THE EFFECT OF IMPROVISATION TECHNIQUE ON STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF ISLAMIC BOARDING SCHOOL DARUL IKHLAS PANYABUNGAN

A THESIS

Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a partial Fulfillment of the Requirement for the Degree of Educational Scholar (S.pd) in English

Written By:

RAHLI ADITYA HASIBUAN
Reg. Number: 17 203 00102

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2023

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ENGLISH EDUCATION DEPARTMENT

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

LETTER OF AGREEMENT

Term : Thesis

An. **Rahli Aditya**

Padangsidimpuan, 2 Juli 2023

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Rahli Aditya**, entitled **"The Effect of Improvisation Technique to Improve Student's Speaking English Ability at Grade Eleventh in Islamic Boarding School Darul Ikhlas Panyabungan".** 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'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF SELF THESIS COMPLETION

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Registration Number : 17 203 00102

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The Tittle of Thesis : The Effect of Improvisation Technique to Improve Student's Speaking English Ability at Grade Eleventh in Islamic Boarding School Darul Ikhlas Panyabungan

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Padangsidimpuan, 02 Desember 2022

Declaration maker

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AGREEMENT PUBLICATION OF FINAL TASK
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As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Reg. Num. 17 203 00102

EXAMINERS

SCHOOLAR MUNAQOSYAH EXAMINATION

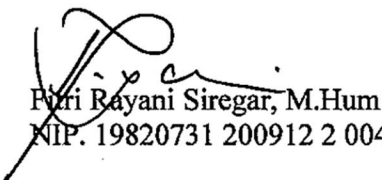|		
Name	:	Rahli Aditya Hasibuan
Registration Number	:	17 203 00102
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis	:	**"The Effect of Improvisation Technique on Student's Speaking Ability at The Eleventh Grade in Islamic Boarding School Darul Ikhlas Panyabungan"**

Chief,   Secretary,
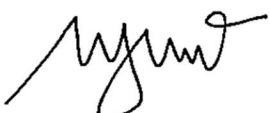
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Proposed:
Place	: Padangsidimpuan
Date	: January, 14 2023
Time	: 08.00 WIB until finish
Result/ Mark	: 86,25(A)
IPK	: 3.77

LEGALIZATION

Thesis	: The Effect of Improvisation Technique on Student's Speaking English Ability at Grade Eleventh in Islamic Boarding School Darul Ikhlas Panyabungan
Name	: Rahli Aditya Hasibuan
Reg. Num	: 17 203 00102
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The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

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ABSTRACT

Name   : Rahli Aditya
Register Number   : 17 203 00102
Faculty   : Tarbiyah and Teacher Training
Department   : English Education
The Title of The Thesis   :"The Effect of Improvisation Technique on Student's Speaking Ability at The Eleventh Grade in Islamic Boarding School Darul Ikhlas Panyabungan"

This study intended to investigate the effect of improvisation technique on students' speaking ability at the eleventh grade of Islamic Boarding School Darul Ikhlas Panyabungan. The pr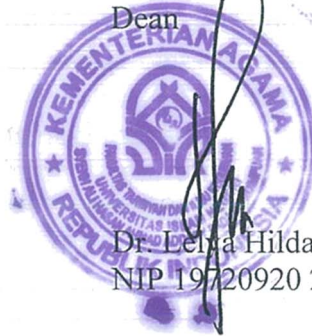oblems faced by students in speaking were: 1) Students were lack of practices, participation and motivation when speaking English learning activity, 2) Students were afraid of making mistakes when speaking English. The formulation in this research were: How is the students' speaking ability before learning by using improvisation technique at the XI grade at Islamic Boarding School of Darul Ikhlas Panyabungan?, How is the students' speaking ability after learning by using improvisation technique at the XI grade Islamic Boarding School of Darul Ikhlas Panyabungan?, Is there any significant effect of using Improvisation technique at XI grade Islamic Boarding School of Darul Ikhlas Panyabungan?. The method used in this research was experimental design. The instrument used was speaking test. The sample of research were 40 students, 20 students for control class and 20 students for experimental class. Technique of analysis data used normality test, homogeneity test and hypotesting test. 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 Improvisation technique. The mean score of experimental class in pre-test was 59.5 and the mean score of control class in pre-test was 58. Moreover, the mean score of experimental class in post-test was 66 and the mean score of control class in post-test was 62.25. In addition, after doing T-test, this study found that $t_{count} \leq t_{table}$ ($0.26 \leq 2.042$). Therefore, alternative hypothesis (H_a) of this study was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was effect of Improvisation technique on students' speaking ability at the eleventh grade of Islamic Boarding School Darul Ikhlas Panyabungan.

Key words: *Improvisation Technique, Speaking Ability*

ABSTRAK

Nama	: Rahli Aditya Hasibuan
Nim	: 17 203 00102
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul Skripsi	: "Efek dari Strategi Improvisasi terhadap Kemampuan Berbicara Siswa Pada Kelas Sebelas di Sekolah Islam Terpadu Darul Ikhlas Panyabungan"

Penelitian ini fokus pada pengaruh dari teknik improvisasi terhadap kemampuan berbicara bahasa Inggris siswa di kelas sebelas di Sekolah Islam Terpadu Darul Ikhlas Panyabungan. Ada beberapa masalah yang dihadapi siswa dalam berbicara bahasa Inggris diantaranya: 1) Siswa kurang dalam mempraktikkan, berpartisipasi dan motivasi ketika pembelajaran berbicara bahasa Inggris sedang berlangsung, 2) Siswa takut membuat kesalahan dalam berbicara bahasa Inggris. Rumusan masalah dalam penelitian ini adalah : bagaimana kemampuan berbicara siswa sebelum belajar menggunakan teknik improvisasi pada kelas 11 Sekolah Islam Terpadu Darul Hasan?, bagaimana kemampuan berbicara siswa setelah belajar menggunakan teknik improvisasi pada siswa kelas 11 Sekolah Islam Terpadu Darul Hasan?, apakah ada efek yang signifikan dari penggunaan teknik improvisasi pada siswa kelas 11 Sekolah Islam Terpadu Darul Hasan?. Metode yang di gunakan menggunakan metode penelitian eksperiment. Instrumen yang di pakai adalah tes berbicara. Sampel dari tes ini adalah 40 orang, 20 orang untuk kelas kontrol dan 20 orang untuk kelas eksperimen. Teknik analisis data nya menggunakan tes kenormalan, tes homogenitas dan tes hipotesis. Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan teknik improvisasi. Rata-rata skor dari kelas eksperimen di pre-test adalah 59.5 dan skor rata-rata di kelas control di pre-test adalah 58 dan skor rata-rata kelas eksperimen di post-test adalah 66 dan skor rata-rata kelas control di post-test 62.25. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} \leq t_{tabel}$ ($0.26 \leq 2.042$). Oleh karena itu, hipotesis alternatif (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh dari teknik improvisasi terhadap kemampuan berbicara bahasa inggris siswa kelas sebelas di Sekolah Islam Terpadu Darul Ikhlas Panyabungan

Kata kunci: Teknik Improvisasi. Kemampuan Berbicara

<div dir="rtl">

تجريد

اسم : Rahli Aditya

نيم : 17203 00102

الإنجليزية: رئيسي

عنوان الرسالة: "أثر الإستراتيجيات الارتجالية على قدرة الطلاب الناطقة بالصف الحادي عشر في مدرسة دار الإخلاص بانيابونجان الإسلامية المتكاملة".

تركز هذه الدراسة على تأثير الأساليب الارتجالية على مهارات التحدث باللغة الإنجليزية لدى الطلاب في الصف الحادي عشر في مدرسة دار الإخلاص بانيابونجان الإسلامية المتكاملة. هناك العديد من المشاكل التي يواجهها الطلاب في التحدث باللغة الإنجليزية بما في ذلك: 1) يفتقر الطلاب إلى الممارسة والمشاركة والتحفيز عند تعلم التحدث باللغة الإنجليزية ، 2) يخشى الطلاب من ارتكاب أخطاء في التحدث باللغة الإنجليزية. صياغة المشكلة في هذه الدراسة هي: ما هي قدرة الطلاب على التحدث قبل تعلم استخدام الأساليب الارتجالية في الصف 11 من مدرسة دار الحسن الإسلامية المتكاملة ؟، ما هي قدرة الطلاب على التحدث بعد تعلم استخدام الأساليب المرتجلة في الصف 11 طالبًا في مدرسة دار الحسن الإسلامية المتكاملة ؟، هل هناك أي تأثير كبير من استخدام الأساليب المرتجلة في طلاب الصف الحادي عشر في مدرسة دار الحسن الإسلامية المتكاملة. الطريقة المستخدمة هي طريقة البحث التجريبية. الأداة المستخدمة هي اختبار التحدث. عينة هذا الاختبار هي 40 شخصا، 20 شخصا للفصل الضابط و 20 شخصا للفصل التجريبي. تستخدم تقنية تحليل البيانات اختبارات الحالة الطبيعية واختبارات التجانس واختبارات الفرضيات. وأظهرت النتائج أن متوسط درجات الفصل التجريبي أعلى من متوسط درجات الفصل الضابط بعد استخدام التقنيات الارتجالية. كان متوسط درجات الصنف التجريبي في الاختبار التمهيدي 59.5 ومتوسط درجة الضابطة في الاختبار القبلي 58 ومتوسط درجة الفئة التجريبية في الاختبار البعدي 66 ومتوسط درجة فئة السيطرة في الاختبارات البعدية 62.25. بالإضافة إلى ذلك، بعد إجراء اختبار t وجد أن 2.042 ≥ 0.26) tcount ≥ ttable). ولذلك تم قبول الفرضية البديلة (H_a) لهذه الدراسة ورفض الفرضية الصفرية (H_0). يمكن الاستنتاج أن هناك تأثيرًا للتقنيات الارتجالية على القدرة على التحدث باللغة الإنجليزية لدى طلاب الصف الحادي عشر في مدرسة دار الإخلاص بانيابونجان الإسلامية المتكاملة.

الكلمات المفتاحية: التقنيات الارتجالية. القدرة الناطقة

</div>

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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4. Mrs. Lelya Hilda, M.Si as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

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Padangsidimpuan,   November 2022
Researcher

<u>Rahli Aditya Hasibuan</u>
Reg. Num. 17 203 00102

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Nowadays, English language is very important and mastering English language it is a must. By mastering English language people already have one of the skills that can pursue their dream in the future. Almost all countries agreed if English language as an International language and therefore Indonesia government reacted by obligate the students from elementary school until university to learn English language through government regulation about the scope of subject in every curriculum.

Government hopes Indonesian students are able to mastering English language. There are some reasons why this issue becomes government's attention. First English language is International language and the second almost all countries around the world use English as their official language. It means by mastering English language, people are able to work overseas and the government concerned how important to mastering English language itself.

In mastering English language there are four basic skills that people have to know before learn about English. Those skills are listening, speaking, reading, and writing skills. People can be categorized as mastering English language when people are able to speak English, to read, to listen also to write fluently. But there is one

skill in English language which important to mastery first, it is speaking skill.[1] By mastering speaking skill, people can get easier to mastery the other skills.

Speaking is a skill used in daily life communication whether at school or outside. The skill is acquired by much repetition.[2] Speaking is the most significant ability to master since it is one of the abilities required to hold a conversation. English speaking is a difficult task since speakers must be proficient in many areas, including pronunciation, grammar, vocabulary, fluency, and understanding.[3] Learners should be fluent in English in order to communicate freely and effectively with others. Language usage outside of the classroom and discovered that speaking is used twice as frequently as reading and writing combined. According to Nunan, speaking is a process of communication to extend the meaning verbally.[4] This statement means that speaking is a person's skill to produce sounds and have the meaning and be understood by other people. Students must increase their knowledge and self-confidence when they try to communicate with foreigners that means the students can share any ideas.

Speaking means the ability to talk to somebody about something or to have a conversation with two or more people.[5] The simple understanding of speaking is the activity when someone talks to other people for sharing the information. Meanwhile according to oxford dictionary[6] "skill" means the ability to do something well. So

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[1] Wilga. M. Rivers, *Teaching Foreign Language Skills* (Chicago: University of Chicago, 1981).

[2] Fitri Rayani Siregar, How to Enchangement Lecturers' Speaking Skill?. English Educational Journal. Vol. 07 No. 01 June 2019. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1648

[3] Shafaat Hussain, "*Teaching Speaking Skills in Communication Classroom,*" no. June (2018), https://doi.org/10.20431/2454-9479.0303003.

[4] David Nunan, *Practical English Language Teaching: Young Learners*, ed. Erik Gundersen (Americas, New York: McGraw-Hill ESL/ELT, 2005).

[5] Oxford, "Means of Skill," Dictionary, n.d., https://www.oxfordlearnersdictionaries.com/definition/english/skill?q=skill.

[6] Oxford.

speaking skill is the ability to express or sharing the information, idea, opinion, feel and so on with other people through talking.

When students have mastered speaking skill, students are able to express their opinion, idea, feelings and their desires to others. But speaking is the hardest skill to mastery by the learners. There are so many factors that made students hard to practice in the class. The general problem of learning processthat is less interesting and fun.[7] Most of students are too shy to practice their speaking with their classmate because they are lack of confidence with their ability. The students assume speaking English is not really important because they already have their "mother tongue" which is easier to use.

Mother tongue is the first language that you learn when you are child. The mother tongue (first language) has a big impact on children, especially when it comes to second language learning.[8] The next factor also comes from the strategies or the method that used for teaching English is less attractive for the students, so students assumed English language is not really interesting especially students from Indonesia.

Students in Islamic Boarding School of Darul Ikhlas Panyabungan- Indonesia faced the same factors that made students hard to practice their speaking in the class. There were some problems that the researcher found after did the interview with the teacher from Islamic Boarding School of Darul Ikhlas Panyabungan-Indonesia.

