ENHANCING STUDENTS' SPEAKING SKILL THROUGH IMPROMPTU SPEAKING METHOD FOR STUDENTS IN UIN DATOKARAMA PALU

THESIS

Presented as One of Partial Fulfillment for the Requirements of Degree of Bachelor of Education (S.Pd.) at English Tadris Study Program Faculty of Tarbiyah and Teacher Training Datokarama State Islamic University (UIN) Palu

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Palu, 21 Januari 2024 M
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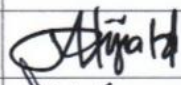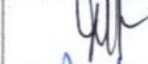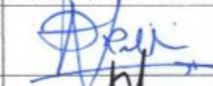Supervisor I,   Supervisor II,

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This thesis by **Alfi Mubarak Triputra**, NIM. 17.1.16.0044 entitled **"Enhancing Students' Speaking Skill Through Impromptu Speaking Method for Students in UIN Datokarama Palu"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on Wednesday, January 24th 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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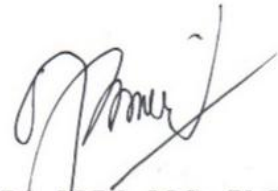
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May Allah, the Almighty, bless them all, Aamiin. Finally, the researcher admits that this undergraduate thesis is still far from being perfect. Therfore, the researcher would like to accept any suggestions and constructive critiques to make this thesis better.

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ABSTRACT

Name   : **Alfi Mubarak Triputra**
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Thesis Title : ENHANCING STUDENTS' SPEAKING SKILL THROUGH IMPROMPTU SPEAKING METHOD FOR STUDENTS IN UIN DATOKARAMA PALU.

In general, students have poor speaking skills, which makes them less interested in learning speaking. This can happen because the learning methods used by educators are not appropiate, making students feel bored or even burdened due to minimal vocabulary. Therefore, choosing the right learning method is a must.

In this regard, the description that the researcher raises in this thesis starts from the problem of whether the impromptu speaking method can enhance students' speaking skill?

This study was conducting by using experimental and control class and it took 30 total students of UIN Datokarama Palu as the sample. They were divided into two groups, they were 16 students were taken as experimental group and by applying Impromptu Speaking Method, 16 students were taken as control group by applying conventional method.

The result or the study showed that the impromptu speaking method gave a signifiacnt effect on students' speaking skill. The researcher used the t-test formula. The result shown were t-counted higher than t-table. Therefore, a conclusion could be drawn that Impromptu Speaking Method gave a positive effect on the students' speaking skill. The students' speaking skill taught by using Impromptu Speaking Method was better than taught by using conventional technique.

From the conclusions obtained, it is suggested that teachers or lecturers can choose the right learning method, one of which is the impromptu speaking method. Impromptu speaking was one of many activities that was joyful, cheerful and challenging for students in mastering speaking English in classroom.

CHAPTER I

INTRODUCTION

A. *Background of The Research*

Learning is a process in which students construct based on experience or knowledge that achieved by students. In the perspective of constructivism, learning is not only transferring the knowledge that come from outside, and it is more about how brain process and interprets a new knowledge or science. The process of this phenomenon conducts through assimilation and accommodation.[1]

Speaking is one of the parts of language learning process. Speaking is the most important skill in English in order to express idea, opinion, feeling, and information in the oral form. It is one of key for success in education especially in learning English. If the speaking ability is poor, it is very likely to fail in study or at least will have difficult in making progress. On the other hand, if we have good in speaking, we will have a better chance to succeed in our study.

Speaking is more difficult than reading, writing and listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak at that time. Second, when you are speaking, you cannot edit and revise what you say, as you can when you are writing.[2]

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[1] Syaiful dan Sagala, *Supervisi Pembelajaran* (Bandung : Alfabeta, 2012)

[2] David Nunan. *Practical English Languge Teaching* (Sydney: Mc Graw Hill. 2003) P.48

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To enhance the students' ability in speaking, it is necessary for language teacher to foster speaking skill on their students, it needs an appropriate technique to be use as a solution in teaching and learning process. There is actually a technique that can help teacher to improve the students' speaking ability, called impromptu speaking.[3] Impromptu speaking exercise as the alternative for a teacher can be use to improve students' speaking skill which will be able to give good result as an effort of applying the speech exercises as the students' problem solver.

This teaching strategy also engages and encourages students to be more attractive, creative, and courage in communicating each other which engages the students' interest in having spoken English. Also an impromptu speaking can reveal the student's ability to organize thoughts quickly, confidently, naturally and logically. However, it can make them interpret creatively and imaginatively from the designated topic, supported by various materials. The material given are something that relates to a variety of everyday words, phrases and topics.

Based on the background above, the writer are interest in observing the speaking skills in English through the use of Impromptu Speaking Method. Therefore, The writer tries to do a research entitled "ENHANCING STUDENTS' SPEAKING SKILL THROUGH IMPROMPTU SPEAKING METHOD FOR STUDENTS IN UIN DATOKARAMA PALU"

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[3] Cathrine Flanders. *The Challenge of Effective Speaking* United States America: (Wadsworth Publishing Company,Inc. 1979) P.99

B. *The Statement of Problems*

Based on the descriptions of the background above, the researcher will be formulate the main issues as follows:

Can Impromptu Speaking Method enhance the students' speaking skill in Datokarama Palu?

Students in UIN Datokarama Palu choosen as research objects because they have an understanding of speaking and this research relates to the material taught in their class.

The limitation of this problem is intends for the next discussion so that it does not deviate from the real problem. Therefore, with the formulation and limitation of the problem set goals and objectives in writing this research is achieved as well as expected.

C. *The Objective and Benefits of Research*

The discussion objectives of this study are:

Finding out whether Impromptu Speaking Method can enhance students' speaking skills.

D. *Outline of Research*

To facilitate the discussion in this proposal, the researcher outlines the contents of the following proposals:

The first chapter discusses the background of research on learning speaking in English and the explanation of the Impromptu Speaking Method.

The second chapter discusses the previous researchs that approach the discussion in the thesis, theoretical studies, and the framework of thought in this thesis.

The third chapter discusses the research methodology which includes the type of research, location of the research, the presence of researcher, data and sources of data, techniques of data collection, data analysis, and checking the validity of data.

Chapter four discusses the description and discussion of the results of the research that has been carried out.

And the fifth chapter discusses the conclusions and implications from the results of data processing in the previous chapter.

CHAPTER II
LITERATURE REVIEW

A. *Previous Research*

As far as researcher observed, there are so many results of research that discuss about implementation of Impromptu Speaking Method in improving speaking skills including the relevant ones:

The first research, *Applying Impromptu Speech Technique to Improve Students' Speaking Ability at The Fourth Semester Students of STIBA Persada.*[1] It's stated in the article, language learners need to recognize that speaking involves three areas of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.

b. Function (transactional and interactional): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/ relationship building)

c. Social and culture rules and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

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[1] Rauf Tetuko Barruansyah. *Applying Impromptu Speech Technique to Improve Students' Speaking Ability at The Fourth Semester Students of STIBA Persada* (Pekanbaru : Sekolah Tinggi Ilmu Bahasa Asing Persada Bunda, 2018)

By using impromptu speech technique, the researcher expects to improve students' speaking ability. In elaborating a theoretical rationale for the natural approach, the lecturer did lecture's teaching enjoyably. Lecture lets the students express their ideas free as much as they can, and sometimes they mix either bahasa Indonesia or the target language. The students may speak without judge them on grammatical order by the lecturer. In addition, English is taught by professional lecturers of English. They have tried to teach their students maximally inorder to make their students interested in and habituated to expressing their ideas by using the target language.

