# COMMUNICATIVE TASKS AND IMPROVISATION ACTIVITIES IN SPEAKING CLASS: DEALING WITH STUDENTS' DIFFERENT LEARNING STYLES IN BILINGUAL BOARDING SCHOOL

## THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor
Degree of English Education Department



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# THESIS PROJECT STATEMENT

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certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

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# ADVISORE NOTE

**ADVISOR NOTE**

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To
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*Assalamualaikum Warohmatullahi Wabarokatuh*

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

Title           : **Communicative Tasks and Improvisation Activities in Speaking Class: Dealing with Students' Different Learning Styles in Bilingual Boarding School**

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I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at UIN Walisongo Semarang to be examined at the *Munaqosyah* session.

*Wassalamualaikum Warohmatullahi Wabarokatuh*

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# RATIFICATION

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had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 12 April 2023

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# MOTTO

كُنتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِٱلْمَعْرُوفِ وَتَنْهَوْنَ عَنِ ٱلْمُنكَرِ

"You are the best community ever raised for humanity, you encourage good and forbid evil"

**(Q.S. Ali Imran: 110)**

"Kerjakan yang di doakan. Doakan yang dikerjakan"

**(Gus Rifqil Muslim)**

# ABSTRACT

| | | |
|---|---|---|
| Title | : | **Communicative Tasks and Improvisation Activities in Speaking Class: Dealing with Students' Different Learning Styles in Bilingual Boarding School.** |
| Name | : | Wahyuni Lailatul Qomariyah |
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In daily communication, speaking is an important skill used in communicating each other. There are many ways to improve students' speaking skills, one of them is using communicative tasks or improvisation activities. The reason why the researcher chose this topic was because many researchers studied about creative speaking using communicative tasks or improvisation activities without combining any other related topic, but in this research, the researcher combine between communicative tasks and improvisation activities with students' different learning styles. That reason also being a gap of this research. The aims of this research were to explain about the communicative tasks and improvisation activities used by the teachers in speaking class, and also to identify which students' learning styles are more facilitated with communicative tasks and improvisation activities. This research used descriptive approach with qualitative method. The researcher used observation, interview for three teachers and questionnaires for 30 students of *Ma'had Al-Jami'ah Walisongo* Semarang as the research instruments. The informants selected based on purposive sampling with criteria: students who have lived in boarding school, for at least a semester and teachers who have taught language at least one semester. Then, the data were analyzed and interpreted using qualitative procedures; those are data reduction, data display, and data conclusion. Communicative tasks and improvisation activities were suitable to apply in speaking class, although the members of student have different

learning styles. The learning styles used in this research were VARK learning styles (Visual, Auditory, Read-write, and Kinesthetic) based on the Flemings' theory. The findings of this research were many kinds of communicative task and improvisation activity used by the teachers in daily speaking class, such as role play "guess the thing", discussion, introduce yourself, and so on. Then, the most students' learning styles are kinaesthetics learning. Beside that, all students with different learning styles were facilitated with improvisation activities, but there were seven students with various learning styles which 1 student with VARK learning style, 4 students with Kinesthetic learning style, 1 student with Visual learning style, and 1 student with Auditory learning style were not facilitated with communicative tasks. The implication of this study was students known about their learning styles, and the teacher can used this research as referench to impove their information about kinds of communicative task and improvisation activity.

**Keywords :** *Communicative Tasks, Improvisation Activities, Speaking Class, VARK Learning Styles, and Boarding School.*

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بسم الله الرحمن الرحيم

الحمد لله رب العالمين، الصلاة والسلام على اشرف المرسلين سيدنا محمد وعلى اله وصحبه
اجمعين. أما بعده.

First of all, in this great opportunity, I would like to express my greatest gratitude to my God Allah SWT. The only God, who always gives us his mercies, blessings, loves, and kindness, in order to I can complete this final project. Peace and salutation may always be given to my beloved Prophet, the best human character, the Prophet Muhammad SAW.

After going through many processes, I can finally finish my thesis under the title **"Communicative Tasks and Improvisation Activities in Speaking Class: Dealing with Students' Different Learning Styles in Bilingual Boarding School"**. This thesis was submitted as partial fulfilment of the requirements in completing Bachelor Degree of English Education Department, UIN Walisongo Semarang.

The author realizes that this thesis would not be completed without any helps, advices, supports, and guidance from other parties or people around the author. Therefore, the author would like to express her deepest gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag. M.Hum, as the dean of Education and Teacher Training Faculty, beside that he is also the guardian of *Ma'had Al-Jami'ah Walisongo* Semarang. I want to send *ta'dzim* greetings as a *Santri Ma'had Al-Jami'ah Walisongo* and thank you very much for all the support and prayers.

2. The Head of English Education Department of Education and Teacher Training Faculty, UIN Walisongo Semarang, Dr. Nuna Mustika Dewi, M.Pd.

and study hard to complete this thesis and through anything in this world.

Semarang, 01st April 2023
The Writer,

Wahyuni Lailatul Qomariyah
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# CHAPTER I
# INTRODUCTION

## A. RESEARCH BACKGROUND

In daily communication, speaking was the important skill used in communicating each other. There were many ways to improve students speaking skill, one of them was using communicative tasks or improvisation activities. According to Brown, he divided communicative competence into grammatical, discourse, sociolinguistics, pragmatics, and strategies. The components of communicative competence itself can be acquired by the four skills namely listening, speaking, reading, and writing (Brown, 1994). Communicative tasks and improvisation activities have the same goal to improve the students' speaking skill in a fun way, because speaking skill was a crucial thing for second language learner and learning (Becker and Roos, 2016).

In a paper from backer and roos about communicative tasks and improvisation activities demonstrated that the aim of it paper were to contribute the understanding of communicative competence in young learners' classroom by introducing a research-based model of creative speaking (Becker and Roos, 2016). In addition to discussing communicative tasks and improvisation activities applied for students to support language learning, especially in the aspect of speaking, it is also important as teachers to pay attention to students'

learning styles. Because supposedly, in a group of class, students have a differents learning styles. By understanding the learning styles of students, teachers known which kinds of communicative task and improvisation activity were good and suitable to applied for students (Shah et al., 2013).

Based on researches above, the researcher chose to combining communicative tasks and improvisation activities with students' different learning styles. This was also being a gap of this research. This gap was very need to research, because the researcher argued that this combination of implementing communicative tasks and improvisation activities in bilingual boarding school with regard to the students' learning style will improve teachers' vigilance in choosing how to teach students' with different learning styles and also to know which students' learning styles are more facilitated with communicative tasks and improvisations activities.

In this research, the researcher chose to do this research in one of bilingual Islamic boarding schools in Semarang, which is located on Street. Prof. Dr. Hamka KM 2 Ngaliyan Semarang, namely *Ma'had Al-Jami'ah Walisongo*. This boarding school applied Communicative Tasks and Improvisation Activities to facilitating students in learning English, especially in speaking class. This boarding school was being an object of theis research. The reason why the researcher chose students and teachers in *Ma'had Al-Jami'ah Walisongo* as the data sources was because *Ma'had Al-*

*Jami'ah Walisongo* is one of bilingual boarding school in Semarang that used communicative tasks and improvisation activities in daily speaking class. Moreover, this boarding school also provide students to speaking English or Arabic in daily communication after getting lessons in langauge class.

In this study, researcher conducted observation, interviews for three teacher and questionnaires for 30 students. The informants selected based on purposive sampling with criteria: students who have lived in boarding school, for at least a semester and teachers who have taught language at least one semester.