First, only few students who able to speak using English language and most of students cannot speak English language. Based on the interview with one of English Teacher from Islamic Boarding School of Darul Ikhlas Panyabungan- Indonesia, the

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[7] Sokhira Linda Vinde Rambe. Implementing Games Based Teaching Strategy in Teaching Speaking. English Educational Journal. Vol. 10 No.01 June 2022. http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/5993

[8] Bryan D Midgley, "*Some Fundamentals of B . E Skinner's Behaviorism*," (1992), https://doi.org/10.1037/0003-066X.47.11.1507.

teacher said "Only a few students who are able to speak English. Speaking becomes the hardest subject to learn for the students".[9]

Second, the researcher found the students were lack of confidence to speak English. The teacher said "most of students has a lack of confidence to practice their speaking in front of their friends because they are too shy for doing mistakes while speaking. Most of students confused how to pronounce the word or the sentences and also how to read the dialogue during English class".[10]

The last, students had a lack of speaking motivation. Based on the researcher observation and from the interview with their English teacher. The teacher said, "they are lazy to practice their speaking because it is too hard for them who used to use mother tongue in their daily life. Some students are more active in Arabic language than in English language. Most of students felt hard to set the words inside their mind when they want to speak".

From the speaking problems above, improvisations technique as one of the types of drama can be chosen because it provides a useful springboard for real-life language use, because the students have a big chance to practice speaking English freely in improvisation technique [11]. Hadeli and Eviarni states using improvisation Technique gave significant effect towards students' speaking ability at class XI of Senior High School 12 Padang. The result of this research showed that the students had made some progresses. It showed that the mean score of students" speaking ability in experimental class (79.50) was higher than the mean score of students" speaking ability in control class (72.21). It means that teaching speaking by using Improvisation Technique gives significant effect towards students" speaking ability.

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[9] Syahrida Siregar, "Interview With Teacher of Islamic Boarding Scholl of Darul Ikhlas" (Panyabungan, 2021).

[10] Siregar.

[11] Scoot Thornbury, *How To Teach Speaking* (London: Oxford University Press, 2002). p. 97.

Improvisation is the one of the strategies of teaching speaking where students are given roles to perform dialogues or conversation using their own word or sentences based on the conversation situation/topics on clues cards given[12]. Improvisations motivate students to generate imaginative and detailed ideas, greatly expand their vocabulary, actively practice language skills, and achieve far greater fluency.[13] It also provides a setting in which students can explore the social values of a different culture, and participation in this type of activity strengthens students' confidence in their academic ability, an essential component of successful language acquisition.

Numerous studies have been conducted to investigate the use of improvisation techniques in the training of public speaking. Fauzan discovered that improvisation techniques can help students enhance their speaking abilities. Students' fluency and accuracy have increased significantly as a result of the improvisation approach.[14]

From those problems that have founded by the researchers, the researcher intended to investigate by the title "The Effect of Improvisation Technique on Student's Speaking Ability at The Eleventh Grade in Islamic Boarding School Darul Ikhlas Panyabungan".

B. Identification of the Problem

Improvisation Technique is one of strategies for teaching speaking where students are given roles to perform dialogue or conversation using their own word based on the situation/topic on the clue cards given. There are

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[12] Scott Thornbury. *How To Teach Speaking*. p.103

[13] Hadeli and Eviarni, "The Effect of Improvisation Technique towards EFL Students' Speaking Ability."

[14] Umar Fauzan, "The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students," *Dinamika Ilmu* 14, no. 2 (2014): 264, https://doi.org/10.21093/di.v14i2.17.

several factors that discovered that made students hard to practice speaking in the class

1. Students are lack of vocabularies

2. Students are lack of pronounce English word

3. Students has no initiative to practice their speaking during English lesson

4. Teacher has limited technique to teach speaking

C. Limitation of The Problem

Based on the identification of the problem above, there were some reasons that cause the students speaking skill not improving. In this research, only focus on one technique that is improvisation technique on students speaking ability in topic offer and suggestion at Islamic Boarding School of Darul Ikhlas Panyabungan through the daily activity conversation.

D. Formulation of The Problem

Based on the identification of the problem above, finally the problem was formulated as follows:

1. How is the students' speaking ability before learning by using improvisation technique at the XI grade at Islamic Boarding School of Darul Ikhlas Panyabungan?

2. How is the students' speaking ability after learning by using improvisation technique at the XI grade Islamic Boarding School of Darul Ikhlas Panyabungan?

3. Is there any significant effect of using Improvisation technique at XI grade Islamic Boarding School of Darul Ikhlas Panyabungan?

E. Purposes of the research

From the formulation above, the purpose of this research were:

1. To describe the students' speaking ability before using the improvisation technique at XI grade Islamic boarding school of Darul Ikhlas Panyabungan.

2. To describe the students' speaking ability after using the improvisation technique at XI grade Islamic boarding school of Darul Ikhlas Panyabungan.

3. To examine the significant effect of improvisation technique on students' speaking ability at XI grade Islamic boarding school of Darul Ikhlas Panyabungan.

F. The Significances of The Research

The result of this study expected useful for the following section, they were:

1. For teacher, this study can be as reference and input to the teacher for speaking skill improvement by using improvisation technique.

2. For students, this study as the information which could enlarge their knowledge and their ability in speaking by using this technique.

3. Next researchers, this study could be used as addition reference for some problems especially research in speaking.

G. Definition of Operational Variable

To avoid misunderstanding, this research consisted of two variable, the key terms of this research were defined as follows:

1. Improvisation Technique (Variable X)

   Improvisation technique is a role play technique that can make students feel more freely to express their voice in the class.

2. Speaking (Variable Y)

   Speaking is one of skills in English that use as a tool for sharing the information, opinion, feeling, and so on.

H. Outline of The Research

The systematic of this research divided into five chapters. Each chapter consisted of some sub chapters with detail as follow: in chapter one, it consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

In chapter two, it consisted of the theoretical description, which consists of sub chapters such as theoretical description of speaking ability, and description of Improvisation Technique. Then review of related findings, conceptual frame work and hypothesis.

In chapter three, it consisted of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it talked about the result of data analysis. It consisted of description of data, hypothesis testing, discussion and threats of research.

Finally, in chapter five, it talked about conclusion and suggestion. It was giving some conclusion about this result of study. Therefore, some suggestion were given for the students and teacher by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

To conduct a research, theories were needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts minimized possible misunderstanding between the readers and the writer. In another words, it was very important to be explained, so the readers get the point clearly.

1. Students` Speaking Ability

a. Definition of speaking

Speaking is one of skill in English that important to learn for students to talk about someone or something in a special way. Speaking is also real challenge to most students because it needs paints taking effort to use appropriate vocabulary orally in order that the message is able to be understood by others correctly.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and involving, but it is unpredictable. Speaking is an important, means of expressing meaning.[1] Speaking is the ability to describe or to express our self in life situation, or the ability, to report acts or situation in precise

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[1] Jack. C and Rodgers, *Approach And Method in Language Teaching* (london: Cambridge University Press, 2014).p. 107.

words, or the ability to converse or to express a sequence of ideas fluently.

Speaking is such a fundamental human behavior that we do not stop to analyze in unless there is something notice able about it[2]. It means speaking is the ability of producing, receiving and processing the information to find the true meaning and can be observed by the accuracy and fluency.

So Speaking is the ability to speak or talk to one person or more and during the speaking process (conversation) people receiving, producing and processing information by spontaneous.

b. **Types of Speaking**

According to Brown, there are six types of speaking. They are: imitative, intensive, responsive, transactional, interpersonal and extensive.[3], as follows;

1) **Imitative**

The capacity to just copy back (imitate) a word, phrase, or potentially sentence is at one extreme of a spectrum of sorts of speaking performance. This is a primarily phonetic level of oral output, with a variety of utterance, lexical, and grammatical features of language maybe incorporated in the performance criterion.

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[2] M. Katheleen Bailey, Practical English Language Teaching, ed. David Nunan, Singapore: (McGrow-hill, 2003). p.157-158.
[3] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (American: Prentice Hall Regents, 2000) p.328.

It simply concerned in what is often referred to as pronunciation; no conclusions are drawn about the test-capacity taker's to grasp or express content, or to join in an engaging discussion.[4] Listening's only duty here is to store prompts for a short period of time, just long enough for the speaker to remember the short stretch of words that should be imitated.

It also offers limited practice through repetition.[5] It can be considered that drills or repetition conclude in imitative classroom performance. In simply understanding the students or the learners learn about how to imitate a word or phrase can be from the teachers' pronunciation or the sound. Example, the teacher asked to their students to repeat some vocabularies name of fruits like apple, mango, pineapple, orange and so on. Then the teacher pronounces those fruits' name and then as their students to repeat like the teachers did.

2) **Intensive**

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture. In

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[4] Brown, p.328.
[5] Brown, p.328.

simply understanding intensive speaking is a short speaking.[6] For example: reading aloud or give a direct response to a simple question. When your teacher asked you to read aloud your text book from page 1-5 you will directly read the text until page 5. Or when someone asked you about your condition today like "how are you?" you will give a short answer "yes i'm fine thank you" or " no, I'm not okay".

3) **Responsive**

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

In simply understanding responsive is a short speaking that give a short answer too, like while introducing yourself, asking for opinion, asking for suggestion and so on. While you asking a suggestion or opinion to someone they will give you a suggest or an opinion only.

4) **Interactive**

The different between responsive and interactive speaking is in length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language,

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[6] Brown, p.329.

which has the purposes of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

In simply understanding interactive is long speaking when you can share so many information and it could be anything. For the example, you talk with your friend about your opinion in something that goes viral now.

5) **Interpersonal (dialogue)**

In interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.[7] These conversations are a little trickier for learners because they can involve some or all of the following factors.

6) **Extensive**

Extensive is an oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether. In simply understanding extensive speaking is a long speaking which is need a much time to finish. And this is only for intermediate or an advance level student. The register is more formal and deliberative. These monologues can be planned or

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[7] Brown, p.239.

impromptu.[8] For the example, public speaking, speech or telling story etc.

c. **Function of speaking**

Speaking is the ability of producing, receiving and processing the information to find the true meaning and can be observed by the accuracy and fluency. Based on the defenition before, speaking has some function, there are three function of speaking, such talk as interaction, talk as performance and speaking as transaction.[9]

1) **Talk as interaction**

Speaking as interaction refers to the interaction which serves a primarily social function. It means like when you meet with someone and you have a little or a long conversation like saying greetings, opinion, sharing the information with someone or might be your friends you use speaking as a media to talk as interaction. Each of these speech activities is quite distinct in term of form function and requires different teaching approaches.

2) **Talk as performance**

The difference between speaking as interaction and speaking as performance are the function itself. Speaking as performance refers to public speaking, like speech, khotbah, or radio broadcaster. Speaking as performance used to be in form

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[8] Brown, p.330.
[9] *Jack C Richards, "Developing Classroom Speaking Activities ; From Theory to Practice,"* 1997, p.10.

of monolog or by one person. And often follow a recognizable format and it is closer to written language than conversational language.

3) **Talk as transaction**

Speaking as transaction refers to the situation where the focus is one the message about what is said or achieved in order to make people understood clearly and accurately.[10] From that we can conclude if speaking as transaction is an ability to do a transactional information by speaking when you and your partner are understood each other with oral speech.

> Speaking as transaction it means you and your partner are focus to talk about something and during it you share the information to your partner and your partner give you back the information that you need.[11]

Speaking is one of skills in English that students or learners have to master. There are many other skills that students or learners have to master but speaking is a priority skill to learn for many second and foreign language learners. In other ways we can say that by speaking it can be strong evidence that we master the foreign language.

d. **Principle of Speaking**

There are some principles in teaching speaking that speakers must be applied in teaching speaking. Several principles that

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[10] Richards, p.10.
[11] Bailey, *Pracvtical English Language Teaching*. p.157-158.

teachers need to consider in preparing students to communicate in English are:

1) Introducing and practicing pattern in ways that feel meaningful to the children, such as in games, in situation where the children genuinely want to express themselves and through personalization.
2) Practicing new patterns in combination with the order patterns the children have learned, so the children can internalize them more easily.
3) Giving the children many opportunities to guess how to use the patterns flexible in novel situation.
4) Giving the children confidence to speak out in front of others.
5) Observer, the teacher should be observe the class speaking activity and find out what makes the activity breakdown.
6) Resource, the teacher haves to provide some tools to improve the students` oral competence.
7) Organizer, the teacher manages the classroom to set the activities and get the students engaged[12].

From the explanation above there are some principle in teaching speaking. So, the researcher can follow the principle to make students more active in teaching learning process.

e. **Material in Teaching Speaking**

There are some materials should be mastered by students in on text book. They are: offer & suggestion, opinion & thought, party time, national disaster- an exposition, letter writing, cause & effect, meaning through music, enrichment, and explain this. When the material about explain this, the lesson is about related to describing pictures, because the lesson is not about contents of text. So, the explanation this is the basic material. In this research, researcher just

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[12] Thituyetanh Nguyen, "The Key Principle for Development of Speaking" 3, no. 1 (2015): p. 49.

focus on Offer & Suggestion materi and this is the text book materi.

The material of Offers & Suggestions are:

1) Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

2) Responding to Suggestions

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.[13]

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[13] Mahrukh Bashir, *Bahasa Inggris,* 2017.

2. Improvisation Technique

a. Definition of Improvisation Technique

One of the techniques suggested in teaching speaking is improvisation. According to Spolin improvisation technique is to perform spontaneously, or to create with what surrounds you in the moment; essentially, it's the art of being unprepared.[14] Improvisational technique since it provides a great platform for real-life language usage. It gives the students free space to express and practice their speaking during English class.