For assessing and scoring students' speaking, there are some components those have to be considered. They are: acent, grammar, vocabulary, fluency and comprehension. The type of this research is experimental research that is testing an idea to determine whether it influences at outcome or depend variable. In this research, the researcher used quasi-experimental design with nonequivalent control group.

In data collection techniques, the test used of this research was oral presentation test. The students were given a task to speak in the spur of the moment. The test was done in twice; pretest-posttest. Here, the researcher gave the task for students to speak in the spur of the moment by given topic. The task given in pre-test was also given to the post-test. So, the pre-test given in order to know how is students' speaking ability before giving the treatment. After giving treatment, the students were given post-test with the same task. So, it would be known whether the

students' speaking ability increase or not. If students' speaking ability is increased, it can be said that the technique used was effective.

In analyzing the data, the researcher used checklist on observation list and scores of pre-test and post-test of experimental as well as and control group. T-Test formula, there is a significant difference of improvement of students' speaking ability who were taught by using impromptu speech technique at the fourth semester students STIBA Persada Bunda Pekanbaru. The Ho is rejected and Ha is accepted because 0.000<0.05. Besides, Mean students' score in pre-test at experimental class is 47.4. Mean students' score in post-test at experimental class is 61,6. From the calculation above, clear that students' speaking ability in experimental class increases. While, Mean students' score in pre-test at control class is 45.7. Mean students' score in post-test at control class is 51.7., It means that the effect of impromptu speech technique is better than natural approach as the conventional way. The writer suggests to readers to apply Impromptu speech technique to improve students' speaking ability that had been proven in this research.

The second research, *Effects of Sustained Impromptu Speaking and Goal Setting on Public Speaking Competency Development: A Case Study of EFL College Students In Morocco.*[2] This research come to bridge the gap in qualitative and quantitative evidence of the effect sustained weekly impromptu speechses coupled with instructor feedback on competency development during the course of a 15 weeks

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[2] Latifa El Mortaji. *Effects of Sustained Impromptu Speaking and Goal Setting on Public Speaking Competency Development: A Case Study of EFL College Students In Morocco* (Toronto : Canadian Center of Science and Education, 2018)

semester. It also aims at reporting on skill development after each extemporaneous speech, with detailed accounts on the gained skills. In data collecting, the researcher collected qualitative and quantitative data through annotation and evaluation of videotaped extemporaneous speeches using the Public Speaking Competence Rubric (PSCR) to highlight exact gained skills and achieved competencies for eachs extemporaneous speech performance, grades earned for each extemporaneous speech, and Individual goals assigned for each speaker after each extemporaneous speech.

For the procedure, the participants signed a consent form ant the beginning of the spring semester to be involved in the current study. The researcher met with the students three times a week for a-fifty-minute class period. As clearly stated in the syllabus, the students were required to procedure four extemporaneous speeches and at least six impromptu speeches and activities throughout the semester. While the extemporaneous speeches were carefully prepared the delivered in class once a month, the impromptus were scheduled on a weekly basis.

In qualitative data analysis, The students were assigned four extemporaneous speeches: Self-introduction, informative, persuasive with visuals, and special occasion (i.e. commemorative; acceptance; introduction; graduation). Based on the speech genre, the instructor made specific requirements about the purpose of the speech, audience analysis, supporting material, organization, outline, language, and allotted time. The researcher evaluated the performance of the students in terms of the 11 dimensions of the PSCR, in addition to new, emerging dimensions and

sub-dimensions, and assigned an overall grade that clearly showed to what extent the specified competencies (i.e. dimensions) were achieved in every speech.

The purpose of this research was to determine whether sustained impromptu speeches coupled with teacher's feedback improved students' public speaking skills in the course of a semester. The researcher used a public speaking competence rubric (PSCR) as a measure. The students' improvement in speech preparation, speech delivery, and confidence clearly revealed that there is a correlation between public speaking competency development and intensive practice through sustained impromptu speaking. The teacher's constructive feedback using the weekly goal-setting strategy proved to be very effective and rewarding. Indeed, thanks to the weekly provided feedback, each student had his/her own goals to achieve on a weekly basis. Breaking overall goals into sub-goals for each impromptu delivery proved to be an effective and fruitful strategy that contributed tremendously to improving areas of weaknesses in the students' public speaking performance

Teacher's observation of the students' weekly impromptu speaking performance revealed that these sessions contributed to classroom connectedness. Indeed, instructor's support, class discussion, and collaborative impromptu activities helped create a warm, supportive learning environment where the student speakers felt secure and at ease with each other, which in turn contributed to building the students' confidence to a large extent. They were not afraid anymore of standing alone in front of an audience and receiving feedback from the instructor and their peers.

As stated earlier, in order to investigate the impact of weekly impromptu speaking and goal setting strategy on students' public speaking competency development in four extemporaneous speeches delivered in the course of a semester, the researcher used as measure a public speaking competence rubric (PSCR) that she slightly adapted based on the nature of the speeches used, specific task requirements, and the background of the participants involved. The combination of this rubric (i.e., each student received one scored rubric for each of the four extemporaneous speeches) and the teacher's weekly observation and goal-setting strategy implemented in impromptu speaking (i.e., treatment) were used with the purpose of getting reliable, accurate data, and a clear understanding of the topic under investigation. Data were analyzed both qualitatively and quantitatively. The results are presented hereafter.

Conclusion in this research, major improvement pertained to non-verbal behaviors, followed by content, organization, then language, which in turn had a positive impact on building confidence. However, results revealed some students' unachieved competencies in the persuasive speech, mainly because new dimensions/sub-dimensions were introduced based on the nature of the speech and the instructor's requirements. For example, results revealed that some students had problematic issues with visual aids and organizational patterns, which affected their performance and therefore their grade. Thus, it is recommended to do more impromptus in the persuasive genre, to ensure students get extra training and practice in this speech genre that, as demonstrated, proved to be more complicated and

demanding to some students. In addition, the instructor could require visuals for the informative speech as well, in addition to the persuasive, to enable the students to practice more with visuals and gain the required skills. The researcher involved in this research one section of public speaking students only, which represents a small sample size. So future research should consider involving two or more student sections to ensure obtaining a larger sample size.

The teaching method adopted in this study proved to have significant effects on students' public speaking competence development. Indeed, sustained impromptu speaking practice has been demonstrated to be highly effective in improving public speaking performance and developing confidence in an academic setting. The analysis part clearly demonstrated the quality and frequency of skills' improvement the students made across the four extemporaneous speeches. Major improvement pertained to non-verbal behaviors, followed by content, organization, then language, which in turn had a positive impact on building confidence. However, results revealed some students' unachieved competencies in the persuasive speech, mainly because new dimensions/sub-dimensions were introduced based on the nature of the speech and the instructor's requirements. For example, results revealed that some students had problematic issues with visual aids and organizational patterns, which affected their performance and therefore their grade. Thus, it is recommended to do more impromptus in the persuasive genre, to ensure students get extra training and practice in this speech genre that, as demonstrated,

proved to be more complicated and demanding to some students. In addition, the instructor could require visuals for the informative speech as well, in addition to the persuasive, to enable the students to practice more with visuals and gain the required skills.