Based on the explanations above, this study analyzed more about communicative tasks and improvisation activities in bilingual boarding school, and also students' learning styles are more facilitated with communicative tasks and improvisation activities. Therefore, the researcher chose this topic by conducting a research under the title **"Communicative Tasks and Improvisation Activities of Speaking Class: Dealing with Students' Different Learning Styles in Bilingual Boarding School"**.

## B. RESEARCH QUESTIONS

Referring to the research background that was explained by the researcher, therefore the researcher formulated two research questions, those are:

1. What communicative tasks and improvisation activities are used by the teachers in bilingual boarding school?

2. Students with which learning styles are more facilitated in speaking class with the communicative tasks and improvisation activities?

Those questions are very suitable and need to research according to the background research that was explained before. Those questions guided the researcher to look for the research findings.

## C. RESEARCH OBJECTIVES

The research objectives of this study will be about:

1. To describe the communicative tasks and improvisation activities are used by the teachers in *Ma'had Al-Jami'ah Walisongo* Semarang.

2. To identify which students' learning styles are more facilitated in speaking class with the communicative tasks and improvisation activities.

Those objectives formulated according to the research questions. The researcher combined the kinds and explanations about communicative task and improvisation activity, and also the students' different learning styles.

## D.  RESEARCH SIGNIFICANCES

Through an analysis of daily activities in *Ma'had Al-Jami'ah Walisongo*, regarding learning activities in speaking class using communicative tasks and improvised activities carried out by the teacher, and also students' opinions with the implementation of these activities or tasks, the researcher concluded several benefits of this study, with the following details:

1.  For students of *Ma'had Al-Jami'ah Walisongo*

    The researcher hoped that this research can be used as a learning reference for practicing "communicative tasks and improvisation activities", so that, students who will be entrusted the following year to become teachers at *Ma'had Al-Jami'ah Walisongo* can practice this activity not only based on experience but also to know theoretically and scientifically.

2.  For bilingual Islamic boarding schools in Indonesia

    The researcher hoped that this research will answer the concerns of language teachers at bilingual Islamic boarding schools in Indonesia, regarding language teaching, especially in aspect of speaking, the last, to guide students to be active speaker in communicating

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3. For the university

   With this research, the researcher hoped to be able to contribute in form of information about communicative tasks and improvisation activities and also learning styles for campus, especially in the Department of English Education, Faculty of *Tarbiyah* and Teacher Training.

4. For the researcher

   By carried out this research, researcher got a lot of experiences. Besides that, the researcher also hope that this research can be useful for all students who want to research the similar topic. The results of this study also expected to be used as a reference for subsequent research using similar topics.

Essentially, the biggest significance of this research was to described to the reader about communicative tasks and improvisation activities and students with which learning styles are facilitated in speaking class.

# CHAPTER II
## REVIEW OF RELATED LITERATURES

## A. PREVIOUS RESEARCH

Literature review used as a reference by the researcher is sourced from several research journals, this used as a difference between recent research and previous research. There were several main journals that inspired the research to identify this topic.

a. Communicative Tasks and Improvisation activities

The first one was journal from (Becker and Roos, 2016). This journal analyzed the elementary school students in Europe used Creative Speaking in the form of "communicative tasks and improvisation activities". The researcher of this journal used experimental research method. The other journal about communicative tasks and improvisation activities was journal by (Stinson and Winston, 2011). This journal focused on the elements of improvisation activities such as drama. This research began with the quote from Kao and O'Neill *"Drama does things with words. It introduces language as an essential and authentic method of communication. Drama sustains*

*interactions between students within the target language, creating a world of social roles and relations in which the learner is an active participant. The language that arises is fluent, purposeful and generative because it is embedded in context."* This research has a relation with the recent research about improvisation activities, therefore the researcher of recent research used this journal as one of the sources.

b. VARK Learning Styles

The next sources used by the researcher was article from Lyudmila Volkova (Volkova, 2021). The article proved the importance formation of foreign language communicative competence in the context of professional training of future specialists, considers the conditions for the effective implementation of communicative approach in the process of learning a foreign language. The article was highlighting the problems associated with various methods of implementation of communication-oriented education. The other paper come from Ridha Fadilah (Fadilah, 2009). This paper discussed about the communicative language teaching. Communicative Language Teaching (CLT) is an approach to teach second and foreign languages that stress

on functional structural aspects of language, combining these into a fully communicative view. Learners learned the language used in real life by using target language in the classroom. It was appropriate to use communicative approach in teaching and learning language. It can make students able to communicate effectively in target language based on structural, functional and social meaning.

According to the second research question, the researcher also used journal from (Shah et al., 2013). And the other journal created by Frank Romanelli (Romanelli et al., 2009). Those researches are used experimental design using questionnaires to discuss about four characteristics of students' learning styles those are: Visual Learner, Auditory Learner, Read-Write Learner, and Kinaesthetic Learner. The next source about the students' learning style was journal from (Graf et al., 2008). This article discussed about making students aware of their learning styles and presenting them with learning material that incorporates their individual learning styles has potential to make learning easier for students and increase their learning progress. The way to collecting data in this research used questionnaires.

The other sources about VARK learning style made by (Weganofa et al., 2022). This study was aimed at investigating the kinds of learning style used by college students in learning English vocabulary. The researchers categorized the kinds of learning style based on Fleming's theory into Visual (V), Aural (A), Read/Write (R), and Kinaesthetic (K). Further, they used questionnaire and interview to collect the data from forty participants.

## B. THEORETICAL REVIEW

### 1. COMMUNICATIVE TASKS

a. The Definitions of Communicative

There were several definitions explained by the experts. The first definition come from Becker and Rose, they defined that communicative task is a task which including the use of verbal or non-verbal actions to achieve a specific aim in specific communicative situation (Becker and Roos, 2016). According to Jing, the aim of communicative task in language learning process is to improve the learner language skills, those skills are, listening, speaking, reading, and writing (Jing, 2006). After that, according to Littlewood, in the communicative

competence including the linguistic competence and ability to distinguish between form, function, skill, and strategy of using language (Littlewood et al., 1981). The last definition come from David Nunan, he defined communicative task as the ability to establish linguistic, interpersonal and sociocultural knowledge for communicative purpose (Nunan, 1991).

b. The Definitions of Task

There were also several definitions of task. The first definition from Richard and Renandya, Task is an activity to carry out the knowledge using students' language resources and leading to real outcome (Richards and Renandya, 2002). There were several examples showed by Richard and Renandya those are, playing a game, solving a problem, and sharing and comparing experience. In carry out the tasks, learner need to take part in such of the processes, as negotiating of meaning, paraphrase, and experimentation to lead the successful of language development. The next definition come from Ellis. He said that task is a work plan that requires the

students to process language pragmatically, in order to achieve an outcome that can be evaluate the correct or appropriate propositional content has been conveyed (Ellis, 2003).

c.  The Definitions of Communicative Task

The communicative task has been progressed as an important component within curriculum planning, implementation, and evaluation. In the task-based language learning, syllabus content and instructional process are selected to the communicative task which learners need to engage outside the classroom (Nunan, 1991). The next definition was according to Lambert. Communicative task is pedagogic task which function through a planned modification in the information held by the students, and which usually approximate to some degree to real world task which students may have complete the task outside the class (Lambert, 2004).

d.  The Characteristics of Communicative Tasks

The most characteristic that representative the communicative task was everything that done with a

communicative intent. Students use the great deal language through communicative activities, such as game, role-play, and problem solving (Stinson and Winston, 2011). Communicative activities are motivating. Students should be at ease and fun while doing the communicative task. Communicative task is realistic. It means that communicative task used the real communication. The real communication situation should be focus instead of isolated structure with no real-life reference. The teacher chose activities based on what they believe in order to get the effectiveness for students developing communicative abilities.

e. The Kinds of Communicative Task

Communicative activities are popular among the speaking class, because it is including active conversation and creative, and unpredict response from the students. Beside the activities that was explained by Stinson and Winston, there were several common communicative activities listed and explained below (Mitchell, 1988).