Improvisation is a teaching strategy in which students are assigned roles and asked to execute dialogues or conversations using their own words or sentences based on the conversation situation/topics on clues cards.[15] The teacher begins by explaining the situations/topics on the role-card. The students are then divided into groups of three or four by the teacher.

Furthermore, Improvisations is a particularly beneficial theatre approach since it focuses on students' ability to apply the language they have learned without the assistance of a script.[16] All improvisations should have an aim or an issue to solve. This provides students with a specific topic to discuss.

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[14] Viola Spolin, *Improvisation for The Theater: A Handbook of Teaching and Directing Techniques.* Northwestern University Press. (1999).

[15] Green B, *Impact Of Improvisation On Interpersonal Communication.* (London: Gonzaga Univesity, 2004). p.56.

[16] Nurwia Nurwia, Amir Jaya, and Asrun Lio, "The Use Of Improvisation Technique In Teaching Speaking At The Second Grade Of SMA N 1 Kusambi," *Journal of Teaching English* 4, no. 2 (2019): p. 163, https://doi.org/10.36709/jte.v4i2.13917.

Following the distribution of the role cards, the students create a scenario and prepare to perform. Students don't have much time to prepare; only 2 – 4 minutes. They then carry it out. There is no scripted dialogue; instead, it is a spontaneous speaking performance. In their improvisations, the kids employ their own knowledge, words, and statements.

Improvisation is spontaneous response to the unfolding of an unexpected situation. This activity is less guided and allows more room spontaneous response. Tension conflict in role-play creates unpredictability and this is a key element in language use and something students should prepare for.[17]

So, improvisation technique is one of teaching strategy that focus on role play without planned dialog but spontaneous. Students only given a chosen card as a topic by the teacher and then students have 2-4 minutes to prepare and then perform in front of the class. In order to improve their speaking skill, improvisation also gives students free space to practice and express their feeling, ideas without worrying any mistakes.

b. **Function of Improvisation Technique**

Improvisation encourages adaptability, fluency, and communicative competence and encourages students to mobilize their vocabulary, respond to grammatical and syntactica accuracy,

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[17] Hodgson and Jack C Richards, *Improvisation Technique* (London: Eyre Metheun, 2000).p.97.

develop cultural and social awareness, gain confidence and fluency. Used the improvised drama, games and songs and conducted it to the University Students.[18]

Improvisation technique motivates the students to generate imaginative and detailed ideas, greatly expands student's vocabulary, actively practices language skills and attains far greater fluency.[19] It also provides a setting in which the students can explore the social values of a different culture.

Improvisation technique can improve the students' speaking ability.[20] Through improvisation technique, students' fluency and accuracy have been improved significantly and also the students which have the hiddens skill in speaking can practice that skill in other chance like public speaking, being actors and/actresses.

Based on the explanation above, the researcher conclude that improvisation have functions to encourages student's fluency and communicative in speaking, generate student's idea and also improve student's speaking ability.

c. **Advantages of Improvisation Technique**

There are some advantages of improvisation technique. They are:

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[18] Ajewole K, "Improvisation Of Educatioanl Media," 2013, http://edutech212.wordpress.cp./2013/06/25/improvisation-of-education-media29/6/13.

[19] Berlinger, M. R. 2000. *Encouranging English Expression through script-based Improvisation*. The internet TESL Journal, Vol.VI, No. 4, April 2000.

[20] Umar, F. (2012). *Improvisations Technique in the Teaching of Speaking*. Media Akademika, Vol. 27, No. 2, April 2012

1) Motivates the students to generate imaginative and detailed ideas, greatly, expands students` vocabulary.
2) Students can actively practices language skills and attains far greater fluency.
3) Provision of opportunity for creativity. Through improvisation the students can be challenged to develop something which may turn out to be an improvement of what originally intended. [21]

3. Teaching Speaking by using Improvisation Technique

Based on the function of improvisation technique to encourages student's fluency and communicative in speaking, generate student's idea and also improve student's speaking ability. Spolin states that the teacher carries out improvisation technique in three stages: preparation, implementation and feedback stage.[22]

a. Preparation

Preparation stage is a stage where the teacher is concerned with lesson plan, teaching materials, and seat arrangement. The situations in which the students will perform in improvisation should be prepared in the form of role cards. They can take and understand what situations are and try to act them out in front of the class using all the languages they knew with a little preparation. This meant to induce spontaneity and encourage improvisation. The speaking situation can be made in the form of a role-play card.

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[21] Umar Fauzan, The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students, State Islamic Institute of Samarinda, Dec 2014, 10.21093/di.v14i2.17
[22] Viola Spolin, *Improvisation for The Theater: A Handbook of Teaching and Directing Techniques.*

b.   Implementation

The next stage is introducing improvisation technique. This stage is a training session in which students are encouraged to perform the improvisation as well as to introduce the technique so that they get used to doing it. In this step, the students are asked to perform in front of the class. The chairs are arranged in the form of semi-circle and students who perform stand, sit, and act in the middle so that everyone could see and hear them. The students do it in the group.

There are different speaking topics/situations for each group. The first step is they get a role play card with another student in the same group. Then, they have 5 minutes to prepare the improvisation by making the plot of the story based on their own knowledge. They should do improvisation in 3-10 minutes for each group. After giving the above explanation on how to perform improvisation, the teacher groups the students of four students. He should do it randomly, so there are high and low achiever students in each group. When the students have been in group, the teacher distributes the role-play cards that will be used by the students as a basis of drama improvisation.

c.   Feedback Stage

The last is feedback stage, which aims at enhancing the student's motivation to use English in performing. The teacher lets

the students use English as much as possible. Enhancing students'

motivation is the most important key in succeeding the

implementation of improvisation.

Table II. 1
Procedure in Teaching Speaking by Using Improvisation Technique

Teachers` Activities	Procedure of Improvisation Technique	Students` Activities
Pre-Teaching		
1. The class will be opened by teacher with and pray before learning. 2. Teacher takes attendance list. 3. Teacher explains the purpose of the study. 4. Teacher asks the related materi. 5. Teacher introduces spontaneity and encourage improvisation and prepare the speaking situation in the form of role-play card.	Preparation	1. Students give greeting and pray before learning. 2. Students listen to teacher while take attendance list. 3. Students listen to the teacher` explanation.   4. Students answer teacher` question. 5. Students take attention on teacher` explanation.
While -Teaching		
1. Teacher a divided the students into group asks them to arranged their chair in semi-circle and teacher gives different role-play card in each group. 2. Teacher gives 5 minutes to prepare the improvisation by making the plot of the story based on their own knowledge.	Implementation	1. Students sit in a group and arrange their chair and get the role play-card from teacher. 2. Students have 5 minutes to prepare the improvisation by making plot of the story based on their own knowledge.

Teachers` Activities	Procedure of Improvisation Technique	Students` Activities
Teachers Activities	Procedure of Improvisation Technique	Students Activities
3. Teacher asks the students do improvisation in 3-10 minutes for each group and the student who do it stand up in the middle of their chair. Teacher asks every groups and choose students randomly.		3. Students do the improvisation 3-10 minutes for each group and stand up in middle of their semi-circle group and students do it randomly based on the teacher choose.
Post-Teaching		
1. Teacher enhancing the students` motivation to use English in performing. 2. Teacher lets the students use English as much as possible. 3. Teacher asked about students` understanding and makes it clear for everyone 4. Teacher closes the meeting by praying with all students.	Feedback	1. Students listen to teacher. 2. Students use English as much as possible. 3. Students answer the teacher` Question and take a note of materi. 4. Students praying to close the meeting.[23]

ased on the explanation above, the researcher concluded that the teacher carries out improvisation technique in preparation, implementation and feedback, linguistic preparation and factual preparation.

4. **Teaching Speaking use Teachers' Strategy**

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[23] Viola Spolin

Conventional strategy is a traditional way that is used by a teacher in teaching and learning process. Conventional is the strategy or the way that usually used by the teachers to teach the text to students.[24] According to Hudson, conventional is the strategy used by the teachers based on mutual agreement in a school. It meant that conventional strategy is a strategy uses traditional way in teaching and learning process where the teacher will use the lecture method in teaching and learning.

According to Djamarah, there are some kinds of conventional technique or strategy. They are: lecturer method, project method, catechize method, lecture discussion, problem solving method, homework, recitation method, demonstration and experiment method, role play method.[25] Based on observation, the researcher concluded that the teacher at the eleventh grade of Islamic boarding school of Darul Ikhlas Panyabungan teaches speaking mastery by lecturer method.

There are some procedures of lecture method, they are:

a. Preparation, create learning condition to students.

b. Implementation, teacher convoys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing.

c. Evaluation, give test to students for looking

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[24] Jhon Denden, "Conventional Strategy," http://www.britsnnis.com/EBcheccked/topic/421797/nnucler-strategy/52993/conventional- strategy

[25] Syaiful Bahri Djamarah, *Strategy Belajar Mengajar* (Jakarta: PT. Asdimahasatya, 2006), p.83.

students'comprehension about material that learned.[26]

The teaching procedures in teaching speaking at the eleventh grade of Islamic boarding school of Darul Ikhlas Panyabungan are:

a. Teacher explains the material that will be learned.

b. Teacher asks the students to read the text and pronounce it.

c. The teacher asks the students to open the dictionary to search the meaning.

d. The teacher asks the students to mention the meaning of the text.

e. The teacher asks the students to practice speaking.

B. Review Related Findings

This part contains the previous study from some researchers who have conducted teaching or research. This research is not the first research that had been done, there are some research related to this research.

The first by Berlinger, The result, that is it motivates the students to generate imaginative and detailed ideas, greatly expand students' vocabulary, actively practice language skills and attain far greater fluency, it also provides a setting in which the students can explore the social values of a different culture, and participating in this kind of activity strengthens students' confidence in their academic ability, an essential component of successful language acquisition.[27]

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[26] Djamarah, p.99.
[27] Michael Rudolph Berlinger, 2017. *Encouranging English Expression through script-based Improvisation*. The internet TESL Journal, Vol.VI, No. 4, April 2017.

The second conducted by Erviani. The result of their research, there were significant differences between the student's speaking ability in expressing asking and giving opinion of the experimental class which received improvisation technique and the student's speaking ability which received conventional technique. It was proved by the student's speaking improvement which was shown in some main indicators of speaking; pronunciation, grammar, vocabulary, fluency and comprehension. The students gained more improvement in their pronunciation, grammar, vocabulary, fluency and comprehension. After the technique was given, the students were found that they pronounce English words more accurately, speak English -how they express their idea about something more fluently and with more accurate grammar, use more vocabulary, and understand what their friends and teacher said in English more easily.[28]

The third conducted a research by Syamsurizal. The result of his research, the students achievement in speaking increased indicated by the scores gained from the assessments. The average score in the pre-test was 3.17 in cycle 1 it was 3.22 and in cycle 2 it was 3.90. The criteria of success had been reached in that all the students were actively involved during the teaching and learning process they were highly motivated in the speaking

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[28] Hadeli, Eviarni, 2017, The Effect of Improvisation Technique towards EFL Student's Speaking Ability http://journal.tarbiyahiainibac.id/index.php/attalim

activity they were more confident in speaking they were more fluent in speaking and they were able to assess and gave feedback to their peers.[29]

The fourth is done by Umar. The result of the research showed that the criteria of success had been reached. There were two aspects determined as the success criteria of the implementation of improvisations in the teaching of speaking; score improvement and classroom atmosphere. The result of speaking test presented that the students had made some progress, the average scores raised from 2.72 in the pre-test, 3.09 in cycle 1 and 3.76 in cycle 2. These scores indicated an increasing ability from being 'fair' to being 'good'. The classroom atmosphere were also increasing positively; the students were actively involved in the teaching and learning process, indicated by 64% participated in cycle 1 and 73.79% participated in cycle 2. The students were also highly motivated in joining the teaching learning process. They cooperated, asked, responded, and expressed spontaneously.[30]

The fifth is done by Fitri. She found that there was positive and moderately correlation between both variables. The value of correlation coefficient was 0.463. So if the students' confidence increased will increase their speaking ability and if the students' confidence will decreased their speaking ability.[31]

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[29] Syamsurizal, 2008. Improving Speaking Ability of the Students of English Department of Gorontalo State University through Improvisations and Peer-Feedback. Malang, English LanguageEducation, Graduate Program of State University of Malang

[30] Umar Fauzan, The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students, State Islamic Institute of Samarinda, Dec 2014, 10.21093/di.v14i2.17

[31] Mitra Nurul Fitri, The Relationship between Self Confidence Level and Students' Speaking Ability at The Fourth Semester of English Study Program of IAIN Palangkaraya Academic Year 2013/2014.

Based on this thesis result of this study showed that the mean score of experimental class in pre-test was 59,5 and the mean score of control class in pre-test was 58. Moreover, the mean score of experimental class in post-test was 66 and the mean score of control class in post-test was 62,25. In addition, after doing T-test, this study found that $t_{count} > t_{table}$ (0,26 > 2.042). Therefore, alternative hypothesis (H_a) of this study was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was effect of Improvisation technique on students' speaking ability at the eleventh grade of Islamic Boarding School Darul Ikhlas Panyabungan.

C. Conceptual Framework

Speaking is an important part of language, there will be no language aspects which should be learnt. Speaking is important part of language. So, since we can see, speak , know about we are around will there vocabulary, through improvisation we will find all word to speak.

The concept of improvisation technique is to make students easier to learn speaking. To know the effect of these are two classes used as the sample of collecting data for this research. The classes are pre-test and post-test.

The first step is pre-test, it give to the students ability before the treatment. After that, improvisation technique used to teach the experimental class and the teacher techniques used to teach the control class. The last, post-test to find out the effect of using improvisation technique on the eleventh grade students` speaking ability at Islamic boarding school Darul Ikhlas Panyabungan.

In this research there are Ho and Ha to seethere is the significant effect of improvisation technique on the eleventh grade students` speaking ability at Islamic boarding school Darul Ikhlas Panyabungan. Based on the above the conceptual framework can be seen below.