B. Theoretical Review

1. Concept of Speaking

According to Chaney and Burk, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.[3] And Harmer states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.[4]

2. Impromptu Speaking Concept

According to Mulyana, impromptu was the speakers allowed to speak with various topics spontaneously. The students was assigned to deliver speech in front of people with concise preparation and without using notes. The speaker did not have more time to think about what they were going to deliver. Impromptu speech allows the speakers to express something immediately. In short, speakers should speak naturally.[5]   Impromptu

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[3] AL Chaney, TL Burk, *Teaching Oral Communicationin Grades K-8*(Boston : Allyn and Bacon, 1998)

[4] J. Harmer, *How to Teach English (Second Edition)*, ELT Journal, Volume 62, Issue 3, July 2008, Pages 313–316

[5] Yayan Mulyana, *English for Public Speaking: A Practical Guida* (Visipro, 2016)

speaking is a speech that a person delivers without predetermination or preparation. The speaker is most commonly provides with their topic in the form of a quotation, but the topic may also be presents as an object, proverb, one-word abstract, or one of the many alternative possiblities. By using impromptu speaking method, the students will be trained to interact faster naturally and spontanously and enrich their vocabulary and general science to support speaking development through interviews, speech, presentation, discussion and storytelling. Impromptu speaking provides skills that go beyond merely speaking with accuracy. These skills include an extensive and appropriate vocabulary which develops as the speaker grows more confident.

The steps of impromptu speaking are:

a) Choose the topic;

b) Make it into a thesis statement;

c) Choose points that support the thesis;

d) Develop Supports;

e) Prepare the introduction and conclusion;

f) Stand up and speak! [6]

3. Teaching Speaking Through Impromptu Speaking Method

Teaching speaking means that the teacher teach the listener to:

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[6] wcdebate, "*Imptomptu Page*". https://www.wcdebate.com/3ie/39impromptu.htm (December 6, 2022)

a. Produce the English speech sound and sound pattern,

b. Use word and sentence, stress intonation pattern and the rhythm of the second language,

c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,

d. Organize their thoughts in a meaningful and logical sequence,

e. Use language as a means of expressing, values and judgments,

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.[7]

Henderson stated that there are five steps to implement the impromptu speech in the classroom. The steps are:

1. Teacher should provide the topics for the students. The topics in impromptu speech should be relevant to students' life. The relevant topics make them easier in delivering a speech because they have already experienced it. The teacher can choose active and confident students to start the activity. It can help to attract other students' interest in the learning activity. Asking the most confident student could help the teacher in increasing students' interest and participation.

2. Let the students choose the topics.

3. Let the students think for a while around two up to three minutes.

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[7] Hayriye Kayi. *The Teaching Speaking: Activities to Promote Speaking in a Second Language* (The Internet TESL Journal, 2006)

4. Give the students time to deliver their impromptu speech.

5. Giving the feedback in impromptu speech is helpful for the students.[8]

It helps the students ' interest to develop their speaking. It can be concluded the process of implementing impromptu speaking can be used by the teacher to implement the method in the classroom.

4. Advantages and Disadvatages of Impromptu Speaking

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

However, impromptu speaking also has disadvantage. The impromptu speech would not be suitable for important occasions, as very little due thought or preparation could be given to the statement. It would doubtless be rough around the edges and might contain inaccuracies. Additionally, some of the best public speakers found the pressure of a three minute preparation time too intense many believe the impromptu speech measures

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[8] Don Henderson. *Impromptu Speaking As a Tool to Improve Non − Native Speakers'*
Fluency In English (NYC: ELC Language Center Wagner College, 1982)

quick thinking and nerve skills, rather than the real art of debating, which required insight and deep thought.

Since you were not well-prepare, you might have difficulty thinking of what to say or formulating the ideas once you speak. Although you were familiar with the topic, your speech might be lack details and supporting information. If the audience are passive and do not ask questions to guide you, you might overlook some critical content. Hopefully, someone in the audience would ask questions so you could fill in gaps.[9]

5. Aspects Assessed in Speaking

According to Harris, there are five components that are assesesed in speaking, namely comprehension, grammar, vocabulary, pronunciation, fluency.

a) *Comprehension*, For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it;

b) *Grammar*, It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) *Vocabulary*, Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written

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[9] Nurul Pratiwi. *The Effect of Applying Impromptu Speaking Method on The Students' Speaking Achievement* (Medan : Universitas Muhammadiyah Sumatera Utara, 2021)

form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d) *Pronunciation*, Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) *Fluency*, Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above,

the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums" and „ers", and so on.[10]

C. *Theoretical Framework*

Impromptu Speaking Method for Students in UIN Datokarama Palu". The study focuses on the application of the impromptu speaking method to enhance students' speaking skill. The use of this method prospect as an intermediary between students' problems in speaking to enhance their skills.

There are several factors which affect students' performance in speaking English fluently. They are scared about committing mistakes while they speak. They cannot also express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students hesitate to speak in English is that they are shy and nervous. They feel fearful to speak English in front of other people because they lack confidence about their own competence in English. So, it is important to help the learners overcome their anxiety, nervousness and fear with encouraging words. Good atmosphere and suitable environment can also help students to speak actively, correctly and fluently.[11]

According to Ur, there are some problems faced by the learners in speaking activities. The problems include student inhibition, nothing to say, the low of

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[10] SL Harris, *Teaching Language to Nonverbal Children-With Emphasis on Problems of Generalization* (Psychological Bulletin, 1975)

[11] A. Mueen. *English Language Teaching in Pakistan* (Islamabad: The PFI Publications, 1992)

participation, the theme to be spoken, and the use of mother tongue. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.[12] Or it could be that teachers who are less communicative can hinder students' abilities in speaking skills. In this case, teachers are emphasized to be active in learning sessions. Teachers should be able to have varied thinking in teaching speaking so that students' natural talents, including speaking skills, are created.

D. Hypothesis

Based on the theoretical framework, the researcher formulated of hypothesis, which still needed to be investigated as follow "Can Impromptu Speaking Method enhance the students' speaking skill in Datokarama Palu?". This hypothesis would be got the result after research had done. The hypothesis is accepted if t-counted is higher than t-table, and the hypothesis is rejected if t-counted is lower than t-table.

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[12] P. Ur. A Course in language Teaching. Cambridge (Cambridge University Press, 1996)

CHAPTER III

RESEARCH METHODOLOGY

A. *Research Approach and Design*

The approach is the underlying assumption in using the mindset used to discuss the object of research. In writing scientific papers, the researcher used a quantitative research approach. In the quantitative research, the research applied quasi experimental design because it was kind of experimental research design that suitable to this research. Quasi experimental design are similar to randomize experimental design in that they involve manipulation of an independent variable but different in that subjects were not randomly assigned to treatment groups.[1] The use of this quasi-experimental method is base on the consideration that in the implementation of this research learning takes place naturally, and students do not feel experimented, so that with such a situation it is hope that it can contribute to the level of research validity.

The researcher used this design with nonequivalent control group. It is an appropriate one to this research in order to know the significant effect of using impromptu speech technique toward students' speaking ability. In conducting this research, the researcher take two groups; one class as an experimental class teachs by impromptu speaking technique and another one as a control class teachs by natural approach. In the experimental class, the students will be administers by giving pre-

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[1] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Reasearch in Education,* (8th Ed) (Canada: Wadsworth. Cengage Learning, 2002), 301

test at the beginning of the teaching learning in order to know students' speaking ability. Then, there is a treatment at the middle. There is a post test at the end of the teaching learning processes in order to know the effect of using impromptu speech technique toward students' speaking ability.

B. Population and Research Sample

Population is the subject of research. The sample is part or representative of the population under study. From this understanding, researcher determine the population in the study are students of UIN Datokarama Palu. While the target population in this study are students of UIN Datokarama Palu and the sample are two classes in the third semsester of the English Tadris Study Program, the first class is TBI1 as the experimental class and the second class is TBI2 as the control class.

C. Reaserch Variables

According to Effendi, research variables as a concept that contains variations in value.[2] Meanwhile, Sugiyono defines research variables as an attribute or nature or value of people, objects or activities that have certain variations that are determined by researchers to be studied so that information is obtained about it, then conclusions are drawn.[3]

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[2] Masri Singarimbun, Sofian Effendi, *Metode Penlitian Survai* (Jakarta: Lembaga Penelitian, Pendidikan dan Penerangan Ekonomi dan Sosial, 1982)

[3] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: PT Alfabet, 2016)

Research variables certainly have diverse (varied) properties. Kidder states that the variable is a quality in which researchers study and draw conclusions.[4]

In this research, there are two variables, namely the independent variable and the dependent variable. The independent variable in this research is impromptu speaking method and the dependent variable is students' speaking skill UIN Datokarama Palu.