1. Role-play

    Role play is an oral activity that done in pairs or groups. The main goal is to develop students' communicative abilities in certain setting (Mitchell, 1988).

2. Interview

    The main goal of interview is to develop students' interpersonal skills in speaking class. As role-play, interview also done in pairs. The example of interview is students ask some questions to their partner in pairs and the other is answering. The teacher will give the topic about something that will be ask (Brandl, 2007).

3. Group Work

    Group work is a collaborative activity in the large group setting that foster communication in speaking class (Brandl, 2007).

4. Information gap

    The purpose of information gap is to make sure that students can obtain the information that

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was previously unknown to them effectively in speaking class (Richards, 2006).

Example:

a) The class is paired up.

b) One partner in each pair is "A" and the other is "B".

c) All the students that are Group A are given a sheet of paper with a time-table on it. The timetable is filled in half-way, but some of the boxes are empty.

d) All the students that are Group B are given a sheet of paper with a time-table on it. The boxes that are empty on time-table of Group "A" are filled in on Group "B". There are also empty boxes on time-table of Group "B", but they are filled in on Group "A".

e) The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's timetables.

5. Opinion sharing

    This activity purpose to engage students' conversational skill. Opinion sharing usually talking about something that students care about (Richards, 2006). Opinion sharing is one of great way to improve the introvert student and push them to peak up and share their opinion.

6. Scavenger hunt

    Scavenger hunt is associating activity that promotes open interaction between the students. For example, the teacher asks the students to find someone that wear the blue veil and ask them about their birthday (Brandl, 2007).

    From those examples of communicative activities, the researcher explained the informants of this research, to make sure that the informants understand what is the communicative means and its characters. Therefore, the informants can give the researcher data about communicative tasks used in *Ma'had Al-Jami'ah Walisongo* Semarang.

## 2. IMPROVISATION ACTIVITIES

a. The Definitions of Improvisation Activities

Improvisation activities are the activities that create around participants for acting or role-playing a spontaneous scene and without a dialogue script, such as drama. Improvisation activities plays with spontaneously, active interaction that often simulate real-life events. The process of drama may integrate both text interpretation and improvisatory activity, but these are undertaken within a dramatic frame that defines the imaginary world context which the participants are interest (Stinson and Winston, 2011). According to Lubis, he defined that improvisation activity is a dramatic hypothetical situation which two speakers are interacting without any special preparation. By using the improvisation activities, the teacher should have a large supply of hypothetical situation based on hand-situation which are simply stated and challenging to the student's creativity (Lubis, 1988).

Improvisation activities has several benefits for the user. Lavery explains that improvisation technique guided the students to use the language they have available to communicate with. It is also developed ability and confidence in coping with unexpected, to get practice in starting communication, to use the student's imagination, and to be creative with languages (Lavery and Finburgh, 2016).

b. The Characteristics of Improvisation Activities

Improvisation is more spontaneous. The teacher does not give the proper text or theme use to communicate. Improvisation gave a better impact if the students are given roles and situations and ask to react directly. The objective of improvisation activities here is totally spontaneous. Students have no time to prepare. Their roles and situations are given to them on the spot and they have to react immediately (Stinson and Winston, 2011).

Improvisation was also one of a great method in teaching speaking. The students will be fun, happy, and motivated. The students will be able to express themselves without think of the grammatical or

pronunciation error. It makes the students create their own plot of improvisation, to learning speaking English emotionally by walking, sitting, and acting for being sad, happy, or angry. Improvisation activities were also effective at teaching creativity, collaborative practices, and quick thinking. Improvisation is a skill that many of us use in our day-today roles without realizing it.

Improvisation activities encourage creativity, quick thinking, and communication skills and a great tool for ice breaking, and building team spirit. Improvisations are great at breaking down barriers to collaboration and getting groups prepared for more involved tasks and processes.

According to Martin, there are seven characteristics of Improvisation technique, those are: (Martin, 1994)

1) Trust

The aim of trust principle is to make sure that a group of class can be successful and

productive. The member of the group, as known as "players" must be able to trust one another.

2) Accept one

The players must be ready to accept the offer, build on it, contribute, and create new idea. It is a process that connects the power of collaboration. Each member of group is responsible for contributing and supporting the group activities.

3) Attentive listening

The players must be aware of the partner with whom are creating, in order to increase the understanding of each other, and also can communicative effectively.

4) Spontaneity

The players create in the moment without the opportunity to revise. Spontaneity allow the players to take words and actions, building trust with other players. Players must accept any critical judgment or spirit about what other say.

5) Storytelling.

The players develop the ability to improve the collaborative narrative that connect their dialogue through a story. This process will make a result in memorable part.

6) Non-verbal communication.

The players use facial expression, body language, attitude, character, and trustworthiness to help communication.

7) Warm-ups.

Warm-ups activities are focus on transitioning individuals into an improvisational mode to allow the players to improvise verbally and physically, be spontaneous, listen carefully each other, and use a sense of humour.

From those principles the researcher identified what are teachers' activities which include in improvisation activities. Beside that those principles also can guide the reader to make a new role play using improvisation activities. The example of

improvisation activities are drama and direct telling story.

c. Kinds of Improvisation Activity

According to the characteristics of improvisation activities, there were several common improvisation activities match with the principles, the kinds was listed and explained below.

1) Everyone is a Liar

The students mention two true fact about themselves and one lie fact. One of the students come and tell about the facts, the other students can ask some question to guest which facts is lie.

It's simple to teach, easy to play, and is a great way for people to get to know each other.

Be sure to have people introduce themselves by name and debrief on what was truthful after each round. This moment of reflection and connection is a key part of getting to know each other.

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2) Remember the time

This activity started by introducing a fictional memory. This activity doing in group. The first member may say "do you remember the time when we went to BSB lake?" and the other members improve the fictional story. By encouraging everyone to contribute and co-create the memory, you can get to know one another creatively.

3) Magic Box

This activity is doing individually, all students draw a thing on a paper and give the name. All the papers put inside the box, and then one of the students come to in front of the class, take one of the papers inside and described about the thing that was chosen and cannot spill the name of it. In the other side, the other students' guest what the thing that was described by their friend.

4) What are you doing?

The teacher divides students into several group. Each group include 4-5 participants. The teacher asks students to make a line. The activity started by the first line that miming washing, drying, and brushing their hair. Next, other players do the same thing, and the last line guest what the activity.

Typical of improvisation activities include giving students prompts or rules for acting out of scene or interacting with one another while encouraging everyone to think on their feet and adapt.

## 3. SPEAKING

a. The Definitions of Speaking

Speaking is a system to send a message from a person to another. While we do interaction with people, communication will be more understanding used speaking.