Students problems are:
1. Students are lack of vocabularies
2. Students are lack of pronounce English word
3. Student's initiative to practice and exercise during English lesson.
4. Teacher has limited technique to teach speaking

Pre Test

Experimental class with improvisation technique

control class with teachers` technique.

Post Test

H_0

H_a
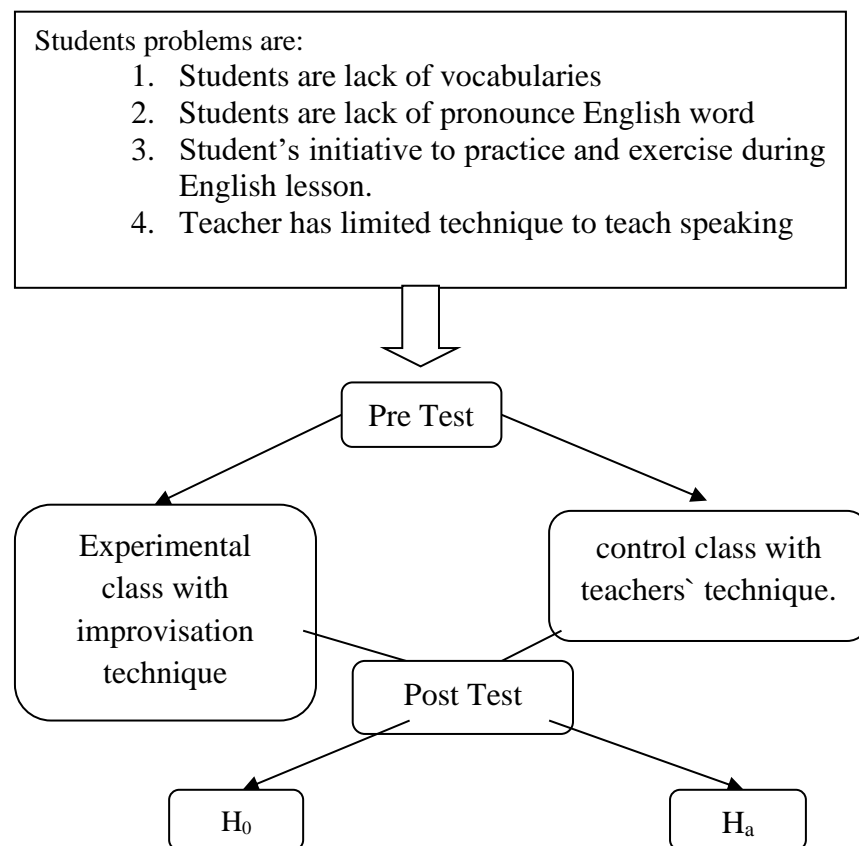
Figure II. 1. Conceptual Framework

D. **Hypothesis**

The hypothesis of this research were:

1. Alternative hypothesis (Ha): there is a significant effect of improvisation technique on the eleventh grade students` speaking ability at Islamic Boarding School Darul Ikhlas Panyabungan.

2. Null hypothesis (Ho) there is no significant effect improvisation technique on the eleventh grade students` speaking ability at Islamic Boarding School Darul Ikhlas Panyabungan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

1. Place and Time of the Research

This research conducted at Pondok Pesantren Darul Ikhlas Panyabungan, The school located in Jl. Dalan Lidangin Mandailing Natal, North Sumatera, Indonesia. It was about 60 KM from the central Padangsidimpuan. The researcher choosed this school because one of quality school in Panyabungan district. The process of the research was from 7 October to 7 november 2022.

2. Design of Research

The kind of this research was quantitative research with experimental method. The researcher divided this research into two variables, those were independent (role play) and dependent (students speaking ability). This research used two classes in this research. One of the classes was taught with improvisation technique and it called as experimental class or as a treatment. Meanwhile the other class was taught with conventional technique called control class.

Based on using control and experimental class, the design which pre test-post test control group design requires at least two group, each of them were formed by random assignment. Both groups were administers a pre test, each group received a different treatment and both groups were

post test at the end of the study. Post test scores were compared to determine the effectiveness of the treatment.

Table III. 1
Pretest-Posttest Control Group Design

Class	Pre-test	Treatment	Post-test
Experiment Class	√	Improvisation Technique	√
Control Class	√	Teachers Technique	√

3. **Population and Sample**

a. Population

Population of this research is all of the XI class of Pondok Pesantren Darul Ikhlas it consisted of 4 classes with 81 students. It can be seen in the following table:

Tabel III. 2
Population of Research

No	Class	Students
1	XI 1	20
2	XI 2	20
3	XI 3	21
4	XI 4	20
Total of students		**81[1]**

b. Sample

In this research, the researcher used random sampling to take the sample. This research used random sampling because of all the sample has same time, age, teacher, lesson, place to choose and it is the best way to obtain representative sample.

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[1] *School Administration Data of Pondok Pesantren Darul Ikhlas Dalan Lidang*

Tabel III.3
Sample of Research

Sample	Class	Total
Experimental Class	XI 1	20
Control class	XI 2	20
Total		40

4. Instrument of Collecting data

The instrument that had been used in this research is speaking test, because it is suitable with conversation practice technique. Test is a method of measuring a persons` ability, knowledge or performance in a given domain. For giving the score the research uses the rubric score below.

Table III.4
Rubric Score of Speaking

Aspect	Score	Criteria
Pronunciation	5	Excellent: has few traces of foreign accent
	4	Good: always intelligible though one is conscious of a definite accent
	3	Sufficient: Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding
	2	Fairly sufficient: very hard to understand because of pronunciation problems must frequently be asked to repeat.
	1	Poor: pronunciation problems too severe as to make speech virtually unintelligible.
Grammar	5	Excellent : Make few (if any) noticeable errors of grammar of word order
	4	Good : Occasionally make grammatical word order errors which do act, however obscure meaning
	3	Sufficient : Make frequent errors of grammar and word order, which obscure meaning
	2	Fairly sufficient : Grammar and word orders make comprehension difficult must often rephrase sentence and or restrict him to basic pattern
	1	Poor : Error in grammar and word order to

Aspect	Score	Criteria
		severe as to make speech virtually unintelligible
Vocabulary	5	Excellent : uses of vocabularies and idioms is virtually that of native speaker
	4	Good : sometimes uses in appropriate terms or must rephrase ideas because of lexical in adequacies
	3	Sufficient : Frequently uses the wrong words, conversation some what limited because of in adequate vocabulary
	2	Fairly sufficient : Misuses of words and very limited vocabulary make comprehension quite difficult
	1	Poor : Vocabulary limitation to extreme as to make conversation virtually impossible
Fluency	5	Excellent : speech as fluent and effortless as that of native speaker problems
	4	Good : Speech of speech seems to be slightly affected by language problems
	3	Sufficient : Speed and fluency are rather strongly affected by language problems
	2	Fairly sufficient : Usually hesitant often proceed into silence by language problems
	1	Poor : Speech is as halting and fragmentary as to make conversation virtually impossible.[2]

After get total score of students result, the researcher analysed the result by categoryzing them by following categorize:

Table III. 5
Criteria of Score in Speaking Test

No	Number of Score	Predicate
1	80- above	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	40-down	Failed

(Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)

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[2] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*. American: Prentice Hall Regents, 2000.

5. **Validity and Reliability Instrument**

A good test must be valid. It means that every good test must have validity. In this research, the researcher used construct validity to get validity of the instrument. Construct validity is a part of the test as a total to measure the test by content. There are two valid test was given in pre-test and post-test. One test was given for each pre-test and post-test. Construct validity and reliability are aspect of instrument which based on the experts. The researcher tried to give a point of view of this instrument whether the instrument can be used or still need to be improved or failed to be used. The researcher used speaking test to test the students' speaking ability.

Therefore, the scoring ability was based on analytic speaking criteria. It concludes pronunciation, intonation, fluency and accuracy. The researcher also consulted to the experts of English teacher in Islamic Boarding School Panyabungan, that is Mrs. Syahrida Siregar, S.Pd.

Reliability neeed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument is believable to use as an instrument of collecting data because the instrument is good. So, this research used SPSS to reliable the instruments such as normality and homogenity that using SPSS.

6. **Technique of Data Collection**

In collecting the data, the researcher continued to the next step sample. The function of data collecting is to determine the result of the

research in collecting, the researcher used some steps. They were pre-test, treatment, and post-test.

a. Pre-test

This test done before to know the score of the students in speaking. The steps are:

1) Researcher prepared tests.

2) Researcher distributed the test to the both class

3) The researcher explained and gave instructions on how to do the test.

4) Gave the time for students to do the test.

5) Students did the test and practice speaking.

6) The researcher record the students speaking practice.

b. Treatment

In treatment session, the researcher done some steps, such :

1) The experimental class and the control class gave same material, which is consist of communication aspect that taught by the teacher in different ways.

2) The experimental class gave treatment, it taught by using improvisation technique and control class taught by teachers' technique.

c. Post-test

After giving the treatment, the researcher done in post-test was

1) Researchers distribute the test to the both class

2) The researcher explained and gave instructions on how to do the test.

3) Gave the time for students to do the test.

4) Students take tests and practice speaking.

5) The researcher record the students speaking practice.

7. **Technique of Data Analysis**

The technique of data collection in this research is test technique. The test technique used to look the students' speaking skill on the class XI (experimental and control class) at Pondok Pesantren Darul Ikhlas Panyabungan.

After experimental process, two of classes has been tested with using technique of data analysis as follow:

a. **Requirement Test**

1) **Normality Test**

In normality test, the data can be tested with Chi-quadrate:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:
x^2 = Chi-quadrate,
fo = obtained frequency
fh = expected frequency[3]

To Calculate the result of *Chi- Square,* it will be used significant level 5% (0,05) and degree of freedom as big as of frequency is lessened 3 (dk=k-3). If result $x^2{}_{count} < x^2{}_{table}$.

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[3] Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

b. **Homogeneity Test**

Homogeneity test is used to find homogeneity of the variances of each class. If the both of class are same, it is can be called homogeneous. To test it, researcher use formula as follow:

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:
n_1: total of the data that bigger variant
n_2: total of the data that smaller variant[4]

c. **Hypothesis Test**

The technique analysis of data is to find out the achievement of the two groups that have been divided into experimental class and control class. To know the difference between the two classes, the researcher will use t-test as formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\dfrac{s_1^2 - s_2^2}{n_1}}}$$

Which:
t = Amount of t count
$\overline{x_1}$= The mean of Experimental Group
$\overline{x_2}$= The mean of Control Group
s_1 = The variants of Experimental Group
s_2 = The variants of Control Group.[5]

[4] Sugiyono, Metode Penelitian Kuantitatif Kualitatif Dan R&D (Bandung: Alfabeta, 2010).

[5] Sugiyono

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effectiveness of improvisation technique on students' speaking ability. The researcher has calculated the data using pre test and post test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. The Pre-Test Score of Experimental and Control Class

In pre-test of experimental class, the researcher calculated the result which had been got by the students in answering speaking test. The researchers calculated the results that the students received when answering the questions (test).

After the students received their experimental class scores on the pre-test, the researchers determined the overall scores. The researchers then arranged it in an interval class format, from lowest score to highest score. The researchers then used formulas based on statistical formulas to calculate. Researchers calculated it to obtain the mean, median, mode, range, interval, variant, and standard deviation.

The score of pre-test experimental class can be seen in table as follows:

Table IV. 1
The Score of Experimental Class in Pre-test

Data Description	Experimental Class
Lowest Score	50
High Score	70
Mean	59.5
Median	60.1
Modus	55.7
Std. Deviation	7.071068
Varians	52.36842

Based on table above, it may be concluded that data got from experimental class can be described as; the lowest score was 50. On the other hand, the high score was 70, mean was 59.5 and median from the score was 60.1. modus from the score was 55.7, standard deviation was 7.071068 and varians was 52.36842.

In pre-test of control class, the researcher calculated the result which had been got by the students in answering speaking test. The researchers calculated the results that the students received when answering the questions (test).

After the students received their control class scores on the pre-test, the researchers determined the overall scores. The researchers then arranged it in an interval class format, from lowest score to highest score. The researchers then used formulas based on statistical formulas to calculate. Researchers calculated it to obtain the mean, median, mode, range, interval, variant, and standard deviation.

The score of pre-test experimental class can be seen in table 8 as follows;

Table IV. 2
The Score of control Class in Pre-test

Data Description	Control Class
Lowest Score	50
High Score	75
Mean	58
Median	63.25
Modus	74.5
Std. Deviation	7.587212
Varians	57.56579

Based on table above, it may be concluded that data got from control class can be described as; the lowest score was 50. On the other hand, the high score was 75, mean was 58, median from the score was 63.25 modus from the score class was 74.5, standard deviation was 7.587212 and varians on the data was 57.56579.

Then, the calculation of the frequency distribution of the students' score of experimental class in pre test showed in table 9, as follow:

Table IV. 3
Distribution Frequency of Data Assess Early (*Pre-test*)
Experimental Class

Interval	Mid-Point	Experimental Class	
		Frequency	Percentages
50-54	52	4	20%
55-59	57	5	25%
60-64	62	4	20%
65-69	67	3	15%
70-75	72,5	4	20%
Total		20	100%

From the table above, the students' score in experimental class interval between 50 - 54 was 4 students (20%), class interval between 55-59 was 5 students in the percentage (25%). Then, class interval between 60-64 was 4 students (20%),interval class between 65-69 consisted 3 students in percentage (15%). Class interval between 70-75 was 4 students in percentage (20%).

