chicken

Bat

Buffalo

Giraffe

APPENDIX 4

INSTRUMENT FOR POST-TEST

Intructions:

Choose one topic of these pictures!!
Make the speech about these pictures !!
Butterfly

Chicken

Bat

Buffalo

Giraffe
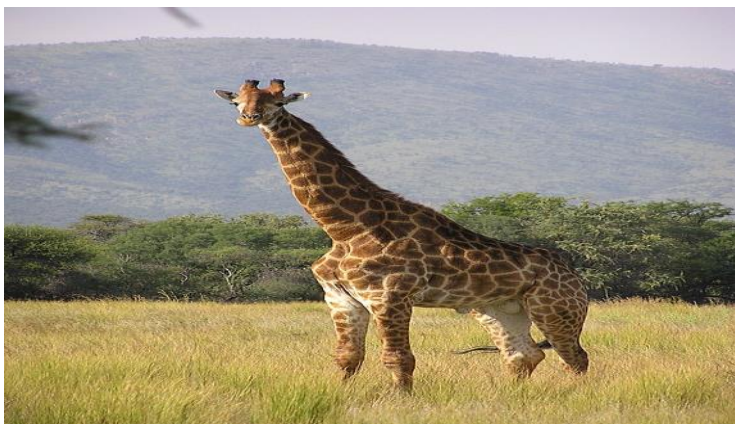
APPENDIX 5

Score of Experimental Class and Control Class on Pre-Test

Score of Control Class in Pre Test

NO	Student's Initial Name	Score
1	A	30
2	AA	25
3	AJ	25
4	AS	40
5	AR	40
6	ATAL	30
7	AZL	30
8	AG	20
9	APS	20
10	AAS	25
11	CZR	30
12	DAP	20
13	EENP	30
14	F	40
15	FR	30
16	IDP	35
17	JA	40
18	KO	30
19	KF	25
20	LNA	35
21	NAS	30
22	NP	30
23	PW	35
24	RWL	25
25	R	20
26	SRN	25
27	SR	20
28	SAS	30
29	DSP	35
30	SWN	35
31	RF	20

Score of Experimental Class in Pre Test

NO	Student's Initial Name	Score
1	AS	20
2	AAZ	25
3	ARH	30
4	AL	20
5	APM	40
6	DPN	30
7	DA	35
8	FR	30
9	FA	30
10	FA	25
11	HAZ	25
12	IAN	20
13	JH	25
14	KAH	40
15	MAR	35
16	NS	30
17	NAP	30
18	RA	30
19	RH	30
20	RN	20
21	RD	30
22	RF	30
23	SRN	35
24	SBN	25
25	SAK	20
26	SA	30
27	SA	35
28	SAS	35
29	YAA	40
30	YA	40
31	ZP	35

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE-TEST

Result of Normality Test of IX-5 (Control Class) in Pre-test

The Score of Control Class in Pre-test From Low Score to High Score

Score

20	20	20	20	20	20
25	25	25	25	25	25
30	30	30	30	30	30
30	30	30	30	35	35
35	35	35	40	40	40
40					

Range (R) = High Score – Low Score

= 40-20

= 20

Total of the Class (K) = $1 + 3.3 \log (n)$

$= 1 + 3.3 \log (30)$

$= 1 + 3.3 (1.47)$

$= 1 + 4.851$

$= 5.917 = 6$

Length of the Class (p) = $\frac{range}{total\ of\ the\ class}$

$= \frac{20}{6} = 3.3/ 4$

No	Interval Class	Fi	Xi	Fixi
1	20-23	6	21.5	129
2	24-27	6	25.5	153
3	28-31	10	29.5	295
4	32-35	5	33.5	167.5

5	36-39	0	37.5	0
6	40-43	4	41.5	166
	I= 4	31		910.5

Normality Test Pre Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		31
Normal Parameters[a,b]	Mean	29.19
	Std. Deviation	6.46
Most Extreme Differences	Absolute	.163
	Positive	.160
	Negative	-.163
Test Statistic		.905
Asymp. Sig. (2-tailed)		.386

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Result of the Normality Test of IX-3 (Experiment Class) in Pre-test

The Score of Experiment Class in Pre-test From Low Score to High Score

20	20	20	20	20
25	25	25	25	25
30	30	30	30	30
30	30	30	30	30
30	35	35	35	35
35	35	40	40	40
40				