D. *Operational Definitions*

Operational definitions are intended to avoid errors understanding and differences in interpretation related to internal terms thesis title. In accordance with the research title, namely "*Enhancing Students' Speaking Skill Through Impromptu Speaking Method For Students in UIN Datokarama Palu*" operational definitions that need to be explained are:

1. Enhancing

Enhancing means improving the quality, developing, and strengthening what is already good to become better.

2. Speaking Skill

Speaking skill is a skill of using language to communicate using verbal or nonverbal symbols orally in different context that can be improved through learning language.

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[4] LH Kidder, M Fine. *Qualitative and Quantitative Methods: When Stories Converge* (New Directions for Program Evaluation, 1987)

E. Research Instruments

The researcher used pre-test and post-test as research instruments to collect data. The data used to determine differences in learning achievement between the experimental class and the control class after the treatment. Secondary data obtained from observation during the process of teaching and learning. This is done to strengthen the data obtains from testing.

1. Pre-test

Before the treatment carries, students have been given a pre-test to determine their prior's skill in speaking. The researcher asked the students to make a short performance based on the topics provides by the researcher and the students asked to choose by their own topic.

2. Treatment

Treatment is the provision of conditions that assessed for their effects. In the implementation of experimental research, the experimental group and the control group arranged intensively so that the two variables have the same or nearly the same characteristics. The researcher choosed which class the experimental class and the control class. Treatment regarding the impromptu speaking method have been given to the experimental class.

3. Post-test

After the treatment, the post-test conducts to find out the students' speaking improvement. It's used to check the result of treatment and it also useful to know

whether the impromptu speaking method can develop the students' speaking skills.

F. *Technique of Data Collection*

After gave the pre-test, the researcher conducted a treatment. The researcher treats the experimental class with the impromptu speaking method, while the control class teachs in the same way as the teachers usually does.

In conductiong this research, the researcher doing several steps as follows:

1. Doing the observation.

2. Giving the pre-test to the experimental and control class.

3. Giving the treatment to the experimental class.

Table 3.1

Teaching Procedure

Experimental Class	Control Class
a. The researcher introduced himself to the student.	a. The researcher introduced himself to the student.
b. Students make comments to the researcher and check their attendance list.	b. The researcher will comment and checks the attendance list.
c. The researcher explained the purpose of the research.	c. The researcher explained the research objectives at the school.
d. The researcher explained about	

the material. e. The researcher explained about matrial, techniques of speaking and steps before presentation. f. The researcher let the students to ask more about the material. g. The researcher asked one of the confidence students to try delivering material in front of the class. h. The researcher reviewed the material again and asked the students one by one to practice material in front of the the class by delivering their own topic. i. The researcher concluded the results of the discussion. j. Researcher end class.	d. The researcher explained about speaking skill. e. The lecturer gave students material about speaking. f. The researcher gave a topic that be brought by the students. g. The researcher appointed students to explain the topic he has chosen. h. The researcher assessed the results of students' speaking presentations. i. The researcher end class.

4. After giving the treatment to the experimental class, the researcher will gives the post-test to the experimental class and control class.

G. *Technique of Data Analysis*

In conducting this research, the technique of data analysis collected from result pre-test, treatment, and post-test results. After collecting the data, the researcher will analyze the data.

1. To find out the mean score of the students' tests, the researcher used the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = Mean score

$\sum x$ = Total Score

N = The Number of Students

2. To find out the significant difference between the experimental class and the control class, the researcher will compare the mean score and the significant deviation by using a formula suggested by Arikunto as follows.[5]

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where: $\sum x^2$ = Deviation score of experimental class

$\sum y^2$ = Deviation score of control class

N = Number of students

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[5] Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta : PT Rineka Cipta, 2011)

3. To know the effectiveness of treatment, the researcher computed t-counted

   proposed by Arikunto (2006:311) as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

Where:

Mx = Mean of experimental class

My = Mean of control class

$\sum x$ = Sum of square of experimental class

$\sum y$ = Sum of square of control class

n = Number of students in each class

After collecting the data, the students' scores classified by the researcher. In classifying the students' scores, the researcher will use the following.[6]

Table 3.2 *Classification of Students' Achievement Score*

Classification	Score
Very Good	90-100
Good	70-89
Fair	50-69
Poor	30-49
Very Poor	10-29

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[6] Ibid.

4. To test the hypothesis whether the Impromptu Speaking Method can improve students' speaking skills, the researcher first looked for the t-table value through degrees of freedom with the following formula:

Df = $N_1 + N_2 - K$

Df : Degree of Freedom

N_1 : Number of experimental class students (TBI1)

N_2 : Number of conrtol class students (TBI2)

After getting the degree of freedom, the researcher looked for a t-table of the degree of freedom results. Researcher used the formula as follows: If t-counted is higher than t-table then the hypothesis is accepted, and if t-counted is lower than t-table then the hypothesis is rejected.

Ha : If the t–counted is higher than the t–table, the alternative hyphothesis is accepted, while the null hypothesis is rejected. It means that the using of impromptu speaking method can enhance speaking skill of students in UIN Datokarama Palu.

Ho : If the t –table higher than the t –counted, the alternative hypothesis is rejected, while the null hypothesis is accepted. It means that the using of impromptu speaking method cannot enhance speaking skill of students in UIN Datokarama Palu.

CHAPTER IV
RESULT AND DISCUSSION

A. *Description of Research Result*

The data was taken from students' speaking test. The research took place on Transactional Speaking class at 3rd semester students of UIN Datokarama Palu. This research used total sample 32 students were taken as the samples. The samples were divided into two groups, such as the experimental group and control group, for which each of consisted of 16 students. The population was class TBI-1 and TBI-2 3rd semester students at UIN Datokarama Palu. The instrument used in collecting the data was speaking test.The following table 4.1 showed the data of experimental group in pre-test and post-test. The final score which were obtained from accumulating several score of vocabulary, grammar, pronunciation, comprehension and fluency.

Table 4.1
The Score of Pre-test and Post-test in Experimental Group TBI-1

No.	Initials	Pre-Test	Post Test
1	KHN	75	90
2	ZFN	70	90
3	ZHM	70	84
4	RVN	60	82
5	BRM	65	90
6	ETC	60	87
7	KRM	70	88
8	PRG	78	90
9	MRA	66	88
10	SYM	68	95
11	MHJ	79	86

12	IMR	87	90
13	RDT	65	87
14	SSM	78	95
15	PTR	69	86
16	IDH	65	80
	Total	1.125	1.408

The highest score in Pre-test of the experimental group was 87 and the lowest score was 60. While in Post-test the highest score was 95 and the lowest score was 82. In addition, the total score of pre-test was 1125 while the total score of post-test was 1408. There was an improvement score between pre-test and post test in experimental group.

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

Table 4.2
The Score of Pre-test and Post-test in Control Group TBI-2

No.	Initial	Pre-Test	Post Test
1	FZI	58	85
2	SAG	65	86
3	RAD	66	75
4	EVN	72	75
5	MIF	73	74
6	FDJ	77	85
7	DSW	66	85
8	NFK	74	83
9	DRS	75	90
10	RSW	78	78
11	DBC	82	82
12	ZHM	63	80
13	BEV	77	80

14	IRM	70	76
15	LND	68	84
16	SRN	58	76
	Total	1.122	1.294

The highest score in Pre-test of the control group was 82 and the lowest score was 58. While in Post-test the highest score was 90and the lowest score was 74. In addition, the total score of pre-test was 1122 while the total score of post-test was 1294. There was an improvement score between pre-test and post test in experimental group.