Then, the calculation of the frequency distribution of the students' score of control class in pre test showed in table IV.4, as follow:

Table IV. 4
Distribution Frequency of Data Assess Early (*Pre-test*)
Control Class

Interval	Mid-Point	Control Class	
		Frequency	Percentages
50-54	52	3	15%
55-59	57	4	20%
60-64	62	4	20%
65-69	67	3	15%
70-75	72.5	6	30%
Total		20	100%

Besides, from the table above, the students' score in control class interval 50 - 54 was 3 students (15%), class interval between 55-59 was 4 students in the percentage (20%). Then, class interval between 60-64 was 4 students (20%), interval class between 65-69 consisted 3 students in percentage (15%). Class interval between 70-75 was 6 students in percentage (30%).

In order to get description of the data clearly and completely, pretest value of experimental presented in the form of histogram can be seen at figure 2 as follows:

Figure IV. 1: Pretest Histogram of Experimental Class

Based on figure IV.2, it showed the result data in interval class 50-54 was 3. The result data interval class 55-59 was 4. The result data interval class 60-64 was 4. The result data in interval 65-69 was 3 and in interval 70-75 the result was 6.

The pretest value of control class if it is presented in the form of histogram can be seen at figure 3 as follows:
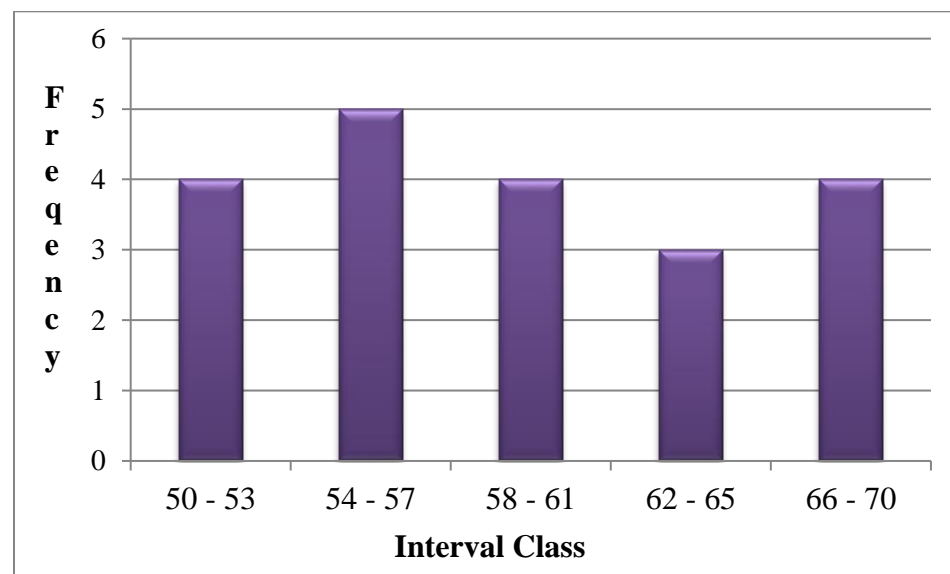
Figure IV. 2 : Pretest Histogram of Control Class

Based on figure IV. 3, it showed the result data in interval class 50-53 was 4. The result data interval class 54-57 was 5. The result data interval class 58-61 was 4. The result data in interval 62-65 was 3 and in interval 66-70 the result was 4.

2. **The Post-Test Score of Experimental and Control Class**

In post-test of experimental class, the researcher calculated the result which had been got by the students in answering speaking test. The data of post-test experimental class can be seen in table as follows;

Table IV.5
The Score of Experimental Class in Post-Test

Data Description	Experimental Class
Lowest Score	55
High Score	75
Mean	66
Median	65.7
Modus	64.68
Std. Deviation	6.663925
Varians	44.40789

Based on table above, it may be concluded that data got from experimental class can be described as; the lowest score was 55. On the other hand, the high score was 75, mean was 66 and median from the score was 65.7, modus from the score in experimental class was 64.68, standard deviation of experimental class in post test was 6.663925 and variants of experimental class in post test was 44.40789.

Besides, in post-test of control class, the researcher calculated the result which had been got by the students in answering speaking test. The data of post-test control class can be seen in table as follows;

Table IV.6
The Score of control Class in Post-Test

Data Description	Control Class
Lowest Score	50
High Score	75
Mean	62.25
Median	63.875
Modus	62.25
Std. Deviation	6.584471
Variant	43.35526

Based on table above, it may be concluded that data got from control class can be described as; the lowest score was 50. On the other hand, the high score was 75, mean was 62.25, median from the score was 63.875, modus from the score in control class was 62.25, standars deviation of control class in post test was 6.584471 and varians of control class in post test was 43.35526.

Then, the calculation of the frequency distribution of the students' score of experimental class in post test showed in table below:

Table IV.7
Distribution Frequency of Data (*Post-test*) in
Experimental Class

Interval	Mid-Point	Experimental Class	
		Frequency	Percentages
55-58	56.5	3	15%
59-62	60.5	2	10%
63-66	64.5	6	30%
67-70	68.5	5	25%
71-75	72.5	4	20%
Total		20	100%

From the table above, the students' score in experimental class interval between 55-58 was 3 students (15%), class interval between 59 - 62 was 2 students in the percentage (10%). Then, class interval between

63-66 was 6 students (30%),interval class between 67-70 consisted 5 students in percentage (25%). Class interval between 71-75 was 4 students in percentage (20%).

Then, the calculation of the frequency distribution of the students' score of control class in post test showed in table 14, as follow:

Table IV.8
Distribution Frequency of Data (*Post-test*) in
Control Class

Interval	Mid-Point	Control Class	
		Frequency	Percentages
50-54	52	1	5%
55-59	57	3	15%
60-64	62	8	40%
65-69	67	4	20%
70-75	72	4	20%
Total		20	100%

Beside, from the table above, the students' score in control class interval between 50-54 was 1 students (5%), class interval between 55-59 was 3 students in the percentage (15%). Then, class interval between 60-64 was 8 students (40%),interval class between 65-69 consisted 4 students in percentage (20%). Class interval between 70-75 was 4 students in percentage (20%).

In order to get description of the data clearly and completely, post test value of experimental presented in the form of histogram can be seen figure 4 below:
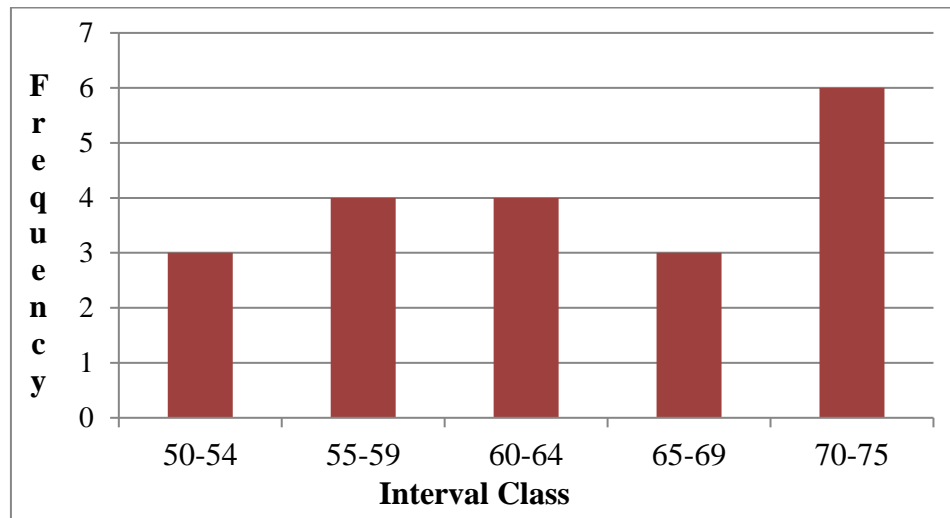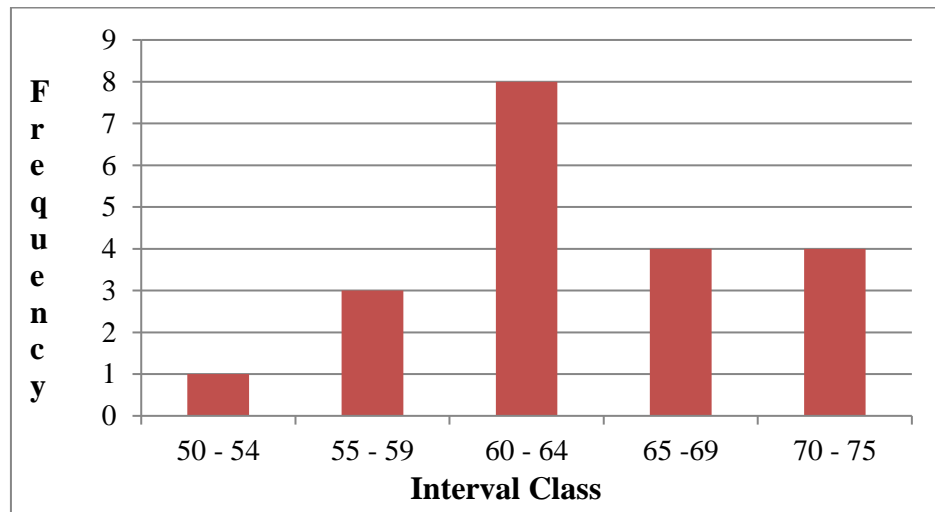
Figure IV.3: Post-Test Histogram of Experimental Class

Based on figure above, it showed the result data in interval class 50-54 was 1. The result data interval class 55-59 was 3. The result data interval class 60-64 was 8. The result data in interval 65-69 was 4 and in interval 70-75 the result was 4.

The post test value of control class presented in the form of histogram can be seen this figure below:
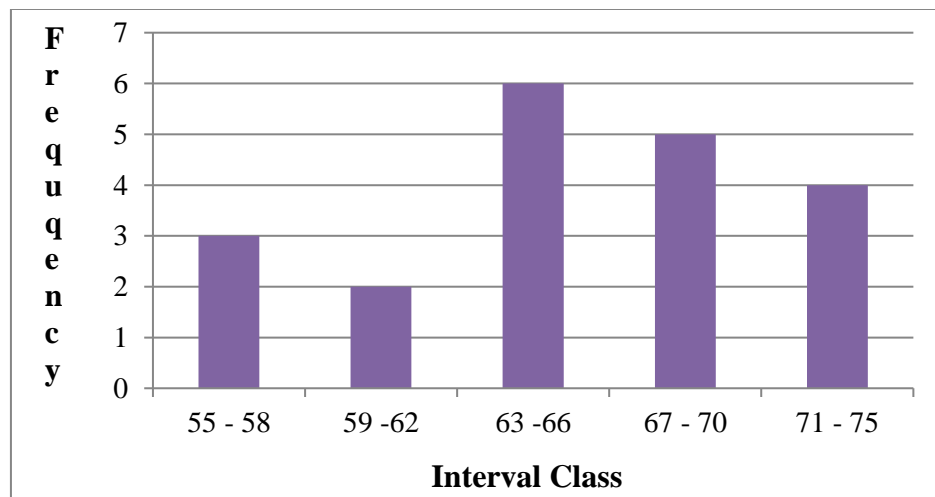
Figure IV.4: Post-Test Histogram of Control Class

Based on figure IV.4, it showed the result data in interval class 55-58 was 3. The result data interval class 59-62 was 2. The result data interval

class 63-66 was 6. The result data in interval 67-70 was 5 and in interval 71-75 the result was 4.

3. **Description of Comparison Score of Pre-Test and Post-Test**

   a. **Comparison Score of Pre-Test and Post-Test in Experimental Class**

   After obtaining the results of the experimental class on the pretest and posttest, the researchers created a table to compare the difference between the pretest and posttest results consisting of total score, highest score, lowest score and mean, median, mode, range, interval, variant, and standard deviation.

   A comparison of pretest and posttest scores for the experimental classes shown in the table below.:

Table IV.9
The Comparison Data of Experimental Class in Pre-test and Post test

Data Description	Pre-test	Post-test
Lowest Score	50	55
High Score	70	75
Mean	59,5	66
Median	60.1	65.7
Modus	55.7	64.68
Std. Deviation	7.071068	6.663925
Varians	52.36842	44.40789

Based on the pretest and posttest Table 15, researchers found that most students scored poorly on the pretest. The experimental class consisted of her 20 students. The lowest score on the pretest was 50 and the highest score was 70, while the lowest score on the posttest was 55 and the highest score was 75. Post-test scores were higher than pre-test student scores.

b.   **Comparison Score of Pre-Test and Post-Test in Control Class**

   After obtaining the results of the control class on the pretest and posttest, the investigator produced a table comparison of the differences between the pretest results and the posttest, consisting of the total score, the highest score, the lowest score, the mean, and the median, mode, range, interval, varians, and standard deviation. A comparison of pretest and posttest scores for the experimental classes shown in the table 16 below:

Table IV.10
The Comparison Data of Control Class in Pre-test and Post-test

Data Description	Pre-test	Post-test
Lowest Score	50	50
High Score	75	75
Range	25	25
Mean	58	62.25
Median	63.25	63.875
Modus	74.5	62.25
Std. Deviation	7.587212	6.584471
Varians	57.56579	43.35526

   Based on Table 16, researchers found that most students scored poorly on the pretest. The control class consisted of her 20 students The minimum score on the pre-test was 50 and the maximum score was 75, while the minimum score on the post-test was 50 and the maximum score was 75. There was a increase in mean scores on the posttest compared to students' scores on the pretest from 58 to 62.25.

B. **Testing of Hypothesis**

1. **Requirement Test**

a. **Normality of Experimental Class and Control Class in Pre-Test**

After the researcher used the chi-square formula to compute the normality test, the researcher found x^2count, while x^2table was based on a table of chi-square distributions. After the researcher found that the data in the experimental and control classes were normally distributed in the pre-test, the researcher used her $f_{formula}$ to compute the homogeneity test to determine the homogeneity of the experimental and control classes.