Range (R) = High Score – Low Score

= 40-20

= 20

Total of the Class (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (31)$$

$$= 1 + 3.3 \ (1,49)$$

$$= 1 + 4.917$$

$$= 5.917 = 6$$

Length of the Class (p) = $\dfrac{range}{total\ of\ the\ class}$

$$= \dfrac{20}{6} = 3.3 \backslash 4$$

No	Interval Class	fi	Xi	fixi
1	20-23	5	21.5	107.5
2	24-27	5	25.5	127.5
3	28-31	11	29.5	390.28
4	32-35	6	33.5	116.1
5	36-39	0	37.5	0
6	40-43	4	41.5	51.6
	i=4			792.98

Normality Test Pre Test in Experiment Class

Normality Test Pre Test in Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		31
Normal Parameters[a,b]	Mean	29.8387
	Std. Deviation	6.25618
Most Extreme Differences	Absolute	.188
	Positive	.167
	Negative	-.188
Test Statistic		1.045
Asymp. Sig. (2-tailed)		.225

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

APPENDIX 7

Score of Experimental Class and Control Class on Post-Test

Score of Control Class in Post Test

NO	Student's Initial Name	Score
1	A	35
2	AA	25
3	AJ	30
4	AS	40
5	AR	35
6	ATAL	30
7	AZL	40
8	AG	25
9	APS	40
10	AAS	30
11	CZR	30
12	DAP	25
13	EENP	35
14	F	50
15	FR	40
16	IDP	30
17	JA	50
18	KO	40
19	KF	40
20	LNA	50
21	NAS	45
22	NP	40
23	PW	50
24	RWL	35
25	R	35
26	SRN	25
27	SR	35
28	SAS	40
29	DSP	45
30	SWN	45
31	RF	25

Score of Experiment Class in Post Test

NO	Student's Initial Name	Score
1	AS	70
2	AAZ	50
3	ARH	70
4	AL	50
5	APM	85
6	DPN	60
7	DA	65
8	FR	60
9	FA	55
10	FA	75
11	HAZ	65
12	IAN	70
13	JH	60
14	KAH	85
15	MAR	50
16	NS	85
17	NAP	50
18	RA	80
19	RH	65
20	RN	50
21	RD	70
22	RF	55
23	SRN	70
24	SBN	55
25	SAK	45
26	SA	60
27	SA	75
28	SAS	70
29	YAA	65
30	YA	85
31	ZP	55

APPENDIX 8

RESULT OF NORMALITY TEST IN POST-TEST

Result of Normality Test of IX-5 (Control Class) in Post-test

The Score of Control Class in Post-test From Low Score to High Score

Score

25	25	25	25	25
30	30	30	30	30
35	35	35	35	35
35	40	40	40	40
40	4	40	40	45
45	45	50	50	50
50				

Range (R) = High Score – Low Score

  = 50-25

  = 25

Total of the Class (K) = $1 + 3.3 \log (n)$

    $= 1 + 3.3 \log (31)$

                $= 1 + 3.3 (1.49)$

  $= 1 + 4.917$

  $= 5.917 = 6$

Length of the Class (p) $= \dfrac{range}{total\ of\ the\ class}$

  $= \dfrac{25}{6} = 4.16 = 5$

No	Interval Class	fi	Xi	fixi
1	25-29	5	27	135
2	30-34	5	32	135
3	35-39	6	37	116.1
4	40-44	8	42	206.4
5	45-49	3	47	29.01
6	50-54	4	52	51.6
	i=5	31		673.11

Normality Test Post Test in Control Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		31
Normal Parameters[a,b]	Mean	36.7742
	Std. Deviation	8.01544
Most Extreme Differences	Absolute	.140
	Positive	.124
	Negative	-.140
Test Statistic		.781
Asymp. Sig. (2-tailed)		.576

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Result of Normality Test of IX-3 (Experiment Class) in Post-test

The Score of Experiment Class in Post-test From Low Score to High Score

45	50	50	50	50
50	55	55	55	55
60	60	60	60	65
65	65	65	70	70
70	70	70	70	75

75	80	85	85	85
85				

Range (R) = High Score – Low Score

  = 85 - 45

  = 40

Total of the Class (K) = 1 + 3.3 log (n)

     = 1 + 3.3 log (31)

          = 1 + 3.3 (1.49)

  = 1 + 4.917

  = 5.917/6

Length of the Class (p) = $\frac{range}{total\ of\ the\ class}$

  = $\frac{40}{6}$ = 6.67/7

No	Interval Class	fi	Xi	fi xi
1	45-51	6	48	288
2	52-58	4	55	220
3	59-65	8	62	496
4	66-72	6	69	414
5	73-79	2	76	152
6	80-86	5	83	415
	i= 7	31		1.985