Brown, in his book "Teaching by Principles: An Interactive Approach to Language Pedagogy" defined speaking as an interactive process of creating a

meaning that include producing, receiving, and processing information (Brown, 1994). In the conversation, speaking as a primary vehicle to show the idea of the speaker of what he means. Therefore, speaking is kind of direct social interaction than other language skills. According to Widdowson, the act of communication especially in speaking is commonly use in face to face interaction and being a part of dialogue other form of verbal exchange (Aviva et al., 1983). The next theory comes from Morgan about the differences between written language and spoken language. Morgan described that there were some important differences between written language and spoken language. The basic elements of both aspects are one is based on letters (written language) and another one is sounds (spoken language) (Morgan et al., 1986). In the speaking skill, the students should not only know about how to produce specifics aspect of language such as grammar, pronunciation, and vocabulary. The students also need to understand about when, why and what way to produce the language (Nunan, 1991). According to J.B Heaton, speaking consist of some skills and different type of

knowledge. Therefore, if the students can master the complex skills they will know more how to communicate with people (Heaton, 1975).

b. The Definitions of Teaching Speaking

According to J. Harmer, speaking is the process of building and sharing a meaning use the verbal or nonverbal symbols in several context (Harmer, 2007). Speaking is an important part in second language learning and teaching. Many students are regarding a speaking ability because of the hardness of knowing a language. That is why the language learners need to understand that the speaking skill include of three part of knowledge, those are:

- Mechanics

    In the mechanic aspect including three items those are pronunciation, grammar and vocabulary. The students need to use the right words in the right order with the accurate pronunciation.

- Functions

    In the function, including transaction and interaction. The function of speaking without grammatical and pronunciation error are to knowing the clarity and essential of the message from the speaker.

- Social and cultural rules and norms

    The last is social and cultural rules and norms. In this part including several items those are: turn taking, rate of speech, length of gaps between the speakers, and relative roles of participants. The all item in social and cultural rules and norms have a function to understand how to take part, who is our partner of speaking, in what circumstances, what is the topic, and what is the reason.

    From the explanation above, the researcher concluded that in speaking class students need to be active in communication. For implementing that goal the teacher should know the way to improve students speaking skill according to the principles, such as focus in fix students' fluency and accuracy. Speaking

is very important to learn because it used for daily communication. This reason also matches with the object of the research that is bilingual boarding school, because in the bilingual boarding school, students need to always communicate in English or other languages.

## 4. LEARNING STYLES

a. The Definitions of Learning Styles

According to Curry, he defined that learning styles are the characteristic of cognitive, affective, and psychosocial behaviours that relate with the indicators of how students observe, how students interact with, and how students respond the learning environment (Curry, 1981).

Learning style is one of the important factors of success in higher education. Learning style also focus on environmental preferences, sensory modalities, personality types, and cognitive style (Cook and Smith, 2006).

Many researchers argued that knowledge of learning style can be benefit for the students also the

teachers. Besides that, students who know the knowledge of their own way of learn are empowered to use various technique of improve their learning. This ability is very critical and useful when the teachers does not match with the students' learning style. Compounding the issue of learning style in the classroom was programmed in many educational environments to distancing and synchronising education (Romanelli et al., 2009).

Felder and Silverman presented a learning style assessment instrument that was specifically designed for classroom use (Felder and Silverman, 2002). Basically, learning style is the best method that allow the students to gather and use knowledge in a specific manner. It includes that students have a different way to learning, understanding, or interpreting something in a preferred. In this research, the researcher used the VARK (Visual,

Auditory, Read-Write, and Kinaesthetic) learning style for students in English language learning especially in boarding school (Fleming, 2001).

b. Kinds of Learning Style

      The VARK learning styles used to describing four characteristics of students' learning, those learning styles are visual learners, auditory learners, read-write learners, and kinaesthetic learners (Fleming, 2001). For identifying this theory, the researcher used questionnaires for students to help the researcher in identifying and understanding the students' learning preferences. Here are the explanations of VARK learning styles:

1. Visual Learners (V)

      Visual learners more prefer to learning the knowledge in charts, graphs the symbolic, hierarchies, and other device that use to represent something that presented in words (Fleming, 2001).

      Fleming mentions the characteristics of visual learnerssuch as more interested in design and visual features, prefer to make a diagram, charts, or get graphs to explain the things, prefer to draw while describe something, desire to use

maps, charts, graphs, symbols, diagrams, brochures, underlining flow charts, and different colours in learning. and very powerful in doing visual imaginary in remembering random sequences and words.

This strategy includes the illustration of information in chart, graphs, symbolic and many things that can represented words. Visual learners think that layout, whitespace, headings, pattern, design, and colour are more important in establish the meaning.

2. Aural or Auditory learners (A)

The auditory learners prefer to learn from spoken or heard (Fleming, 2001). The auditory learners discover information through listening and interpreting information (Pourhosein Gilakjani, 2011). Flaming described that the auditory learner, learn best from discussion, oral feedback, email, phone chat, discussion board, oral presentation, classes, tutorials, and talking with others (Fleming,

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2001). There are some aural learner's characteristics, such as like to think about how each word sounds instead of finding the word in the dictionary, like to ask friends for suggestion, listening to the explanation, or asking questions, prefer to listen the audio channels, radio programs, or interviews, enjoy to talk or group discussion, like to use a tape recorder in order to they can listen the voice again and again, and attend many lectures and teaching sessions as much as they can

The auditory learners prefer the spoken and heard as the best way to accept the information. Learners with this modality use the discussion, oral feedback, asking questions, email, chat, texting, discussion board, oral presentation and talking with others as the best way to learn.

3. Read-Write Learners (R)

According to Fleming, he defined that read-write learners is important on the precision in language. Students with this preference will learn best from words either read or write something

(Fleming, 2001). The read-write learners have several characteristics of learning, those are like to taking notes, enjoy to make essays, reports, or read books and websites, like to rewrite the ideas and principles into other words, have a strong reverence for words, and keen to use quotes, lists, texts, books, and manuals.

The preferences of read-write learner are information displayed in words. The students prefer to use book and hand-outs or anything displayed with text. They have a strong reverence for words.

4. Kinaesthetic Learners (K)

Kinaesthetic learners prefer to learning by doing or they tend to do physical movement. Basically, learners with kinaesthetic style tend to use whole body in their learning activities. The key of kinaesthetic learners is connected to reality, through experience, example, practice and simulation (Fleming, 2001). Here are the several characteristics of kinaesthetic learners, those are, prefer to learning by doing, use many

senses like sight, touch, taste and smell, and like to use real life example to explain things. Include picture, movies, and videos.

The kinaesthetic learners use the experience, example, practice and simulation as their best learning. They like to learn with move or leaning by doing.

According to the theorical explanation from Fleming, learning styles divided into four items, those are VARK. Visual for students who love learning with design and visual features. Auditory for students who love learning with video. Read-write for students who love learning with read and write. And Kinaesthetic for students who love learning by doing.

## 5. BOARDING SCHOOL

a. The Definitions of Boarding School

Islamic boarding school or in Bahasa called *Pondok Pesantren* is an institution that implements an Islamic learning system that was developed with the national education system. *Pesantren* comes from the

root word *santri*, which means gathering place for students to study about Islam (Daulay, 2018).