To confirm the normality and homogeneity of the experimental and control classes in the pretest, researchers presented them in the table below:

Table IV.11
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	$x^2{}_{count}$	$x^2{}_{table}$	f_{count}	f_{table}
Experimental Class	-74.232	11.070		
Control Class	-112.68	11.070	0.26 < 2.042	

Based on the table, the score of experimental class x^2count = - 74.232 < x^2table = 11.070 with n = 20 and control class x^2count = -112.68 < x^2table = 11. 070 with n = 20, and real level α 0.05. Cause x^2count < x^2table in the both class, so, Ha was

accepted. It means that experimental class and control class were distributed normal.

The coefficient on F_{Count}= 0.26 was compared with F_{table}. Where F_{table} was determined at the real level α 0.05, and the different numerator dk = n-1 = 20-1 = 19 and denominator dk = n-1 = 20-1 = 19. So, by using the list of critical value at $f_{distribution}$ is got $f_{0,05}$ = 2.024. It showed that F_{count} 0.26 < F_{table} 2.024. Therefore, the researcher concluded that the variant from the data of the Students' speaking ability at the eleventh grade students of Islamic Boarding School Darul Ikhlas Panyabungan by experimental class and control class in pre-test was homogenous. The calculation can be seen on the appendix 12.

b. **Normality of Experimental Class and Control Class in Post Test**

After the researcher used the chi-square formula to compute the normality test, the researcher found x^2count, while x^2 table was based on a table of chi-square distributions. After the researcher found that the data in the experimental and control classes were normally distributed in the post test, the researcher used her $f_{formula}$ to compute the homogeneity test to determine the homogeneity of the experimental and control classes decided.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table IV.12
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	$x^2{}_{count}$	$x^2{}_{table}$	f_{count}	f_{table}
Experimental Class	-263.402	9.488	1. 79 < 2.042	
Control Class	-227.31	9.488		

Based on the table above, the score of experimental class x^2count = -263.402 < x^2table = 9.488 with n = 20 and control class x^2count = -227.31 < x^2table = 9.488 with n = 20, and real level α 0.05. Cause x^2count < x^2table in the both class, so, Ha was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 13.

The coefficient on $f_{formula}$ = 1.14 was compared with f_{table}. Where f-table was determined at the real level α 0.05, and the different numerator dk = n-1 = 20-1 = 19 and denominator dk = n-1 = 20-1 = 19. So, by using the list of critical value at $f_{distribution}$ is got $f_{0,05}$ = 4.17. It showed that f-count 1.14 < f_{table} 4.17. Therefore, the researcher concluded that the variant from the data of the Students' writing descriptive text ability at the tenth grade students at the eleventh grade students of Islamic Boarding School Darul Ikhlas Panyabungan by experimental class and control class in post-test was homogenous. The calculation can be seen on the appendix.

c. **Hypothesis Test**

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Alternative Hypothesis (H_a) of the research was "There was the significant effect of Improvisation Technique on students' speaking ability at the eleventh grade students of Islamic Boarding School Darul Ikhlas Panyabungan". Then, in testing the hypothesis, this study used the *T test* formula manually with the following formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{s_1^2 - s_2^2}{n_1}}}$$

The hyphotesis to be tested is H_0 : $\mu_1 = \mu_2$; H_1 : $\mu_1 \neq \mu_2$

H_0 : There is no significant effect improvisation technique on the eleventh grade students` speaking ability at Islamic boarding school Darul Ikhlas Panyabungan.

H_1 : There is a significant effect of improvisation technique on the eleventh grade students` speaking ability at Islamic boarding school Darul Ikhlas Panyabungan.

Table IV.12
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.26	2.042	1.79	2.042

From the research data, it was found t_{count} 0.26 while t_{table} 2.042 in pre-test $t_{count}< t_{table}$ (0.26 < 2.042), it means that hypothesis H_0 was rejected and H_a was accepted. It maybe concluded that two classes were same in pre-test. The pretest and posttest scores for the experimental class were obtained using *T-test,* the average of the experimental class was 56.18 and the posttest experimental class was 79.94. While $t_{count} = 2.25$ with the significant level of $\alpha = 5\%$ and dk=31 obtained $t_{table} = 2.04$ then, it might be concluded that $t_{count} \leq t_{table}$. So, from the calculation above, it can be seen that H_0 was rejected and H_1 was accepted. The calculation of gain score after doing this reseach can be seen in the following table:

Table IV.13
Gain Score of Experimental and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain score
Experimental	59.5	66	6.5	2.25
Control	58	62.25	4.25	

Based on the table above, the researcher found that enhancement of students at experimental class was 6.5, while enhancement of students at control class was 4.25. The gain score was 2.25. It can be concluded that students' score of experimental was higher than the students' score in control class.

C. Discussion

Based on the data analysis, the researcher discussed the result of this research on the effectiveness of Improvisation Technique method on students' speaking ability, where the result of mean score experimental class was higher

than control class. The researcher has been count the result in data analysis where the mean score in pre-test experimental class was 59.5 and control class was 58, in post-test mean score in experimental class was 66 and control class was 62.25. It means there is a significant effect of Improvisation Technique method on students' speaking ability at the eleventh grade students of Islamic Boarding School Darul Ikhlas Panyabungan

The researcher found several things since the study when applying Improvisation Technique method in the class. Students were more enthusiastic to interact directly with their classmates even though there were a lot of mistakes in their English pronunciation. Then, they also seemed curious about how to pronounce English well when hearing new vocabulary. Even so, some of them seemed reluctant to speak English because they were embarrassed to be laughed by their classmates.

The researcher wants to know differences of this research with the other researches through the data analysis or place of the research. The first by Berlinger. The result, that is it motivates the students to generate imaginative and detailed ideas, greatly expand students' vocabulary, actively practice language skills and attain far greater fluency, it also provides a setting in which the students can explore the social values of a different culture, and participating in this kind of activity strengthens students' confidence in their academic ability, an essential component of successful language acquisition.[1]

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[1] Michael Rudolph Berlinger. *Encouranging English Expression through script-based Improvisation*. The internet TESL Journal, Vol.VI, No. 4, April 2017.

The second conducted by Hardeli and Erviani. The result of their research, there were significant differences between the student's speaking ability in expressing asking and giving opinion of the experimental class which received improvisation technique and the student's speaking ability which received conventional technique. It was proved by the student's speaking improvement which was shown in some main indicators of speaking; pronunciation, grammar, vocabulary, fluency and comprehension. The students gained more improvement in their pronunciation, grammar, vocabulary, fluency and comprehension. After the technique was given, the students were found that they pronounce English words more accurately, speak English -how they express their idea about something more fluently and with more accurate grammar, use more vocabulary, and understand what their friends and teacher said in English more easily.[2]

The third conducted by Syamsurizal. The result of his research, the students achievement in speaking increased indicated by the scores gained from the assessments. The average score in the pre-test was 3.17 in cycle 1 it was 3.22 and in cycle 2 it was 3.90.[3]

The fourth is done by Fauzan. The result of the research showed that the criteria of success had been reached. There were two aspects determined as the success criteria of the implementation of improvisations in the teaching of speaking; score improvement and classroom atmosphere. The result of speaking test presented that the students had made some progress, the average scores raised

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[2] Hadeli, Eviarni, 2017, The Effect of Improvisation Technique towards EFL Student's Speaking Ability http://journal.tarbiyahiainibac.id/index.php/attalim *Accessed: 15th July 2022*
[3] Syamsurizal, 2008. Improving Speaking Ability of the Students of English Department of Gorontalo State University through Improvisations and Peer-Feedback. Malang.

from 2.72 in the pre-test, 3.09 in cycle 1 and 3.76 in cycle 2. These scores indicated an increasing ability from being 'fair' to being 'good'. The classroom atmosphere were also increasing positively; the students were actively involved in the teaching and learning process, indicated by 64% participated in cycle 1 and 73.79% participated in cycle 2. The students were also highly motivated in joining the teaching learning process. They cooperated, asked, responded, and expressed spontaneously.[4]

The fifth is done by Fitri. She found that there was positive and moderately correlation between both variables. The value of correlation coefficient was 0.463. So if the students' confidence increased will increase their speaking ability and if the students' confidence will decreased their speaking ability.[5]

So, those previous study used Improvisation Technique method proved the effect on students speaking ability. This research was based on the following aspect such; Students in Islamic Boarding School Darul Ikhlas Panyabungan is relatively new. On the other hand, teaching English is only done 2 hours a week in duration 2 x 45 minutes. This research conducted at high school level, where the previous related findings was carried out at the junior high school and university level .Therefore, those previous related findings strengthen the view that Improvisation Technique has an effect on student's speaking ability. Based on the above explanation, the researcher concluded that hypothesis alternative was

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[4] Umar Fauzan, The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students, State Islamic Institute of Samarinda, Dec 2014, 10.21093/di.v14i2.17

[5] Mitra Nurul Fitri, The Relationship between Self Confidence Level and Students' Speaking Ability at The Fourth Semester of English Study Program of IAIN Palangkaraya Academic Year 2013/2014.

accepted and there was significant effect of Improvisation Technique on students' speaking ability.

D. Threats of the Research

The researcher found the threats of the research as follows:

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating and imitating dialogue of their classmates. It made the answer of the test was not pure because they did not do it by themselves.

2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can not get the teacher's explanation well and gave the impact to the post-test answer.

3. The students were too enthusiastic in speaking. It made them be not followed the rule of treatment when the teacher gives other topic, the students feel confused to understand the new topic of speaking.

4. Some of them were not interested in learning English and give the impact to their answer.

CHAPTER V

CONCLUSION AND IMPLIFICATIONS

A. CONCLUSION

Based on the result of the research, it may be concluded that:

1. Students' speaking ability at the eleventh grade of Islamic Boarding School Darul Ikhlas Panyabungan before used improvisation technique was enough. It can be seen from the students' score of pre-test, the higher score of pre-test. The result of the mean score in pre-test experimental class was 59.5.

2. The students' ability of the grade XI students at of Islamic Boarding School Darul Ikhlas Panyabungan in speaking after using improvisation technique had higher score. It can be seen from the students' score of post-test, where the mean score was 66.

3. This research hypothesis is the hypothesis alternative (H_a) was accepted. It was proven with t_{count} was higher than t_{table} ($0.26 \leq 2.042$). Therefore, the researcher concluded that improvisation technique has an effect or on students' speaking ability at the eleventh grade of Islamic Boarding School Darul Ikhlas Panyabungan.

B. IMPLIFICATION

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Improvisation Technique in teaching, because this method can achieve the students speaking ability.

2. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate method to teach or explain English subject to the students so that the students can enjoy and increase their skill in learning English.

3. Other researcher/reader, the researcher hopes that for the next research at SMA is not just one skill to do the research like speaking, but the other skills such as writing, reading, listening because most of students at SMA still less about all skills. In this era, most of students always use gadget in their daily activity so, we such as a teacher especially in the next researcher has to be stronger English subject or all the skill to the students.

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Lesson Plan

(RPP)

Nama Sekolah : **Pondok Pesantren Darul Ikhlas Panyabungan**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **XI/Genap**
Alokasi Waktu : **2 x 45 menit**
Topik Pembelajaran : **Suggestion and Offers**
Skill : **Speaking (Berbicara)**

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.

3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaanya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

E. Materi Pembelajaran

Suggestion means to give a suggestion which is to introduce or purpose an idea or a plan for someone's consideration. Suggestion are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused. This sosial function is to facilitate interpersonal communication between different people.

Making Suggestions	Accepting Suggestions	Declining Suggestions
1. Let's go to movies	1. Yes, let's go.	1. No, thank you. I do not feel like going.
2. Why don't you do your homework before going out?	2. Ok, I will.	2. Sorry, I think I will go out first and then do my homework.
3. How about going to Sam's	3. Yes, let's go. It	3. No, let's just go

place first and then to the supermarket?	is a good idea.	to the supermarket.
4. I think you should go and meet her.	4. Ok, if you say so.	4. Sorry, I can't. I have previous engagement.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused. This sosial function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
1. Can I help you?	1.Yes, please. I really appreciate it.	1.It's okay, I can do it myself.
2 Shall I bring you some tea?	2.Thank you, it is very kind of you.	2.No, thank you.
3 Would you like another helping of cake?	3.Yes, please. That would be lovely.	3.No, thanks. I don't want another helping.
4 How about I help you with this?	4.Yes, please, that would be very kind of you.	4.Don't worry, I will do it myself.
5 Can I take you home?	5.Thank you, I appreciate your help.	5.That's alright, I will manage on my own.

F. Metode Pembelajaran   : Improvisation Technique
G. Langkah- langkah Kegiatan Pembelajaran
   1) Pre-Teaching (Preparation)

Teacher Activities	Students Activities	Time
1. The class will be opened by teacher with and pray before learning.	1. Students give greeting and pray before learning.	
2. Teacher takes attendance list.	2. Students listen to teacher while take attendance list by saying "I am here" atau "present"	15 minutes
3. Teacher explains the purpose of the study.	3. Students listen to the teacher` explanation.	

4. Teacher asks the related materi.	4. Students answer teacher` question	
5. Teacher introduces spontaneity and encourage improvisation and prepare the speaking situation in the form of role-play card.	5. Students take attention on teacher` explanation.	