After looking at both tables (4.1 and 4.2), it is shown that the total post test score in the experimental class which used the Impromptu Speaking Method was higher than the total post test score in the control class which used the Discussion Method.

1. **Mean**

   In data analysis, the mean of the pre-test and post-test for each class must first be known.

   a) Mean of pre-test in Experimental Class:

   $$\bar{X} = \frac{\sum X}{N}$$

   $$\bar{X} = \frac{1.125}{16} = 70,3$$

   So, the mean of the pre-test in the Experimental Class is 70,31

   b) Mean of post-test in Experimental Class

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1.408}{16} = 88$$

So, the mean of the post-test in the Experimental Class is 88

c) Mean of pre-test in Control Class:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1.122}{16} = 70,1$$

So, the mean of the pre-test in the Control Class is 70,1

d) Mean of post-test in Control Class:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1.294}{16} = 80,6$$

So, the mean of the post-test in the Control Class is 80. 6

2. **Deviation Results**

The next stage in data analysis, the researcher calculated the standard deviation and squared deviation in the experimental class and control class, presented in the following table;

Table 4.3
The Result of Deviation and Square Deviation in Experimental Class

No.	Initial Students	Individual Score		Deviation	
		Pre-test (X1)	Post-test (X2)	(X2-X1)	X^2
1	KHN	75	90	15	225
2	ZFN	70	90	10	100
3	ZHM	70	84	14	196
4	RVN	60	82	22	484
5	BRM	65	90	25	625
6	ETC	60	87	27	729
7	KRM	70	88	18	324
8	PRG	78	90	12	144
9	MRA	66	88	22	484
10	SYM	68	95	27	729
11	MHJ	79	86	7	49
12	IMR	87	90	3	9
13	RDT	65	87	22	484
14	SSM	78	95	17	289
15	PTR	69	86	17	289
16	IDH	65	80	15	225
Total		1125	1408	273	5385

Based on the data above, it can be seen the highest deviation value in the experimental class is 27, and the highest square deviation value is 729.

Table 4.4
The Result of Deviation and Square Deviation in Control Class

No.	Initial Students	Individual Score		Deviation	
		Pre-test (X1)	Post-test (X2)	(X2-X1)	X^2
1	FZI	58	85	27	729
2	SAG	65	86	10	100
3	RAD	66	75	9	81
4	EVN	72	75	3	9
5	MIF	73	74	1	1
6	FDJ	77	85	8	64
7	DSW	66	85	19	361
8	NFK	74	83	9	81
9	DRS	75	90	15	225
10	RSW	78	78	0	0
11	DBC	82	82	0	0
12	ZHM	63	80	17	289
13	BEV	77	80	3	9
14	IRM	70	76	6	36
15	LND	68	84	16	256
16	SRN	58	76	18	324
	Total	1122	1294	161	2565

Based on the data above, it can be seen the highest deviation value in the experimental class is 27, and the highest square deviation value is 729.

Next, the researcher calculated the deviation value for the experimental class and control class using the formula:

a) Experimental Class

b) Control Class

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{273}{16} = 17,06$$

$$Mx = \frac{161}{16} = 10,06$$

After calculating the deviation value, the researcher calculated the square deviation of the experimental class and control class, using the following formula:

a) Experimental Class

b) Control Class

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$\sum x^2 = 5385 - \frac{(273)^2}{16}$$

$$\sum y^2 = 2565 - \frac{(161)^2}{16}$$

$$\sum x^2 = 5385 - \frac{74529}{16}$$

$$\sum y^2 = 2565 - \frac{25921}{16}$$

$$\sum x^2 = 5385 - 4658,06$$

$$\sum y^2 = 2565 - 1620,06$$

$$\sum x^2 = 726,94$$

$$\sum y^2 = 944,94$$

Next, the researcher calculated the T-Counted value to find significant difference between the experimental class and the control class, using the formula below:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_x} + \frac{1}{n_y}\right]}}$$

$$t = \frac{17{,}06 - 10{,}06}{\sqrt{\left[\frac{726{,}94 + 944{,}94}{16 + 16 - 2}\right]\left[\frac{1}{16} + \frac{1}{16}\right]}}$$

$$t = \frac{7}{\sqrt{\left[\frac{1671{,}88}{30}\right]\left[\frac{1}{8}\right]}}$$

$$t = \frac{7}{\sqrt{[55{,}72][0{,}125]}}$$

$$t = \frac{7}{\sqrt{6{,}965}}$$

$$t = \frac{7}{2{,}639}$$

$$t = 2{,}652$$

3. **Hypothesis**

After meausuring the data above by using t-counted formula. it showed that t-counted value was 2,652. After seeking the table of the distribution of t-counted as the basis of accounting in certain degree of freedom (Df), the calculation showed that :

$$\text{Df} = N_1 + N_2 - K$$

$$= 16 + 16 - 2$$

$$= 30$$

In the line of 30, showed that t–table was 1,697. t–counted>t–table which was 2,652>1,697. The fact hypothesis Ha was accepted.

B. Discussion of Research Result

It was found that the application of Impromptu Speaking Method for the Students in UIN Datokarama Palu can enhance students' speaking skill. The students were taught by using Impromptu Speaking Method got higher score than taugh by Teacher-Center Learning as discussion method. The result of the t-counted showed that the t-counted was higher than t-table (2,652>1,697). It means that impromptu speaking method can enhance students' speaking skill for students in UIN Datokarama Palu. Students actually like something challenging so much, so when the teacher could combine and collaborate the cheerfull activity with the subject material, the students would enjoy studying with their teacher and their classmate as well. We could not just blame them if they did not understand the material, but we needed to look at our strategy about how we could grab the students' attention in teaching.

CHAPTER V

CLOSING

A. *Conclusions*

The problem students face is that they have difficulty understanding the meaning of English words and sentences and are also not confident in expressing English, so when speaking they often pause and use fillers such as emmm, hmmmm. The students also did not dare to experience words so they were lacking in developing vocabulary. The result from students who were taught by using Impromptu Speaking Method got higher than those who were taught by Teacher-Center Learning as discussion method, because the students taugh by using Impromptu Speaking Method became more active in speaking. By using the Impromptu Speaking Method, there are an active role for the teachers or lecturers and students in vocabulary experiences. Impromptu speaking method which is carried out spontaneously can also stimulate students' curiosity and proficiency in speaking so that students can continue to develop their vocabulary so they can speak English fluently.

Based on the results of the pre-test and post test the researcher found that the impromptu speaking method can enhance students' speaking skills, which is proven from the result of the test t–counted>t–table or 2,652>1,697. The hypothesis Ha was accepted. It means Impromptu Speaking Method can enhance students' speaking skills.

B. *Research Implication*

Related to the conclusions above, some implications were stated as following:

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

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

3. The students were used the Impromptu Speaking Method so they could encourage themselves in their speaking skill.

4. By using the impromptu speaking method, it is hoped that developing speaking skills can be achieved used as motivation for teachers to add learning media creative and innovative that can attract children's interest in learning, in particular learning speaking in English. Teachers should always improve basic teaching skills, in order to master material and teaching materials before carrying out teaching and learning activities.

5. It is hoped that suggestions for parents, friends of students and the community will provide guidance to students in the process of developing speaking skills using appropriate methods, one of which is the impromptu speaking method.

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

It is hoped that the implications of this research will be able to make a contribution ideas for developing knowledge and increasing competence knowledge,

especially students' speaking skills. Besides Hopefully it can make a contribution to interested parties regarding speaking problems, and it is hoped that it can also improve the system use of methods in developing speaking skills for students in UIN Datokarama Palu.