Basically, *pondok pesantren* means a place for students to study. While the term of *pesantren* etymologically is a boarding school which means a place for *santri* to study about Islam. Ridwan Nasir defines Islamic boarding schools as religious institutions that provide education and teaching as well as develop and spread the teachings of Islam (Daulay, 2018).

b.  Kinds of Boarding School

According to the type of learning, the method of teaching, and the material studied, Islamic boarding schools divided into 3 types, those are: (Dhofier, 1983)

1)  Traditional Islamic Boarding School

Traditional Islamic boarding school is an Islamic boarding school that still maintain a classical teaching system, with teaching material from classic books or what is commonly called *the yellow book*. Some of the traditional Islamic

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boarding schools manage a *madrasah* from elementary to high school. It is not uncommon for several large Islamic boarding schools to provide education up to university or institutions. The book study system at Islamic boarding schools usually uses regional languages such as Javanese, Sundanese or Madurese.

2) Modern Islamic Boarding School

Modern Islamic boarding schools are Islamic boarding schools that fully integrate the classical system and schools into Islamic boarding schools. *Santri* or students are divided into class systems according to the level. The recitation of *the yellow book* is just one of the extracurricular activities, not the main subject, but there are several modern boarding schools that make the study of the *yellow book* one of the subjects in the school. Studying classical books in modern Islamic boarding schools usually uses Bahasa, because the students who register come from various regions in Indonesia.

3) Comprehensive Islamic Boarding School

Comprehensive Islamic boarding schools are Islamic boarding schools that combine traditional and modern Islamic boarding schools. Learning the *yellow book* remains a mandatory activity but general material is still being developed. The identification of comprehensive Islamic boarding schools is rarely carried out by Islamic boarding schools, usually Islamic boarding schools with this comprehensive system label their Islamic boarding schools with the name of modern Islamic boarding schools (Mas'ud, 2002).

According to Zamakhsyari, *santri* are students who live in Islamic boarding schools to follow the teachings in them. Usually students will be given a dormitory to live in, in the dormitory students can do activities like at home where they live, such as sleeping, bathing, washing clothes, and so on (Dhofier, 1983).

Based on the types of boarding school that was explain by the researcher, *Ma'had Al-Jami'ah Walisongo* Semarang such kind of comprehensive boarding school, because in *Ma'had Al-*

*Jami'ah Walisongo* students guide to learning languages, sciences and also religion using yellow book *(Kitab Kuning).*

# CHAPTER III
# RESEARCH METHOD

This capter described the research approach used in research design, source of data, technique of collecting data, technique of analising data, and tecchnique of validity data.

## A. RESEARCH DESIGN

In this study, the researcher used qualitative method specifically descriptive qualitative method. The goal of qualitative descriptive is a comprehensive summarization, in everyday terms, or specific events experienced by individuals or groups of individuals. The other goal of descriptive qualitative is to describe a phenomenon and its characteristics. This approach is more concerned with what that how or why something happenes (Nassaji, 2015).

The researcher used this type of method because this was very appropiate design to explain the kinds of communicative tasks and improvisation activities used by the teacher in *Ma'had Al-Jami'ah Walisongo* Semarang and also kinds of students' learning style which more facilitated with communicative tasks and improvisation activities.

## B. SOURCE OF DATA

The selection of data sources is an important aspect of research, because when the researcher having a concrete and reliable

data source can brand the reader more confident to research and create actual and reliable results. In this study, the researcher chose students of *Ma'had Al-Jami'ah Walisongo* Semarang and teachers who teach English in *Ma'had Al-Jami'ah Walisongo* Semarang, as the data sources.

Determination of teachers who interviewed in this study was taken using purposive sampling. The teacher chose based on pusposive sampling. The criteria used here were teacher who had taught English language in boarding school at least one semester and the students who had live in boarding school at least one semester.

## C. METHODS OF COLLECTING DATA

The researcher chose several data collection techniques according to the selected data research method. In this case, the researcher collected the data based on the following methods:

1) Classroom Observation

Observation defined as process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012)

In this research, the researcher is one of the participants who lives and teaches at *Ma'had Al-Jami'ah Walisongo* Semarang. With this phenomenon, researcher will easily to make observations of teachers who implemented "communicative tasks and improvisation activities" in

*Ma'had Al-Jami'ah Walisongo* Semarang. In addition, researcher also observed learning activities at *Ma'had Al-Jami'ah Walisongo* Semarang directly either through passively (only observing) or actively (participating in teaching). So that, from this observation, the researcher conducted a concrete and relevant data.

2) Teachers' Interview

Interview is one way of collecting data which done by obtaining information through several questions asked to the informants (Moleong, 1989). Furthermore, creswell argued that interview gives more opportunities for researcher to gain detail information that cannot be collected from observation (Creswell, 2012). The researcher chose interview to get more informations about kinds of communication and improvisation activity used by the teachers in boarding school.

The researcher used a structured interview to three teachers based on purposive sampling. So that, the questions given to the informant of this interview must be carried out in a structured way. Researcher prepared several instrument questions that asked to informants. The researcher choose one teachers in each degree, so that, the researcher interviewed one teacher of high, one teacher of medium, and one teacher of beginner class.

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3) Students' Questionnaires

       According to Nasution, questionnaire is a list of questions that are distributed to be filled in and returned/answered under the supervision of researcher (Nasution, 1996). The questionnaires given to students who have been selected through purposive sampling. The criteria for students who take as data sources was students who had lived at *Ma'had Al-Jami'ah Walisongo* Semarang for at least one semester, so that the data will be more accurate because students have experienced learning in class using "communicative tasks and improvisation activities" for at least one semester of study. The researcher choose ten students in each degree, so that, the researcher distribute a questionnaires to 10 students of high, 10 students of medium, and 10 students of beginner class.

       The researcher used questionneres to get information about students' learning styles and also to found which students' learning styles are more facilitated with communicative taska and improvisation activities.

## D.  FOCUS OF THE RESEARCH

    This research focused on analysing communicative tasks and improvisation activities used by the teacher and also identified which students' learning styles are more facilitated with

communicative tasks and improvisation activities. Therefore, this research implicated teachers and students in *Ma'had Al-Jami'ah Walisongo* Semarang.

## E.  RESEARCH INSTRUMENTS

Research instruments are required to collect the data. The instruments of collecting data used by the researcher in this research to make sure that the data collection becomes systematic and easy. In this research, the research instruments used observation guidelines, interview guidelines, and questionnaire guidelines. The explanations of instruments in data collection are as follows:

a.  Observation guideline

In this research, the researcher become the participants and also the observer. There several aspects that observed, those were, kinds of communicative task and improvisation activity, more over there were also several suproting items such as material taught, media used, stages and students' response. Each aspect developed into the observation guidelines.

According to Rahardjo, observation divided into three items, those are participants' observation, unstructured observation, and group observation. Here are the following explanation: (Rahardjo, 2011)

1) Participants' observation

Participants' observation is a method of data collection used to collect research data through observation which the research involved in the daily life of the research object.

2) Unstructured observation

Unstructured observations are the observations act without using observation guidelines. The researcher will develop the observation based on the developments that occur in the field.

3) Group observation

Group observation is an observation made by group of research teams on the issues that raised as the object of the research.