2) While - Teaching (Implementation)

Teacher	Students	Time
1. Teacher a divided the students into group asks them to arranged their chair in semi-circle and teacher gives different role-play card in each group.	1. Students sit in a group and arrange their chair and get the role play-card from teacher	60 Minutes
2. Teacher gives 5 minutes to prepare the improvisation by making the plot of the story based on their own knowledge.	2. Students have 5 minutes to prepare the improvisation by making plot of the story based on their own knowledge.	
3. Teacher asks the students do improvisation in 3-10 minutes for each group and the student who do it stand up in the middle of their chair. Teacher asks every groups and choose students randomly.	3. Students do the improvisation 3-10 minutes for each group and stand up in middle of their semi-circle group and students do it randomly based on the teacher choose	

3) Post - Teaching (Feedback)

Teacher	Students	Time
1. Teacher enhancing the students` motivation to use English in performing	1. Students listen to teacher.	
2. Teacher lets the students use English as much as possible.	2. Students use English as much as possible.	15 minutes
3. Teacher asks about students` understanding and makes it clear for everyone and let the students to take a note of materi.	3. Students answer the teacher` Question and take a note of materi.	
4. Teacher closes the meeting	4. Students praying to	

by praying with all students.	close the meeting	

H. Media/ Alat dan Sumber Belajar
1. Media Belajar   : Whiteboard, marker
2. Sumber Belajar   : Buku guru

I. Penilaian
Bentuk Test   : Oral test, conversation practice with his/her partner using expression of suggesting and offering someone and give the response.

J. Indikator Penilaian

Aspect	Score	Criteria
Pronunciation	5	Excellent: has few traces of foreign accent
	4	Good: always intelligible though one is conscious of a definite accent
	3	Sufficient: Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding
	2	Fairly sufficient: very hard to understand because of pronunciation problems must frequently be asked to repeat.
	1	Poor: pronunciation problems too severe as to make speech virtually unintelligible.
Grammar	5	Excellent : Make few (if any) noticeable errors of grammar of word order
	4	Good : Occasionally make grammatical word order errors which do act, however obscure meaning
	3	Sufficient : Make frequent errors of grammar and word order, which obscure meaning
	2	Fairly sufficient : Grammar and word orders make comprehension difficult must often rephrase sentence and or restrict him to basic pattern
	1	Poor : Error in grammar and word order to severe as to make speech virtually unintelligible
Vocabulary	5	Excellent : uses of vocabularies and idioms is virtually that of native speaker
	4	Good : sometimes uses in appropriate terms or must rephrase ideas because of lexical in adequacies
	3	Sufficient : Frequently uses the wrong words, conversation some what limited because of in adequate vocabulary
	2	Fairly sufficient : Misuses of words and very limited vocabulary make comprehension quite difficult
	1	Poor : Vocabulary limitation to extreme as to make

		conversation virtually impossible	
Fluency	5	Excellent : speech as fluent and effortless as that of native speaker problems	
	4	Good : Speech of speech seems to be slightly affected by language problems	
	3	Sufficient : Speed and fluency are rather strongly affected by language problems	
	2	Fairly sufficient : Usually hesitant often proceed into silence by language problems	
	1	Poor : Speech is as halting and fragmentary as to make conversation virtually impossible	

Pedoman penilaian :

      1. Jawaban benar setiap indikator x 5

      2. Jawaban salah : 0

Criteria 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.	40-down	Falled

Padangsidimpuan,   August 2022

Validator   **Researcher**

Syahrida Siregar, S.Pd   **Rahli Aditya Hasibuan**

Appendix 2

<div align="center">

Lesson Plan
(RPP)

</div>

Control Class

       Nama Sekolah   : **MAS An-Nur Padangsidimpuan**
       Mata Pelajaran   : **Bahasa Inggris**
       Kelas/Semester   : **XI/Genap**
       Alokasi Waktu   : **2 x 45 menit**
       Topik Pembelajaran   : **Suggestion and Offers**
       Skill   : **Speaking (Berbicara)**

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KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.

3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana

2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana

2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaanya

3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

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before going out?		do my homework.
3. How about going to Sam's place first and then to the supermarket?	3.Yes, let's go. It is a good idea.	3. No, let's just go to the supermarket.
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2. Shall I bring you some tea?	2. Thank you, it is very kind of you.	2.No, thank you.
3. Would you like another helping of cake?	3. Yes, please. That would be lovely.	3.No, thanks. I don't want another helping.
4. How about I help you with this?	4.Yes, please, that would be very kind of you.	4.Don't worry, I will do it myself.
5. Can I take you home?	5 Thank you, I appreciate your help.	5.That's alright, I will manage on my own.

F. Metode Pembelajaran : Conventional Teaching

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
1. Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	1. Membalas salam guru	10 menit
2. Guru meminta siswa untuk membuka kelas dengan berdo'a	2. Berdo'a bersama dengan guru	
3. Mengecek kehadiran siswa	3. Menyatakan kehadirannya dengan berkata, "I am here" atau "present"	
4. Menanyakan kesiapan peserta didik untuk belajar	4. Siswa menyatakan kesiapannya dalam belajar	
5. Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	5. Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Students
1. Guru meminta siswa untuk membuka buku paket	1. Siswa membuka buku paket
2. Guru menjelaskan dialog yang ada di buku paket tersebut	2. Siswa mendengarkan penjelasan dari guru
3. Guru menunjuk siswa yang terdiri dari pembicara dan lawan bicara	3. Siswa membaca percakapan yang ada di buku dengan lawan bicara masing-masing
4. Guru menugaskan siswa untuk menghafal dialog	4. Siswa menghafal dialog tersebut

3) Kegiatan Penutup

Guru	Siswa	Waktu
1. Memberi panduan menyimpulkan hasil pembelajaran	1. Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
2. Menutup kelas		

H. Media/ Alat dan Sumber Belajar

1. Media Belajar   : Whiteboard, marker
2. Sumber Belajar   : Buku guru

I. Penilaian

Bentuk Test   : Oral test, conversation practice with his/her partner using expression of suggesting and offering someone and give the response.

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Pedoman penilaian :

    1. Jawaban benar setiap indikator x 5

    2. Jawaban salah : 0

Criteria 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.	40-down	Falled

Padangsidimpuan,   August 2022

Validator   **Researcher**

Syahrida Siregar, S.Pd   **Rahli Aditya Hasibuan**

Appendix 3

<h2 style="text-align:center">Pre-Test</h2>

1. **Introduction**

   The purpose of this test is to know students ability in speaking before doing any treatment in the experimental class. This test will give to students in class XI-1 as experimental class and XI-2 in Pondok Pesantren Darul Ikhlas Panyabungan.

2. **Instruction**

   The instruction in doing this test are:

   a. The students devided into 4 groups, there are 20 students in this class, so each groups consist of 5 students.
   b. Each groups will present a speaking activities where the topic are offering and suggestion, with theme "in the canteen". The students give change to doing improvement in their speaking.
   c. Every student in each group must take part in this test.
   d. If there is the unclear instruction, the students can ask to the researcher.

3. **Time Allocation**

   The time for doing the test are 10 minutes each groups

4. **Question**

   Present speaking activities where the topic are offering and suggestion,

   with theme " in the canteen".

   Validator

   Syahrida Siregar, S.Pd

Appendix 4

<div align="center">

Post-Test

</div>

1. **Introduction**

   The purpose of this test is to know students ability in speaking after give the treatment in the experimental class. This test will give to students in class XI-1 as experimental class and XI-2 in Pondok Pesantren Darul Ikhlas Panyabungan.

2. **Instruction**

   The instruction in doing this test are:

   a. The students devided into 4 groups, there are 20 students in this class, so each groups consist of 5 students.
   b. Each groups will present a speaking activities where the topic are offering and suggestion, with theme " in shoping centre". The students give change to doing improvement in their speaking.
   c. Every student in each group must take part in this test.
   d. If there is the unclear instruction, the students can ask to the researcher.

3. **Time Allocation**

   The time for doing the test are 10 minutes each groups

4. **Question**

   Present speaking activities where the topic are offering and suggestion, with theme "in shoping centre".

   Validator

   Syahrida Siregar, S.Pd

APPENDIX 5

Table 17
Students Pre-Test Score in Control Class

No	Initial	Indicator				Total Point	Total Score (x 5)
		P	G	V	F		
1	Ummu Azizah	3	3	3	3	12	**60**
2	Nelvita Sari	3	3	4	3	13	**65**
3	Sahrana Aini	3	3	3	2	11	**55**
4	Muniroh	3	3	3	3	12	**60**
5	Yakinah	3	3	4	3	13	**65**
6	Auliyah Saleh	3	3	3	2	11	**55**
7	Siti Aisyah	3	4	4	3	14	**70**
8	Aida Afni	3	3	2	3	11	**55**
9	Amelia Putri	3	3	3	3	12	**60**
10	Robiatul Adawiyah	3	2	3	2	10	**50**
11	Marhamah	4	3	4	3	14	**70**
12	Hur Hidayah	3	3	2	3	11	**55**
13	Vinta Riskillah	4	4	3	3	14	**70**
14	Enita Sari	4	4	4	3	15	**75**
15	Aprilia Saskia	2	3	2	3	10	**50**
16	Amanda Saskia	3	3	4	3	13	**65**
17	Halimatussa'diah	3	2	2	3	10	**50**
18	Siti Khodijah	3	4	4	3	14	**70**
19	Nurul Wahidah	3	3	3	3	12	**60**
20	Dinda Aminarti	3	4	3	3	13	**65**
Total						232	1160
Mean score							58

Note : P=(Pronounciation), G = (Grammar), V = (Vocabulary), F= (Fluency)

APPENDIX 6

Statistic Count From Students Pre-Test Score in Control Class

The students' score from low score to high score

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

Table frequency The students' Students Pre-Test Score in Control Class

No	Score	Frekuensi	Fx
1	50	3	150
2	55	4	220
3	60	4	240
4	65	3	195
5	70	5	350
6	75	1	75
Total		20	1260

Class	Frequency	xi	$f_i . x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
50-54	3	52	156	-6	36	108
55-59	4	57	228	-1	1	4
60-64	4	62	248	4	16	64
65-69	3	67	201	9	81	243
70-75	6	72	216	14	164	984
Total	20		1049			1403

1. The highest score = 75

2. The lowest score = 50

3. Range = (Highest score – Lowest score = 75-50= 25)

4. Total of Class = 1+ 3,3 log (n)

$$= 1+ 3,3 \log (20)$$
$$= 1+ 3,3 (1,30)$$
$$= 1+ 4,29$$
$$= 5,29 \qquad = 5$$

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1160}{20}$$

$$M = 58$$

6. Median

Xii(i)   = 60 - 0,5 = 59,5 (b)n   = 20
F   = 7
f   = 4

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f}\right)p$$

$$Me = 59,5 + \left(\frac{\frac{1}{2} \, 20 - 7}{4}\right)5$$

$$Me = 59,5 + \left(\frac{10 - 7}{4}\right)5$$

$$Me = 59,5 + 3,75$$

$$Me = 63,25$$

7. Modus

Tb = 70-0.5=69,5

P =5

$$Mo = Tb + p\left(\frac{b}{b + b,}\right)$$

$$Mo = 69,5 + 5 \left(\frac{6}{6 + 0}\right)$$

$$Mo = 69,5 + 5$$

$$Mo = 74,5$$

Description of The Pre-Test of The Control Class

Interval Class			F	Fcum	X	Fx	$\bar{x}$	f(x- $\bar{x}$)^2
50	-	54	3	3	52	156		108
55	-	59	4	7	57	228		4
60	-	64	4	11	62	248	58	64
65	-	69	3	14	67	201		243
70	-	75	6	20	72	216		1176
Total			**20**		**310**	**1049**		**1595**

APPENDIX 7

Table
Students Pre-Test Score in Experimental Class

No	Initial	Indicator				Total Point	Total Score (x 5)
		P	G	V	F		
1	Patma Aliyyah	3	3	3	4	13	**65**
2	Latifah Hannum	3	2	2	3	10	**50**
3	Nurliana Sari Lubis	3	3	3	2	11	**55**
4	Nur Masidah	3	3	3	3	12	**60**
5	Lanna Nasution	3	3	4	3	13	**65**
6	Ummi Habibah	3	3	3	2	11	**55**
7	Nikmatul Jannah	3	2	3	2	10	**50**
8	Salwa Aulia	3	3	3	3	12	**60**
9	Winda Sari	3	3	4	3	13	**65**
10	Ainun Zaskiyah	3	4	3	4	14	**70**
11	Indah Anggraini	2	3	2	3	10	**50**
12	Siti Dalilah	3	2	3	3	11	**55**
13	Ainun Munairoh	4	4	3	3	14	**70**
14	Uswatul Hasanah	3	2	3	3	11	**55**
15	Putri Ani Siregar	4	3	4	3	14	**70**
16	Alya Sakila Hrp	3	3	3	3	12	**60**
17	Riski Aulia Febriani	3	3	3	3	12	**60**
18	Nur Azizah	4	3	4	3	14	**70**
19	Nadiva Sahira	3	2	2	3	10	**50**
20	Sarah Dalimunthe	3	3	3	2	11	**55**
Total						**238**	**1190**
Mean Score							**59,5**

Note : P=(Pronounciation), G = (Grammar), V = (Vocabulary), F= (Fluency)

APPENDIX 8

Statistic Count from Students Result Score In Experimental Class

The students' score from low score to high score

50	50	50	50	55
55	55	55	55	60
60	60	60	65	65
65	70	70	70	70

Table frequency The students' score in Experimental Class

No	Score	Frekuensi	Fx
1	50	4	200
2	55	5	275
3	60	4	240
4	65	3	195
5	70	4	280
Total		**20**	**1190**

Class	Frequency
50-53	4
54-57	5
58-61	4
62-65	3
66-70	4
Total	**20**

1. The highest score = 70

2. The lowest score = 50

3. Range = (Highest score – Lowest score = 70-50 = 20)

4. Total of Class $\quad$ = 1+ 3,3 log (n)

   $\qquad$ = 1+ 3,3 log (20)

   $\qquad$ = 1+ 3,3 (1,30)