Normality Post Test in Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Score
N		31
Normal Parameters[a,b]	Mean	64.68
	Std. Deviation	11.828
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.093
Test Statistic		.646
Asymp. Sig. (2-tailed)		.799

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

APPENDIX 9

HOMOGENEITY TEST (PRE-TEST)

Test of Homogeneity of Variances

Score Pre Test

Levene Statistic	df1	df2	Sig.
.207	1	60	.651

HOMOGENEITY TEST (POST-TEST)

Test of Homogeneity of Variances

Score Post Test

Levene Statistic	df1	df2	Sig.
2.981	2	59	.580

APPENDIX 10

T-TEST OF BOTH AVERAGES IN POST TEST

T-TEST FOR POST TEST

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE POST TEST	CONTROL CLASS	29	36.7241	8.26739	1.53522
	EXPERIMENT CLASS	31	64.6774	11.82761	2.12430

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	df				Lower	Upper
Result of Post Test	Equal variances assumed	3.688	.060	-10.542	58	.000	-27.95328	2.65169	-33.26121	-22.64535
	Equal variances not assumed			-10.665	53.797	.000	-27.95328	2.62098	-33.20849	-22.69807

APPENDIX 12

DOCUMENTATION

Picture 1 : Interview with the English teacher

Picture 2 : The researcher explained about the material to the students and the students listened to the explanation.

Picture 3 : The students opened the envelope that the researcher gave.
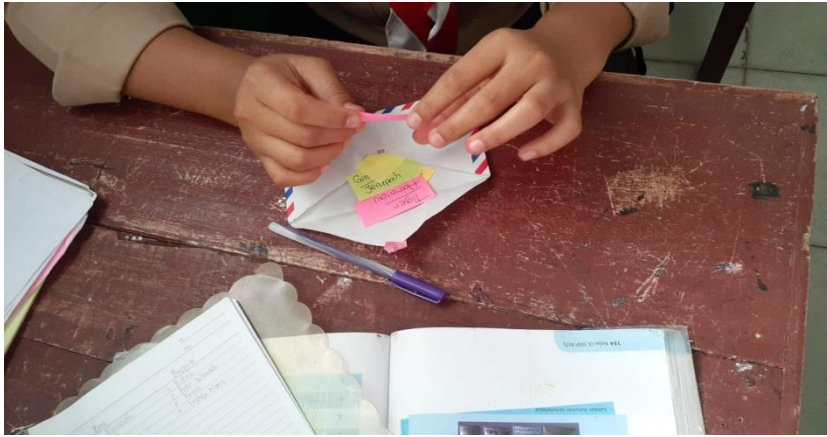
Picture 4 : The students choose one of the them for impromptu speech

Picture 5 : Students prepared their impromptu speech

CURRICULUM VITAE

I. IDENTITY

1. Name : Putri Rifani Siregar
2. Reg.Number : 18 203 000 10
3. Gender : Female
4. Place/ Birth : Sihitang, 01st August 2000
5. Child to : 2nd from 2 Siblings
6. Citizenship : Indonesia
7. Status :
8. Religion : Islam
9. Address : H.T. Rizal Nurdin Street, Palopat Pijorkoling,
   i. Padangsidimpuan
10. Phone Number : 0823-7018-3599
11. e-mail : prifanisiregar@gmail.com

II. PARENTS' IDENTITY

1. Father
   Name : Simon Siregar
   Job : Entrepreneur
   Address : H.T. Rizal Nurdin Street, Palopat Pijorkoling,
   Padangsidimpuan
   Phone Number: 0812-6420-4905

2. Mother
   Name : Wiwik Sugianti
   Job : Housewife
   Address : H.T. Rizal Nurdin Street, Palopat Pijorkoling,
   Padangsidimpuan
   Phone Number: -