In this research the researcher used participants observation because the researcher also being participant in the object field. The researcher observed the daily language learning activities in *Ma'had Al-Jami'ah Walisongo* Semarang. The researcher did the observation around a week start from 6th March 2023 – 11th March 2023 to get the data in the field. The indicators that observed by the researcher in the object field are:

*Table 3.1 observation guideline*

| No. | Times | Indicators | |
|-----|-------|------------|---|
| | | **Communicative Tasks** | **Improvisation Activities** |
| 1 | Day one (Monday) | The communicative activities used | The improvisation activities used |
| 2 | | The material taught by the teacher | The material taught by the teacher |
| 3 | | The media used by the teacher | The media used by the teacher |
| 5 | | The stages implemented by the teacher | The stages implemented by the teacher |
| 6 | | The students' response | The students' response |
| 7 | Day two (Tuesday) | The communicative activities used | The improvisation activities used |
| 8 | | The material taught by | The material taught |

| | | the teacher | by the teacher |
|---|---|---|---|
| 9 | | The media used by the teacher | The media used by the teacher |
| 10 | | The stages implemented by the teacher | The stages implemented by the teacher |
| 11 | | The students' response | The students' response |
| 12 | | The communicative activities used | The improvisation activities used |
| 13 | | The material taught by the teacher | The material taught by the teacher |
| 14 | Day three (Wednesday) | The media used by the teacher | The media used by the teacher |
| 15 | | The stages implemented by the teacher | The stages implemented by the teacher |
| 16 | | The students' response | The students' response |

| 17 | | The communicative activities used | The improvisation activities used |
|---|---|---|---|
| 18 | | The material taught by the teacher | The material taught by the teacher |
| 19 | Day four (Thursday) | The media used by the teacher | The media used by the teacher |
| 20 | | The stages implemented by the teacher | The stages implemented by the teacher |
| 21 | | The students' response | The students' response |
| 22 | | The communicative activities used | The improvisation activities used |
| 23 | Day five (Saturday) | The material taught by the teacher | The material taught by the teacher |
| 24 | | The media used by the teacher | The media used by the teacher |
| 25 | | The stages implemented by the | The stages implemented by the |

| | | teacher | teacher |
|---|---|---|---|
| 26 | | The students' response | The students' response |

From the table above, the researcher made a report of daily observation in a week. The report of the observation will serve in narration in each day.

b. Interview guideline

For the interview guideline, according to Dina Wahyuni, there three types of interview, those were: (Wahyuni, 2012)

1) Unstructured interview

Unstructured interview is having several characteristics such as non-standardize, informal, and focused interview start with the general questions of the research. This kind of interview usually follows by a keyword, agenda or list of the topic that asked in the interview.

2) Semi-structured interview

Semi structure interview starts with the issues of the problem that will be asked in the interview and will be the interview guidelines. The sequence of question is

not same for each participant. But the interview guidelines may collect the same type of the data from the participants.

3) Structured interviews

Some limitation of this type of interview make the data obtain not rich. The interview guidelines contain a number of pre-planned questions. Each participant asked with the same question in the same order.

In this research, the researcher conducted an interview with the teachers of high, medium, and beginner class in *Ma'had Al-Jami'ah Walisongo* Semarang. The researcher used structure interview with the following indicators.

*Table 3.2 Interview guideline*

| No | Aspect | Indicators |
|----|--------|------------|
| 1 | Communicative Task | Which kind of activities used by the teacher, that guide the students to be active in communication?<br><br>- Game<br><br>- Problem solving<br><br>- Role-play |

| | | - Interview |
| | | - Group Work |
| | | - Information gap |
| | | - Opinion sharing |
| | | - Scavenger hunt |
| 2 | | How importance is the communicative tasks and improvisation activities in improving the students' speaking skill? |
| 3 | | How often does the teacher use communicative tasks and improvisation activities? |
| 4 | | Are students more active when the teacher practices the communicative tasks and improvisation activities? |
| 5 | Improvisation Activities | Which kind of spontaneous activities used by the teacher that ask students to speak directly without a script and improve students' speaking skill? <br> - Everyone is a Liar |

| | | |
|---|---|---|
| | | - Remember the time<br><br>- Magic Box<br><br>- What are you doing? |
| 6 | | Has the teacher practiced the characteristics of improvisation activities?<br><br>- Trust<br><br>- Accept one<br><br>- Attentive listening<br><br>- Spontaneity<br><br>- Story telling<br><br>- Non-verbal communication<br><br>- Warms-up |
| 7 | | How importance is the communicative tasks and improvisation activities in improving the students' speaking skill? |
| 8 | | How often does the teacher use the communicative tasks and improvisation activities? |

| 9 | | Are students more active when the teacher practices the communicative tasks and improvisation activities? |
|---|---|---|
| 10 | Speaking Class | Does the teacher always address the speaking skill in her class? |

c. Questionnaires guideline

According to Nasution, questionnaires is a list of questions that distribute to fill by the respondence that was choose by the researcher (Nasution, 1996). Subsequently, the researcher provided two questionnaires to answer the second research problem in this study "Students with which learning styles are more facilitated with the communicative tasks and improvisation activities?". In the first questionnaire, the researcher asked about the students' characteristics according to the theory that was describe in the chapter two. After that, the researcher used the second questionnaire with self-assessment, so that students can assess their own abilities about the communicative tasks and improvisation activities, based on the questions posted by the researcher. Here is the questionnaire guideline:

*Table 3.3 First questionnaire guideline*

| No | Kinds | Indicators |
|----|-------|-----------|
| 1 | Visual | The learners more interested in design and visual features. |
| 2 | | The learners prefer to make a diagram, charts, or get graphs to explain the things. |
| 3 | | The learners prefer to draw while describe something. |
| 4 | | The learners desire to use maps, charts, graphs, symbols, diagrams, brochures, underlining flow charts, and different colours in learning. |
| 5 | | The learners are very powerful in doing visual imaginary in remembering random sequences and words. |
| 6 | Aural | The learners like to think about how each word sounds instead of finding the word in the dictionary. |
| 7 | | The learners like to ask friends for suggestion, listening to the explanation, or asking questions. |

| 8 | | The learners prefer to listen the audio channels, radio programs, or interviews. |
|---|---|---|
| 9 | | The learners enjoy to talk or group discussion. |
| 10 | | The learners like to use a tape recorder in order to they can listen the voice again and again. |
| 11 | | The learners like to taking notes |
| 12 | | The learners enjoy to make essays, reports, or read books and websites. |
| 13 | Read-Write | The learners like to rewrite the ideas and principles into other words. |
| 14 | | The learners have a strong reverence for words. |
| 15 | | The learners keen to use quotes, lists, texts, books, and manuals. |
| 16 | | The learners prefer to learning by doing. |
| 17 | Kinaesthetic | The learners use many senses like sight, touch, taste and smell. |

*Table 3.4 Second questionnaire guideline*

| No | Indicators |
|----|------------|
| 1 | Do you understand the material that was explained by the teacher? |
| 2 | Is your speaking skill developed using activities that guide students to be active in communication?<br><br>- Game<br><br>- Problem solving<br><br>- Role-play<br><br>- Interview<br><br>- Group Work<br><br>- Information gap<br><br>- Opinion sharing<br><br>- Scavenger hunt |
| 3 | Is your speaking skill developed using spontaneous activities that ask students to speak directly without a script?<br><br>- Everyone is a Liar<br><br>- Remember the time |

| | |
|---|---|
| | - Magic Box<br><br>- What are you doing? |
| 4 | Can you enjoy the learning process using communicative and spontaneous activities? |

From those tables of guidelines, the researcher applied it into the object research and practice it to the informant. And the result of the information served in the description, because the method of this research was descriptive research.

## F. METHODS OF ANALYSING DATA

In this research, the researcher uses the method of analysing data from Miles, Huberman, and John (Miles et al., 2014) that was divided the method of analysing data into three parts, those are:

a. Data reduction

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Therefore, the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection, and look for it if needed. In reducing data, each researcher is guided by the goals to be achieved.