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APPENDIXES

<div align="center">**Pre-Test**</div>

<div align="center">**Students Speaking Skill**</div>

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

Questions :
1. Tell about your hobby
2. Explain the reason for liking the hobby
3. Time to do the hobby

*Example

<div align="center">**My Hobby**</div>

"Hello guys, my name is Azka. My hobby is playing football. I love football, because I want to be a footballer like my idol, Lionel Messi. We play football on Saturday afternoon in field. Thank you!".

Your Answer :

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(Adopted from Nurul Pratiwi)

Post Test

Students Speaking Skill

Direction
1. The lecturer distributes worksheet to students
2. Student choose one of the topics provide on the worksheet
3. Student create a monologue from the chosen topic
4. Student perform about the topic in front of the class.

Topic
1. Environment;
2. Transportation;
3. Personal Idol;
4. Pet;
5. Favorite subject.

*Example

My Cat

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

Your Answer :
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(Adopted from Nurul Pratiwi)

LESSON PLAN

Class/Semester : TBI 1/III

Subject **: Transactional Speaking**

Meeting(s) **: 1**

Topic **: Family (Degree of Certainty)**

Date **: Thursday, September 14th 2023**

Learning Objectives:

- The students are able to understand the use of degree of certainty.
- The students are able to create sentences using degree of certainty.
- The students are able to use degree of certainty in several contexts correctly and properly.
- The students are able to pronounce degree of certainty fluently and correctly.

Learning method: Impromptu Speaking

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - The researcher greets the students.
  - The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - The researcher are given some questions related to the topic to brainstorm.
  - The researcher provides material about degree of certainty via student smartphones.
  - The researcher asks students to speak the material about degree of certainty.
  - The researcher explains further about the material about degree of certainty.
  - The researcher asked students randomly to speak sentences about degree of certainty.
  - The researcher conclud the material about degree of certainty.
  - The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 2/III

Subject : Transactional Speaking

Meeting(s) : 1

Topic : Family (Degree of Certainty)

Date : Wednesday, September 13th 2023

Learning Objectives:

- The students are able to understand the use of degree of certainty.
- The students are able to create sentences using degree of certainty.
- The students are able to use degree of certainty in several contexts correctly and properly.
- The students are able to pronounce degree of certainty fluently and correctly.

Learning method: Communicative Learning

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➢ The researcher greets the students.
  - ➢ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➢ The researcher are given some questions related to the topic to brainstorm.
  - ➢ The researcher provides material about degree of certainty via student smartphones.
  - ➢ The researcher asks students to speak the material about degree of certainty.
  - ➢ The researcher explains further about the material about degree of certainty.
  - ➢ The researcher asked students randomly to speak sentences about degree of certainty.
  - ➢ The researcher conclud the material about degree of certainty.
  - ➢ The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 1/III

Subject : Transactional Speaking

Meeting(s) : 2

Topic : Food and Beverages (Satisfication, Dissatisfication)

Date : Thursday, September 21th 2023

Learning Objectives:

- The students are able to understand the use of statements of satisfication and dissatsification.
- The students are able to create statements of satisfication and dissatsification..
- The students are able to use statements of satisfication and dissatsification in several contexts correctly and properly.
- The students are able to pronounce statements of satisfication and dissatsification fluently and correctly.

Learning method: Impromptu Speaking

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - The researcher greets the students.
  - The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - The researcher are given some questions related to the topic to brainstorm.
  - The researcher provides material about statements of satisfication and dissatsification via student smartphones.
  - The researcher asks students to speak the material about satisfication and dissatisfication.
  - The researcher explains further about the material about satisfication and dissatisfication..

- The researcher asked students randomly to speak sentences about satisfication and dissatisfication..
- The researcher conclud the material about satisfication and dissatisfication..
- The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 2/III

Subject   : Transactional Speaking

Meeting(s)   : 2

Topic   : Food and Beverages (Satisfication, Dissatisfication)

Date   : Wednesday, September 20ᵗʰ 2023

Learning Objectives:

- The students are able to understand the use of statements of satisfication and dissatsification.
- The students are able to create statements of satisfication and dissatsification..
- The students are able to use statements of satisfication and dissatsification in several contexts correctly and properly.
- The students are able to pronounce statements of satisfication and dissatsification fluently and correctly.

Learning method: Communicative Learning

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➢ The researcher greets the students.
  - ➢ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➢ The researcher are given some questions related to the topic to brainstorm.
  - ➢ The researcher provides material about statements of satisfication and dissatsification via student smartphones.
  - ➢ The researcher asks students to speak the material about satisfication and dissatisfication.
  - ➢ The researcher explains further about the material about satisfication and dissatisfication..

- The researcher asked students randomly to speak sentences about satisfication and dissatisfication..
- The researcher conclud the material about satisfication and dissatisfication..
- The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 1/III

Subject : Transactional Speaking

Meeting(s) : 3

Topic : Culture (likes, dislikes)

Date : Thursday, October 5th 2023

Learning Objectives:

- The students are able to understand the use of expression of likes and dislikes.
- The students are able to create statements of expression of likes and dislikes.
- The students are able to use expression of likes and dislikes in several contexts correctly and properly.
- The students are able to pronounce expression of likes and dislikes fluently and correctly.

Learning method: Impromptu Speaking

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➢ The researcher greets the students.
  - ➢ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➢ The researcher are given some questions related to the topic to brainstorm.
  - ➢ The researcher provides material about expression of likes and dislikes via student smartphones.
  - ➢ The researcher asks students to speak the material about likes and dislikes.
  - ➢ The researcher explains further about the material about likes and dislikes.
  - ➢ The researcher asked students randomly to speak sentences about likes and dislikes.
  - ➢ The researcher conclud the material about likes and dislikes.
  - ➢ The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 2/III

Subject : Transactional Speaking

Meeting(s) : 3

Topic : Culture (likes, dislikes)

Date : Wednesday, October 4th 2023

Learning Objectives:

- The students are able to understand the use of expression of likes and dislikes.
- The students are able to create statements of expression of likes and dislikes.
- The students are able to use expression of likes and dislikes in several contexts correctly and properly.
- The students are able to pronounce expression of likes and dislikes fluently and correctly.

Learning method: Communicative Learning

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➢ The researcher greets the students.
  - ➢ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➢ The researcher are given some questions related to the topic to brainstorm.
  - ➢ The researcher provides material about expression of likes and dislikes via student smartphones.
  - ➢ The researcher asks students to speak the material about likes and dislikes.
  - ➢ The researcher explains further about the material about likes and dislikes.
  - ➢ The researcher asked students randomly to speak sentences about likes and dislikes.
  - ➢ The researcher conclud the material about likes and dislikes.
  - ➢ The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 1/III

Subject : **Transactional Speaking**

Meeting(s) : **4**

Topic : **Entertainment (accept or decline invitation)**

Date : **Thursday, October 12ᵗʰ 2023**

Learning Objectives:

- The students are able to understand the use of accepting and declining statements.
- The students are able to create of accepting and declining statements.
- The students are able to use of accepting and declining statements in several contexts correctly and properly.
- The students are able to pronounce expression of accepting and declining statements fluently and correctly.

Learning method: Impromptu Speaking

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➢ The researcher greets the students.
  - ➢ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➢ The researcher are given some questions related to the topic to brainstorm.
  - ➢ The researcher provides material about accepting and declining statements via student smartphones.
  - ➢ The researcher asks students to speak the material about accepting and declining statements.
  - ➢ The researcher explains further about the material about accepting and declining statements.