   $\qquad$ = 1+ 4,29

   $\qquad$ = 5,29 $\qquad$ = 5

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1190}{20}$$

$$M = 59{,}5$$

6. Median

Xii (i)   = 58 - 0,5 = 57,5

(b)n = 20

F   = 4

f   = 9

$$Me = b + (\frac{\frac{1}{2}n - F}{f})p$$

$$Me = 57{,}5 + (\frac{\frac{1}{2}\,20 - 4}{9})4$$

$$Me = 57{,}5 + (\frac{10 - 4}{9})4$$

$$Me = 57{,}5 + 2{,}6$$

$$Me = 60{,}1$$

7. Modus

Tb = 54-0.5= 53,5

P = 4

$$Mo = Tb + p(\frac{b}{b + b_{,}})$$

$$Mo = 53{,}5 + 4\,(\frac{5}{5 + 4})$$

$$Mo = 53{,}5 + 2{,}2$$

$$Mo = 55{,}7$$

Description of The Pre-Test of The Experimental Class

Interval Class			F	Fcum	X	Fx		$\bar{x}$	$f(x-\bar{x})^2$
50	-	53	4	4	51,5	206			1024
54	-	57	5	9	55,5	277,5			400
58	-	61	4	13	59,5	238		59,5	0
62	-	65	3	16	63,5	190,5			144
66	-	70	4	20	68	272			1156
Total			**20**		**298**	**1184**			**2724**

APPENDIX 9

Table
Students Post-Test Score in Control Class

No	Initial	Indicator				Total Point	Total Score (x 5)
		P	G	V	F		
1	Ummu Azizah	3	3	3	3	12	**60**
2	Nelvita Sari	3	3	3	3	12	**60**
3	Sahrana Aini	4	3	3	2	13	**65**
4	Muniroh	3	3	3	3	12	**60**
5	Yakinah	3	3	2	3	11	**55**
6	Auliyah Saleh	3	3	3	4	13	**65**
7	Siti Aisyah	3	4	3	3	13	**65**
8	Aida Afni	3	2	2	3	10	**50**
9	Amelia Putri	3	3	3	3	12	**60**
10	Robiatul Adawiyah	3	2	3	3	11	**55**
11	Marhamah	4	3	4	4	15	**75**
12	Hur Hidayah	3	3	3	3	12	**60**
13	Vinta Riskillah	4	3	3	3	14	**70**
14	Enita Sari	4	4	4	3	15	**75**
15	Aprilia Saskia	3	3	2	3	11	**55**
16	Amanda Saskia	3	3	4	3	13	**65**
17	Halimatussa'diah	3	3	3	3	12	**60**
18	Siti Khodijah	3	4	4	3	14	**70**
19	Nurul Wahidah	3	3	3	3	12	**60**
20	Dinda Aminarti	3	3	3	3	12	**60**
Total						**249**	**1245**
Mean score							**62,25**

Note : P=(Pronounciation), G = (Grammar), V = (Vocabulary), F= (Fluency)

APPENDIX 10

Statistic Count From Students Post-Test Score in Control Class

The students' score from low score to high score

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

Table frequency The students' Students Pre-Test Score in Control Class

No	Score	Frekuensi	Fx
1	50	1	50
2	55	3	165
3	60	8	480
4	65	4	260
5	70	2	140
6	75	2	150
Total		**20**	**1245**

Class	Frequency
50-54	1
55-59	3
60-64	8
65-69	4
70-75	4
Total	**20**

5. The highest score = 75

6. The lowest score = 50

7. Range = (Highest score – Lowest score = 75-50= 25)

8. Total of Class = 1+ 3,3 log (n)

$$= 1+ 3,3 \log (20)$$
$$= 1+ 3,3 (1,30)$$
$$= 1+ 4,29$$
$$= 5,29$$
$$= 5$$

8. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1245}{20}$$

$$M = 62,25$$

9. Median

   X(i) $= 60 - 0,5 = 59,5$(b)

   n $= 20$

   F $= 3$

   f $= 8$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f}\right)p$$

$$Me = 59,5 + \left(\frac{\frac{1}{2}\,20 - 3}{8}\right)5$$

$$Me = 59,5 + \left(\frac{10 - 3}{8}\right)5$$

$$Me = 59,5 + 4,375$$

$$Me = 63,875$$

10. Modus

   Tb = 60-0.5 $= 59,5$

   P = 5

$$Mo = Tb + p\left(\frac{b}{b + b,}\right)$$

$$Mo = 59,5 + 5\left(\frac{5}{5 + 4}\right)$$

$$Mo = 59,5 + 2,75$$

$$Mo = 62,25$$

Description of The Post-Test of The Control Class

Interval Class			F	Fcum	X	Fx		$\bar{x}$	f(x- $\bar{x}$)^2
50	-	54	1	3	52	52			105,0625
55	-	59	3	4	57	171			248,0625
60	-	64	8	12	62	496		62,25	4
65	-	69	4	16	67	268			361
70	-	75	4	20	72	288			1521
Total			**20**		**310**	**1275**			**2239,125**

APPENDIX 11

Table
Students Post-Test Score in Experimental Class

No	Initial	Indicator				Total Point	Total Score (x 5)
		P	G	V	F		
1	Patma Aliyyah	4	3	3	4	14	**70**
2	Latifah Hannum	3	3	3	3	12	**60**
3	Nurliana Sari Lubis	4	3	3	3	13	**65**
4	Nur Masidah	3	3	3	3	12	**60**
5	Lanna Nasution	4	3	3	3	13	**65**
6	Ummi Habibah	4	4	3	4	15	**75**
7	Nikmatul Jannah	3	2	3	3	10	**55**
8	Salwa Aulia	4	3	3	3	13	**65**
9	Winda Sari	4	4	3	4	15	**75**
10	Ainun Zaskiyah	4	3	3	4	14	**70**
11	Indah Anggraini	3	3	2	3	11	**55**
12	Siti Dalilah	3	2	3	3	11	**55**
13	Ainun Munairoh	4	4	3	3	14	**70**
14	Uswatul Hasanah	3	3	3	4	13	**65**
15	Putri Ani Siregar	4	3	4	4	15	**75**
16	Alya Sakila Hrp	4	3	3	3	13	**65**
17	Riski Aulia Febriani	4	3	3	4	14	**70**
18	Nur Azizah	4	3	4	4	15	**75**
19	Nadiva Sahira	4	3	3	3	13	**65**
20	Sarah Dalimunthe	4	3	3	4	14	**70**
Total						**262**	**1320**
Mean Score							**66**

Note : P=(Pronounciation), G = (Grammar), V = (Vocabulary), F= (Fluency)

APPENDIX 12

Statistic Count From Students Result Score In Experimental Class

The students' score from low score to high score

55	55	55	60	60
65	65	65	65	65
65	70	70	70	70
70	75	75	75	75

Table frequency The students' score in Experimental Class

No	Score	Frekuensi	Fx
1	55	3	110
2	60	2	120
3	65	6	390
4	70	5	350
5	75	4	225
Total		**20**	**1320**

Class	Frequency
55-58	3
59-62	2
63-66	6
67-70	5
71-75	4
Total	**20**

1. The highest score = 75

2. The lowest score = 55

3. Range = (Highest score – Lowest score = 75-55 = 20)

4. Total of Class $\quad$ = 1+ 3,3 log (n)

$\qquad$ = 1+ 3,3 log (20)

$\qquad$ = 1+ 3,3 (1,30)

$\qquad$ = 1+ 4,29

$\qquad$ = 5,29 $\qquad$ = 5

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1320}{20}$$

$$M = 66$$

6. Median

Xii (i) = 63

- 0,5 = 62,5

(b) n = 20

F = 6

f = 5

$$Me = b + (\frac{\frac{1}{2}n - F}{f})p$$

$$Me = 62,5 + (\frac{\frac{1}{2}20 - 6}{5})4$$

$$Me = 62,5 + (\frac{10 - 6}{5})4$$

$$Me = 62,5 + 3,2$$

$$Me = 65,7$$

7. Modus

Tb = 63-0.5= 62,5

P = 4

$$Mo = Tb + p(\frac{b}{b + b,})$$

$$Mo = 62,5 + 4 (\frac{6}{6 + 5})$$

$$Mo = 62,5 + 2,18$$

$$Mo = 64,68$$

Description of The Post-Test of The Experimental Class

Interval Class			F	Fcum	X	Fx		$\bar{x}$	f(x- $\bar{x}$)^2
55	-	58	3	3	56,5	169,5			270.75
59	-	62	2	5	60,5	121			60.5
63	-	66	6	11	64,5	387		66	13,5
67	-	70	5	16	68,5	342,5			31,25
71	-	75	4	20	72,5	300,8			169
Total			**20**		**322,5**	**1320.8**			**545**

APPENDIX 12

Pre-test normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.04656905
Most Extreme Differences	Absolute	.147
	Positive	.147
	Negative	-.121
Test Statistic		.147
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Normality test post test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.58082395
Most Extreme Differences	Absolute	.103
	Positive	.092
	Negative	-.103
Test Statistic		.103
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Homogeneity test pretest

Test of Homogeneity of Variances

PRETEST CC

Levene Statistic	df1	df2	Sig.
.074	1	38	.787

ANOVA

PRETEST CC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30.625	1	30.625	.557	.460
Within Groups	2088.750	38	54.967		
Total	2119.375	39			

Homogeneity test posttest

Test of Homogeneity of Variances

POST TEST CC

Levene Statistic	df1	df2	Sig.
.021	1	38	.885

ANOVA

POST TEST CC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	160.000	1	160.000	3.646	.064
Within Groups	1667.500	38	43.882		
Total	1827.500	39			

Testing the normality of distribution of two groups used F formula with the formula as follows:

$$F_{count} = \frac{s_1^2}{s_2^2}$$

Homogeneity test in this study used SPSS system. The result was obtained as follows:

The biggest varians were 52,36842

The lowest varians were 44,40789

$$F_{count} = \frac{52,36842}{44,40789} = 0,26 \text{ dan } F_{table} = 2,042$$

H_1 was accepted if $F_{count} \leq F_{table}$. Based on the calculation above, it might be concluded that $F_{count} \leq F_{table}$ ($0,26 \leq 2,042$) so, H_1 was accepted and both class determined have homogenous variants.

Appendix 13

Hypothesis Test of Pre Test

$$T = \frac{X_1 - X_2}{\sqrt{\left(\frac{s_1^2 + s_2^2}{n_1 + n_2}\right)}}$$

$$T = \frac{59,5 - 58}{\sqrt{\left(\frac{52,3 + 57,5}{20 + 20}\right)}}$$

$$T = \frac{1,5}{\sqrt{2,615 + 28,75}}$$

$$T = \frac{1,5}{\sqrt{31,36}}$$

$$T = \frac{1,5}{5,6}$$

$$T = 0,26$$

T count = 0,26

(1- α) = 1 – 5% = 95%, and

dk = $n_1 + n_2 - 2$

  = $20 + 20 - 2$

  = 38

T table = 2,042

T count $\leq$ T table

(0,26 $\leq$ 2,042)

Acepted : There is no different

APPENDIX 14

Hypothesis Test of Post Test

$$T = \frac{X_1 - X_2}{\sqrt{\left(\frac{s_1^2 + s_2^2}{n_1 + n_2}\right)}}$$

$$T = \frac{66 - 62{,}25}{\sqrt{\left(\frac{44{,}40 + 43{,}35}{20 + 20}\right)}}$$

$$T = \frac{3{,}75}{\sqrt{2{,}22 + 2{,}16}}$$

$$T = \frac{3{,}75}{\sqrt{4{,}36}}$$

$$T = \frac{3{,}75}{2{,}09}$$

$$T = 1{,}79$$

T count = 1,79

(1- α) = 1 − 5% = 95%, and

dk = $n_1 + n_2 - 2$

 = $20 + 20 - 2$

 = 38

T table = 2,042

T count ≤ T table

(1,79 ≤ 2,042)

Acepted : There is no different

08 September 2021

Nomor : 113 /In.14/E.6a/PP.00.9/09/2021

Lamp : -

Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Fitri Rayani Siregar, M.Hum.   **(Pembimbing I)**
2. Sri Rahmadhani Siregar, M.Pd.   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	:	Rahli Aditya Hasibuan
NIM	:	17 203 00102
Fak/Prodi	:	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	:	**The Effect Of Improvisation Technique on The Eleventh Grade Students` Speaking Ability at Islamic Boarding School Darul Ikhlas, Panyabungan**

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

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

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Hal   : **Izin Penelitian**
         Penyelesaian Skripsi

Yth. Kepala Pondok Pesantren Darul Ikhlas Panyabungan

Dengan hormat, bersa ini kami sampaikan bahwa :

Nama	:	Rahli Aditya Hasibuan
NIM	:	1720300102
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Panyungan Dlt

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Improvisation Technique on the Eleventh Grade Students' Speaking Ability at Islamic Boarding School Darul Ikhlas Panyabungan"**.

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.

Padangsidimpuan,   7 Oktober 2022
a.n Dekan
Wakil Dekan Bidang Akademik

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SURAT KETERANGAN RESEARCH
No. 087/MDI/MN/XI/2022

Yang bertanda tangan dibawah ini Pimpinan Pesantren Darul Ikhlash Dalan Lidang Panyabungan Kab. Mandailing Natal, dengan ini menerangkan bahwa :

Nama   : Rahli Aditya Hasibuan

NIM   : 1720300102

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Study   : Tadris Bahasa Inggris

Alamat   : Jl. Panyungan Dlt

Benar telah melaksanakan **Research/Penelitian** pada Pesantren Darul Ikhlash Dalan Lidang Panyabungan Kab. Mandailing Natal sejak tanggal 12 Oktober 2022 s/d 07 November 2022 guna menyelesaikan tugas akhir (Skripsi) perkuliahan di UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang berjudul : **"The Effect of Improvisation Technique on the Eleventh Grade Students' Speaking Ability at Islamic Boarding School Darul Ikhlas Panyabungan".**

Demikian Surat Keterangan Research/Penelitian ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Panyabungan, 07 November 2022
Pimpinan Ma'had Darul Ikhlash
Mudir

H. Muhammad Usman Abdullah Nst, Lc