In this research, the researcher reduced data from the informant using observation, interview and questionnaires. And then the data summarized and take the focus of important information from the informant.

b. Data display

After the data is reduced, the next step is to display the data. In qualitative research data presentation can be done in the form of brief descriptions, charts, relationships between categories, flow charts and so on.

In this research, there were several data displayed in tables. The researcher used to displayed data in table because, it easier to analize and understand.

c. Data conclusion

The last step in qualitative data analysis is drawing conclusions and verification. After conducting a research, researcher analyzed the data, the last part to concluding the data. The researcher concluded the kinds of communicative task and improvisation activity, and also students' learning styles which more facilitated with communicative task and improvisation activity.

## G.  VALIDITY OF DATA

Validity is one of strenghts of qualitatvie research and is based on determining whether the findings are acuurate from the standpoints og the researcher, the participants, or the readers of an account. Terms abound in the qualitative literature that address validity, such as trustwothiness, authenticity, and credibility (Creswell and Miller, 2000)

This research used triangulation, kind of triangulation used was triangulation of method. Triangulation of method is done by collecting data with other methods (Creswell and Creswell, 2017).

As known as in qualitative research, researchers used observation, interviews, and questionnaires. In order to obtain correct information and a complete picture of certain information, researchers used these methods. Researcher used comparisons between observations and interview results to check the truth. Through various perspectives or views, it is hoped that the results obtained are close to the truth. Triangulation method used to test the credibility of a data and done by checking the data that has been obtained from the same source using different method.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. FINDINGS

### a. Kinds of Communicative Task and Improvisation Activity Are Used by the Teacher

After doing observation in a week start from 06th March 2023 – 11th March 2023, the researcher served the data into a table and also explained it in a narration. This data informed the daily conversation class in *Ma'had Al-Jami'ah Walisongo* Semarang. Actually, there were many groups of conversation class in *Ma'had Al-Jami'ah Walisongo* Semarang, but the researcher chose one class in each degree or level of classes according to purposive sampling, which categorize the high, medium and beginner class in *Ma'had Al-Jami'ah Walisongo* Semarang, and was stay in *Ma'had Al-Jami'ah Walisongo* Semarang at least a semester.

The data served in table 4.1, the table informed about kinds of communicative task or improvisation activity, with several supporting items such as material taught, media used, stages, and students' response.

*Table 4.1 Daily Report of Conversation Class in a Week*

| DATE | CLASS | DAILY REPORT | |
|---|---|---|---|
| | | *Communicative Tasks* | *Improvisation Activities* |
| Monday, 06th March 2023 | High | **COMMUNICATIVE TASK** | |
| | | **Task:** The teacher gave a role play "guest the thing" | |
| | | **Material:** Vocabularies of Vacation | |
| | | **Media:** <br> • Module <br> • Whiteboard <br> • Marker and eraser <br> • Book <br> • Pen | |
| | | **Stages:** | |

| | | |
|---|---|---|
| | | • The teacher started to open the class.<br><br>• The teacher explained the material in the day.<br><br>• The students wrote the vocabularies that was dictated by the teacher.<br><br>• The teacher applied the role play "guest the thing" to the students.<br><br>• The teacher ended the class. But before it, the teacher gave the students a paper and ask them to wrote a situation, and then collect it. |
| | | **Response:**<br><br>The most students are very excited to do the game but several of students still afraid in speaking. |
| | Medium | **COMMUNICATIVE TASK** |
| | | **Task:**<br><br>Introduce yourself in front of the class. |
| | | **Material:** |

| | | Introduction (name, room, address, major, one favourite song of American/Western song, the reason they like the song, and the students asked to sing the song.) |
| --- | --- | --- |
| | | **Media:** <br> • Whiteboard <br> • Marker & eraser <br> • Book <br> • Pen |
| | | **Stages:** <br> • The teacher started to open the class. <br> • The teacher explained the material the day. <br> • The teacher gave an example of the introduction. <br> • The students introduce themselves in front of the class and mention one of their favourite songs of American/ Western song. |

| | | |
|---|---|---|
| | | • Students told to others the reason why they like that song.<br><br>• Students sang that song well.<br><br>• The teacher ended the class. |
| | | **Response:**<br><br>The most students are excited to introduce themselves, especially when they mention 1 of their favourite American song and the reason. Besides that, their voice is also good. But, only around 3 students who cannot sing American song, so they sing Indonesia's song. |
| | Beginner | **COMMUNICATIVE TASK** |
| | | **Task:**<br><br>The teacher asked the students to introduce themselves |
| | | **Material:**<br><br>Introduction text |

| | | **Media:** |
| --- | --- | --- |
| | | <ul><li>Book</li><li>Pen</li></ul> |
| | | **Stages:**<br><br><ul><li>The teacher started to open the class</li><li>The teacher explained "How to introduce yourself and someone well"</li><li>Teacher gave example how to introduce yourself and someone in front of the class</li><li>The students came in front of the class one by one to introduce themselves</li><li>The other students should write one biodata of their friend</li><li>After all students come, the teacher moved to the second introduction. The teacher asks them to introduce their friend, according to the biodata</li></ul> |

| | | that was written by the students. |
|---|---|---|
| | | • The teacher ended the class |
| | | **Response:** The most students are afraid to speaking and still mix the language with Indonesian language because they don't know the word |
| Tuesday, 07th March 2023 | High | **IMPROVISATION ACTIVITY** |
| | | **Activity:** The teacher guided the students to do discussion according to the situation that was collected by the students yesterday. |
| | | **Material:** Discussion about Cinema |
| | | **Media:** - |
| | | **Stages:** |

| | | |
|---|---|---|
| | | • The teacher started the lesson<br><br>• The teacher divided students into 8 group<br><br>• The members of first group explained about the cinema<br><br>• The other groups gave a comment about agreement or disagreement<br><br>• The first group gave conclusion from all the comments of other groups.<br><br>• The teacher ended the class |
| | | **Response:**<br><br>In the first discussion they are not too ready to give a comment, but when they have understood about the rules of the game and having their own opinion, they are more interactive to give a comment. |
| | Medium | **IMPROVISATION ACTIVITY**<br><br>**Activity:**<br><br>One of the students gave a clue of vocabularies meaning (about vacation |

| | | |
|---|---|---|
| | | chapter), while the others guess the name of vocabulary. |
| | | **Material:** Vocabularies of vacation. |
| | | **Media:** <br> • Module <br> • Whiteboard <br> • Marker & eraser <br> • Book <br> • Pen |
| | | **Stages:** <br> • The teacher started to open the class. <br> • The teacher explained what are going to do. <br> • The teacher chose each student to come in front of the class alternately. <br> • The teacher gave a vocabulary to the student. |

| | | |
|---|---|---|
| | | • The student gave a clue to their friends by explaining the meaning of the vocabulary that she was got from the teacher. <br><br> • The other students guess the vocabulary related the clue. <br><br> • The teacher ended the class. |
| | | **Response:** <br> Some of students feel nervous when they define a vocabulary in front of the class, while the others excited guessing the vocabulary. |
| | Beginner | **COMMUNICATIVE TASK** |
| | | **Task:** <br> The teacher gave the game "guest the vocab" |
| | | **Material:** <br> Vocabularies of Vacation |
| | | **Media:** |