- ➢ The researcher asked students randomly to speak sentences about accepting and declining statements.
- ➢ The researcher conclud the material about accepting and declining statements.
- ➢ The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 2/III

Subject   : Transactional Speaking

Meeting(s)   : 4

Topic   : Entertainment (accept or decline invitation)

Date   : Wednesday, October 11th 2023

Learning Objectives:

- The students are able to understand the use of accepting and declining statements.
- The students are able to create of accepting and declining statements.
- The students are able to use of accepting and declining statements in several contexts correctly and properly.
- The students are able to pronounce expression of accepting and declining statements fluently and correctly.

Learning method: Communicative Learning

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➤ The researcher greets the students.
  - ➤ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➤ The researcher are given some questions related to the topic to brainstorm.
  - ➤ The researcher provides material about accepting and declining statements via student smartphones.
  - ➤ The researcher asks students to speak the material about accepting and declining statements.
  - ➤ The researcher explains further about the material about accepting and declining statements.

➢ The researcher asked students randomly to speak sentences about accepting and declining statements.
➢ The researcher conclud the material about accepting and declining statements.
➢ The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 1/III

Subject   : Transactional Speaking

Meeting(s)   : 5

Topic   : Public Services (obligation)

Date   : Thursday, October 19th 2023

Learning Objectives:

- The students are able to understand the use of obligation.
- The students are able to create of expressing obligation.
- The students are able to use of expressing obligation in several contexts correctly and properly.
- The students are able to pronounce expression of obligation fluently and correctly.

Learning method: Impromptu Speaking

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➤ The researcher greets the students.
  - ➤ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➤ The researcher are given some questions related to the topic to brainstorm.
  - ➤ The researcher provides material about obligation via student smartphones.
  - ➤ The researcher asks students to speak the material about obligation.
  - ➤ The researcher explains further about the material about obligation.
  - ➤ The researcher asked students randomly to speak sentences about obligation.
  - ➤ The researcher conclud the material about obligation.
  - ➤ The researcher closes the class.

LESSON PLAN

Class/Semester : TBI 2/III

Subject   : Transactional Speaking

Meeting(s)   : 5

Topic   : Public Services (obligation)

Date   : Wednesday, October 18ᵗʰ 2023

Learning Objectives:

- The students are able to understand the use of obligation.
- The students are able to create of expressing obligation.
- The students are able to use of expressing obligation in several contexts correctly and properly.
- The students are able to pronounce expression of obligation fluently and correctly.

Learning method: Communicative Learning

Learning materials: Smartphone

Procedures of teaching and learning activities:

- Pre activities
  - ➢ The researcher greets the students.
  - ➢ The researcher tells the students about the topic that they are going to learn.
- Main activities:
  - ➢ The researcher are given some questions related to the topic to brainstorm.
  - ➢ The researcher provides material about obligation via student smartphones.
  - ➢ The researcher asks students to speak the material about obligation.
  - ➢ The researcher explains further about the material about obligation.
  - ➢ The researcher asked students randomly to speak sentences about obligation.
  - ➢ The researcher conclud the material about obligation.
  - ➢ The researcher closes the class.

T-TABLE

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
							Confidence Level				

PENGAJUAN JUDUL SKRIPSI

Nama	: Alfi Mubarak Triputra	NIM	: 171160044
TTL	: Palu, 13-01-1999	Jenis Kelamin	: Laki-laki
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: IX
Alamat	: Jln. Cemara No. 143 Palu	HP	: 037800075736
Judul	:		

Judul I ⁴X (03/12/2021)

Enhancing Students' Basic Speaking Skill Through The Use of Google Classroom for Grade 10 Students of MA Negeri 1 Kota Palu.

○ Judul II

Developing Reading Skill of Students Through The Use of Extensive Reading (A Case Study on Grade 10 Students of MA Negeri 1 Kota Palu).

○ Judul III

The Effectiveness of The TPR (Total Physical Response) Method in Teaching Listening for Grade 8 Students of MTs Negeri 2 Kota Palu.

Palu,   2021
Mahasiswa,

Alfi Mubarak Triputra
NIM. 171160044

Telah disetujui penyusunan skripsi dengan catatan :

Read and understand at least 3 references,
determine the focus of your research plan, and lk your proposal soon

Pembimbing I : Ruslin, S.pd., M.pd, M. Sc. Ph.d.

Pembimbing II : Ana Kuliahana, S-pd. M.pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

Drs. SYAHRIL, M.A.
NIP.196304011992031004

Ketua Jurusan,

RASMI, S.Pd., M.Pd.
NIP. 198606242019032011

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang	: a.	bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
	b.	bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
	c.	bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	3.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	4.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
	5.	Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
	6.	Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
	7.	Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU	:	Menetapkan saudara :

1. Ana Kuliahana, S.Pd., M.Pd.
2. Rasmi, S.Pd., M.Pd.

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama	:	Alfi Mubarak Triputra
NIM	:	171160044
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	ENHANCING STUDENTS' BASIC SPEAKING SKILL THROUGH IMPPROMPTU SPEAKING METHOD FOR GRADE 10 STUDENTS OF MA NEGERI 1 PALU

KEDUA	:	Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
KETIGA	:	Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
KEEMPAT	:	Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA	:	SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 14 September 2022
Dekan,

Dr. H. Askar, M.Pd
NIP. 196705211993031005

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

FOTO 3 x 4

NAMA	: Alfi Mubarak Triputra
NIM	: 17116002 44
PROGRAM STUDI	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Senin, 29 Maret 2021	Muazan	Pengelolaan Organisasi Pramuka dalam meningkatkan kedisiplinan santri di Pondok Pesantren Al-Khairaat Sinuu	2. Dr. Hamka, S.Ag., M.Ag.	
2	Jumat, 9 April 2021	Qudra	Pelajaran PAI di SMP Negeri 3 kota Palu	2. Dr. Gufran'b, A.Wahab, M.Pd.	
3	Senin, 19 April 2021	Sitti Aziza Rikaerza	The Role of Academic Advisory Lectures Tarbiyah and Teachers Training Facility at the Institute for Islamic Studies palu, students	1. Drs. Reqang, M.Pd.I. 2. Hatta Fakhkarrozi, S.Pd., M.Pd.I.	
4	Kamis, 29 April 2021	Elda	Students' Perception to Online Learning During Pandemic in Using WhatsApp at Tadris English Study Program at IAIN Palu Academic Year 2020-2021	1. Hamka, S.Ag., M.Ag. 2. Yuni Amelia, S.Pd., M.Pd.	
5	Senin, 29 November 2021	Nur Anisa	Penerapan Metode Al-Bazdawiyah Pada Pemelajaran Al-Qur'an di Madrasah Diniyah Amaliyah (MDA)	1. Dr. Hj. Nur Asnawati, S.Ag., M.Hum. 2. Afifah, S.Pd., M.Pd.	
6	Selasa, 11 Januari 2022	Sukran L. Samsudin	Pengaruh Antara Kemandirian dan Kedisiplinan Belajar terhadap disiplin kerja guru di MIN 1 kota Palu	1. Dr. H. Ubadah, S.Ag., M.Pd. 2. Kartia, KadjuKar, S.Pd., M.Pd.	
7	Kamis, 13 Januari 2022	Lusi H. Kabosi	Implementasi Pendekatan Saintifik Pada mata Pelajaran IPA kurikulum 2013 di SDN Siau kec. Bulagi Utara kab. Tojo Una-Una	1. Dr. H. Askar, M.Pd. 2. Syabar Lobu, S.Ag., M.Pd.	
8	Kamis, 20 Januari 2022	Dian Lutfi Mualfa	Penerapan metode Cortmin Scambil Belajar Pada Mata Pelajaran Bahasa Indonesia di SPN	1. Drs. H. Gumaran B. Daulima, M.Pd.I. 2. Kartia, Kadjiaker, S.Pd., M.Pd.	
9	Kamis, 20 Januari 2022	Ndiya Umrigah Ratta	Enhancing vocabulary by Using Crossword PUZZLE to the seventh grade Students of SMPN 3 Palu	1. Dr. Rusdin, M.Pd. 2. Hikmadtur Rahmah, L.C., M.Ed.	
10	Rabu, 02 Februari 2022	Suparno	Pelaksanaan Reward dan Punishment Dalam Pembelajaran Bahasa Arab Di MA Arul Imam Palu	1. Fine Reliahma, S.Pd., M.Pd. 2. Kasmi, S.Pd., M.Pd. 1. Drs. H. Ahmad Asse, M.Pd.I. 2. Tilin Fatimah, S.Pd.I., M.Pd.I.	