III. Educational Backgrounds
1. Elementary School   : SD N 200501 Salambue   (2012)
2. Junior High School : SMP N 8 Padangsidimpuan   (2015)
3. Senior High School : SMA N 3 Padangsidimpuan   (2018)
4. Institude   : UIN Syekh Ali Hasan Ahmad Addary   (2023)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 81 –120)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 121 –160)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 121 –160)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886
171	0.67593	1.28652	1.65381	1.97393	2.34835	2.60489	3.13857
172	0.67592	1.28649	1.65376	1.97385	2.34822	2.60471	3.13829
173	0.67591	1.28646	1.65371	1.97377	2.34810	2.60455	3.13801
174	0.67590	1.28644	1.65366	1.97369	2.34797	2.60438	3.13773
175	0.67589	1.28641	1.65361	1.97361	2.34784	2.60421	3.13745
176	0.67589	1.28638	1.65356	1.97353	2.34772	2.60405	3.13718
177	0.67588	1.28635	1.65351	1.97346	2.34760	2.60389	3.13691
178	0.67587	1.28633	1.65346	1.97338	2.34748	2.60373	3.13665
179	0.67586	1.28630	1.65341	1.97331	2.34736	2.60357	3.13638
180	0.67586	1.28627	1.65336	1.97323	2.34724	2.60342	3.13612
181	0.67585	1.28625	1.65332	1.97316	2.34713	2.60326	3.13587
182	0.67584	1.28622	1.65327	1.97308	2.34701	2.60311	3.13561
183	0.67583	1.28619	1.65322	1.97301	2.34690	2.60296	3.13536
184	0.67583	1.28617	1.65318	1.97294	2.34678	2.60281	3.13511
185	0.67582	1.28614	1.65313	1.97287	2.34667	2.60267	3.13487
186	0.67581	1.28612	1.65309	1.97280	2.34656	2.60252	3.13463
187	0.67580	1.28610	1.65304	1.97273	2.34645	2.60238	3.13438
188	0.67580	1.28607	1.65300	1.97266	2.34635	2.60223	3.13415
189	0.67579	1.28605	1.65296	1.97260	2.34624	2.60209	3.13391
190	0.67578	1.28602	1.65291	1.97253	2.34613	2.60195	3.13368
191	0.67578	1.28600	1.65287	1.97246	2.34603	2.60181	3.13345
192	0.67577	1.28598	1.65283	1.97240	2.34593	2.60168	3.13322
193	0.67576	1.28595	1.65279	1.97233	2.34582	2.60154	3.13299
194	0.67576	1.28593	1.65275	1.97227	2.34572	2.60141	3.13277
195	0.67575	1.28591	1.65271	1.97220	2.34562	2.60128	3.13255
196	0.67574	1.28589	1.65267	1.97214	2.34552	2.60115	3.13233
197	0.67574	1.28586	1.65263	1.97208	2.34543	2.60102	3.13212
198	0.67573	1.28584	1.65259	1.97202	2.34533	2.60089	3.13190
199	0.67572	1.28582	1.65255	1.97196	2.34523	2.60076	3.13169
200	0.67572	1.28580	1.65251	1.97190	2.34514	2.60063	3.13148

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah
dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Nomor : B 320/In.14/E.1/PP.009/10/2022   20 Oktober 2022
Lamp   : -
Perihal : **Pengesahan Judul dan Penunjukan**
            Pembimbing Skripsi

Yth.
1. **Zainuddin, M.Hum.**   **(Pembimbing I)**
2. **Sokhira Linda Vinde Rambe, M.Pd.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Putri Rifani Siregar
NIM   : 18 203 00010
Program Studi   : Tadris Bahasa Inggris
Judul Skrips   : The Effect of Impromptu Speech Technique To Speaking Ability
                   at Grade IX Students of SMP N 3 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui   Ketua Program Studi
an. Dekan   Tadris Bahasa Inggris
Wakil Dekan Bidang Akademik

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Lampiran :
Prihal   : **Izin Riset Skripsi**

Yth. Kepala SMP Negeri 3 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Putri Rifani Siregar
NIM	: 1820300010
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jl. Dwikora II, Palopat Pijorkoling

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of ~~Using~~ Impromtu Speech Technique To Speaking Ability At Grade IX Students Of SMP N 3 Padangsidimpuan"**.
Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, MA
NIP 19801224 200604 2 001

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Dengan ini menerangkan bahwa :

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N P M	: 1820300010
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

Adalah benar telah melaksanakan Penelitian di SMP Negeri 3 Padang Sidempuan dari tanggal 26 November 2022 s/d 06 Januari 2023 dengan judul Penelitian : **"THE EFFECT OF IMPROMPTU SPEECH TECHNIQUE TO SPEAKING ABILITY AT GRADE IX SMP N 3 PADANGSIDIMPUAN".**

Demikian surat keterangan penelitian ini kami buat untuk dapat dipergunakan seperlunya.

Dikeluarkan di : Padang Sidempuan
Pada Tanggal : 10 Januari 2023
Kepala SMP Negeri 3 Padang Sidempuan

PARADA SAKTI, S. Pd
NIP. 19710924 200502 1 001