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Alfi Mubarok Triputra
NIM : 17116 0604
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Enhancing Students' Speaking Skill Through Impromptu Speaking Method for Grade 10 Students of MA Negeri 1 Kota Pend.

Pembimbing I :
Pembimbing II :

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Selasa, 07-06-22	2.	- Spasing Paragraph well. - Previous Study explain. - Prev. Study different dgn Penelitiannya. - Tambah The teaching of Osing impromptu speaking	
2.	Selasa, 07-06-22	3.	- Ulang ke kuantitatif - Cek ke Sekolah tempat Penelitian.	
3.	Jumat, 22-07-22	2. 3.	- teaching of speaking - Pre-test and Post-test - Scoring - Treatment	

4

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Selasa, 16-8-2022	2. 3.	- Lembar Pengesahan - Referensi / Footnote disarapikan. - Soal aik Pretest dan Post-test - Seef Treatment (RPP) - Sistem Scoring.	
	Rabu, 21-9-2022	3.	- Lembar Pengesahan isi secara lengkap - Referensi dilomiah.	
	Rabu, 5-10-2022		- Read and Understand KTI well. - Approval page/sheet forred by Prodi. - Use complete Sentence. - Use present or if use tense. - Add more literature. - footnote only use propriohotion. - Sample that going to use "study or research". - References should be cited. - references should be put the references in order.	

5

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	Kamis, 27-10-22		- Fungsi Improm PTU to improve speaking pada bab 2	
			- IX Treatment topic	
			- TTD (Ma'am Resmi)	
			- ADi vegen artiya data put "importa natiya data	
			Put the numbers of poreleh.	
	6/2/2023		- Determine the Number of samples	
			- Please cople the β tenso-phase.	
	Rabu, 16/11/22		- Put the points of theoretical study on table of contents	
			- Determine the concept of speaking and improbhu concepts.	
			- Percent tese	
			- Used	
			- Use the future tense on teaching procedure	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	Rabu, 22-2-2023		- Gunakan referensi yg valid	
			- Treatment tidak menggunakan test	
	Rabu, 13-12-2023		- Bawa proposal	
			- Dokumentas	
			- Jelaskan Normality, Homogeniness, dll.	
	Selasa, 09-01-24		- Satu kali bimbingan lagi	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor	: 1156 /Un.24/F.I/PP.00.9/03/2023	Palu, 15 Maret 2023
Sifat	: Penting	
Lamp	: -	
Hal	: **Undangan Menghadiri Seminar Proposal Skripsi**	

Kepada Yth.

1. Ana Kuliahana, S.Pd., M.Pd.   (Pembimbing I)
2. Rasmi, S.Pd., M.Pd.   (Pembimbing II)
3. Fitriningsih, S.S., S.Pd., M.Hum.   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama	: Alfi Mubarak Triputra
NIM	: 17.1.16.0044
Jurusan	: Tadris Bahasa Inggris (TBIG)
Judul Skripsi	: Enhancing Students' Speaking Skill Through Impromptu Speaking Method For Grade 10 Students of MAN 1 Kota Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	: Selasa, 21 Maret 2023
Waktu	: 08.30 – 10.00
Tempat	: Ruang Ujian FTIK UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
    a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
    b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
    c. 1 rangkap untuk Ketua Jurusan
    d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
    e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
    f. 1 rangkap untuk ditempel pada papan pengumuman.
    g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Jum'at, tanggal 24 Februari 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Alfi Mubarak Triputra**
NIM	:	**17.1.16.0044**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**Enhancing Students' Speaking Skill Through Imromtu Speaking Method For Grade 10 Studnets of MAN 1 Kota Palu**
Tgl / Waktu Seminar	:	**21 Maret 2023/08.30 Wita**

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1	Rizki Kurniawan	171.16.0051	TBIG		
2.	Faradilah.	201090017.	PGMI		
3.	NURFADILLAH	201090006	PGMI		
4.	RIA NOVIA DHANI	201090014	PGMI		
5.	FAROHATUN NAFSITAH	201090007			
6.	HIKMATULLAH	201090008			
7.	LISTIANI M TAUL	201090001			
8.	DEWI SUKMIATI	201090028			

Palu, 21 Maret 2023

Pembimbing I,

Ana Kuliahana, S.Pd., M.Pd.
NIP. 19820214 200501 2 004

Pembimbing II,

Rasmi, S.Pd., M.Pd.
NIP. 198606242019032011

Penguji

Fitriningsih, S.S., S.Pd., M.Hum.
NIP. 19850622 201503 2 002

a.n Dekan
Ketua Jurusan TBIG,

Rusni, S.Pd., M.Pd., M.Sc., Ph.D.

Nomor : 5526 /Un. 24/F.I/PP.00.9/09/2023   Sigi, 6 September 2023

Lampiran : -

Hal : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. Ketua Prodi Tadris Bahasa Inggris

di

    Tempat

Assalamualaikum Wr. Wb

    Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Alfi Mubarak Triputra
NIM	:	171160044
Tempat Tanggal Lahir	:	Palu, 13 Januari 1999
Semester	:	XIII (Tiga Belas)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Cemara
Judul Skripsi	:	ENHANCING STUDENTS' SPEAKING SKILL THROUGH IMPROMPTU SPEAKING METHOD FOR STUDENTS OF TRASACITIONAL SPEAKING CLASS.
No. HP	:	087800075736

Dosen Pembimbing :

1. Ana Kuliahana, S.Pd.,M.Pd.

2. Rasmi, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Prodi yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan,

Dr. H. Askar, M.Pd.

NIP. 19670521 199303 1 005

DOCUMENTATION

Control class (TBI2) students create a personal monologue

Students present their personal monologue (control class (TBI2) students can read the text)

Students present their personal monologue (control class (TBI2) students can read the text)

Experimental class (TBI2) students create a personal monologue

Students present their personal monologue (experimental class (TBI1) students does not read the text)

The atmosphere of the experimental class (TBI1) during data collection

Students present their personal monologue (experimental class (TBI1) students does not read the text)

The researcher and all the control class (TBI2) students took a group photo

The researcher and all the experimental class (TBI2) students took a group photo

BIOGRAPHY

A. Personal Data

Name : Alfi Mubarak Triputra

Place and Date of Birth : Palu, January 13th 1999

Gender : Male

Marital Status : Single

Address : Jl. Cemara No. 143 Palu

Phone Number : 087800075736

E-Mail : alfimubarak99@gmail.com

B. Family

Father : Ir. H. Muh. Roem Dharmawi

Mother : Hj. Sakinah H. Mahmud Arsyad (Almh.)

C. Educational Background

Kindergarten : TK Alkhairaat Palu (2004-2005)

Elementary School : SD Alkhairaat 1 Palu (2005-2006)

SD Integral Rahmatullah Toli-Toli (2007-2011)

Junior High School : SMP Integral Rahmatullah Toli-Toli (2011-2012)

MTs Negeri Palu Barat (2013-2014)

Senior High School : MA Negeri 1 Kota Palu (2014-2017)

Bachelor Degree (S1) : Universitas Islam Negeri Datokarama Palu (2017-2024)