|  |  | • Module |
|  |  | • Book |
|  |  | • Pen |
|  |  | **Stages:** <br><br> • The teacher started the lesson <br><br> • The teacher checked the attendance of the students <br><br> • The teacher explained the material in the day. <br><br> • The students wrote the vocabularies that was dictated by the teacher <br><br> • The teacher asked the student to memorize the vocabularies in 5 minutes <br><br> • The teacher applied the game "guest the vocab" to the students. <br><br> • The teacher divided students into several group <br><br> • The deputy of each group explained a thing without mention it names, |

| | | |
|---|---|---|
| | | and the other group try to guest the thing<br><br>• The teacher ended the class |
| | | **Response:**<br><br>The most of the students are very excited with the game, but several of students got confusion because haven't memorized the vocab |
| Wednesday, 08th March 2023 | High | **COMMUNICATIVE TASK** |
| | | **Task:**<br><br>The teacher gave a role-play to students "What is it?" |
| | | **Material:**<br><br>Vocabularies of Clothes |
| | | **Media:**<br><br>• White board<br><br>• Board marker<br><br>• Eraser |

| | | |
|---|---|---|
| | | • Paper<br><br>• Pen |
| | | **Stages:**<br><br>• Teacher started the lesson.<br><br>• Teacher dictated about the vocabularies of clothes.<br><br>• The teacher divided the students into two groups (A and B) and then explained about the rule of the game<br><br>• The teacher gave paper to each group<br><br>• Each group wrote the words that was practiced with movements.<br><br>• The other group guest what is the name of movement that was practiced by another group.<br><br>• The teacher counted the score.<br><br>• The teacher ended the class. |
| | | **Response:**<br><br>At the first time the students are not |

| | | really understand about the rules, but when they were practice, they are enjoy to do that. |
|---|---|---|
| | Medium | **COMMUNICATIVE TASK** |
| | | **Task:**<br><br>Doing a role-play in front of the class |
| | | **Material:**<br><br>Where is the most beautiful place you have been visited? |
| | | **Media:**<br><br>• Book<br><br>• Pen |
| | | **Stages:**<br><br>• The teacher started to open the class.<br><br>• The teacher explained what are going to do.<br><br>• The teacher gave an example of "conversation about the most |

| | | |
|---|---|---|
| | | beautiful place that has been visited" |
| | | • The teacher asked the students to make a pair to do a conversation. |
| | | • The teacher asked each pair to present their conversation in front of the class. |
| | | • The teacher closed the class. |
| | | **Response:** The most students are excited to do a conversation related to the materials with their pair. But there are some students who still feel shy. |
| | Beginner | **COMMUNICATIVE TASK** |
| | | **Task:** The teacher gave a role play "guest the thing" |
| | | **Material:** Vocabularies of Social life |

| | | **Media:** |
| --- | --- | --- |
| | | • Book |
| | | • Pen |
| | | • Paper |
| | | **Stages:** |
| | | • The teacher started the lesson |
| | | • The teacher checked the attendance of students |
| | | • The teacher explained the material in the day. |
| | | • The students wrote the vocabularies that was dictated by the teacher |
| | | • The teacher applied the game "guest the thing" to the students. |
| | | • The teacher ended the class |
| | | **Response:** The students were excited to do the game but several of students still afraid to speaking |

| | | IMPROVISATION ACTIVITY |
|---|---|---|
| Thursday, 09th March 2023 | High | **Activity:**<br><br>The teacher guided the students to do discussion according to the situation that was collected by the students yesterday. |
| | | **Material:**<br><br>Discussion about NCT Dream Concert |
| | | **Media:**<br><br>- |
| | | **Stages:**<br><br>• The teacher started the lesson<br><br>• The teacher asked the students to gather with their group<br><br>• The teacher continued the discussion to the second group<br><br>• The second group gave some statements about the topic that was choose, that is NCT Dream concert |

| | | • The other groups gave a comment about agreement or disagreement |
|---|---|---|
| | | • The second group gave conclusion from all the comments of other groups. |
| | | • The teacher ended the class |
| | | **Response:** Because the teacher was practicing this discussion two days ago, so the students are more understand about the rules. They more attractive to give their opinions and more interest to debate other group. |
| | Medium | **IMPROVISATION ACTIVITY** |
| | | **Activity:** Random Vocabularies Games challenge |
| | | **Material:** Random vocabularies |
| | | **Media:** |

|  |  | • Book |
|  |  | • Loose powder |
|  |  | • Whiteboard |
|  |  | • Marker |
|  |  | **Stages:** <br><br> • The teacher started the lesson. <br><br> • The teacher explained what are going to do. <br><br> • The teacher divided the students to make 2 groups. <br><br> • The teacher chose 1 student to be a volunteer to read the clue. <br><br> • Each member stood up and makes a line backwards. <br><br> • The volunteer reads the clue, for example: (how to say *air* in English? How to say *putih* in English? How to say *air putih* in English?) <br><br> • The student who answer wrong will get a punishment. |

| | | |
|---|---|---|
| | | **Response:**<br><br>All of the students are very excited to join the games, because they want to be the winner of their group. |
| | Beginner | **IMPROVISATION ACTIVITIES** |
| | | **Activity:**<br><br>The teacher asked the student to give their opinion about "Robot Teachers" |
| | | **Material:**<br><br>Dictation a text under the title "Robot Teachers" |
| | | **Media:**<br><br>• Module<br><br>• Book<br><br>• Pen |
| | | **Stages:**<br><br>• The teacher started the lesson<br><br>• The teacher checked the attendance |

| | | |
|---|---|---|
| | | of students |
| | | • The teacher dictated the students a text about "Robot Teachers" |
| | | • The teacher asked the students to tell their opinion about robot teachers |
| | | • The teacher gave a conclusion from some students' opinion |
| | | • The teacher ended the class |
| | | **Response:**<br><br>The most of students are afraid to give their opinion, but several students are brave to speaking even still mix the language with Indonesian language. |
| Saturday, 11th March 2023 | High | **COMMUNICATIVE TASK** |
| | | **Task:**<br><br>Conversation |

| | | **Material:** |
| --- | --- | --- |
| | | Dictation a text under the title "Holiday Vacation" |
| | | **Media:**<br>• Book<br>• Pen |
| | | **Stages:**<br>• The teacher started the lesson<br>• The teacher dictated the students a text about "Holiday Vacation"<br>• The teacher asked the students to communication in pairs about their experience in holiday vacation.<br>• The teacher ended the class. |
| | | **Response:**<br>The students are very excited to tell about their holiday experience. But sometime the students still mix their language with *Bahasa* because they |

| | | don't know the word. |
|---|---|---|
| | | **IMPROVISATION ACTIVITIES** |
| | | **Activity:** Define the meaning of vocabulary about social life |
| | | **Material:** Vocabularies of social life |
| Medium | | **Media:** <ul><li>Module</li><li>Book</li><li>Pen</li></ul> |
| | | **Stages:** <ul><li>The teacher started the lesson.</li><li>The teacher dictated a vocabulary.</li><li>The teacher chose the students to defined the meaning of the vocabulary mentioned by the teacher by their own opinion.</li></ul> |

| | | |
|---|---|---|
| | | • After that, the teacher asked the students to make a sentence related the vocabulary they get. <br><br> • The teacher ended the class |
| | | **Response:** <br> There are some students who excited to explain the meaning of vocabulary, but some are still confused because nervous. |
| | Beginner | **COMMUNICATIVE TASKS** |
| | | **Task:** <br> The teacher gave a game "Concentration" |
| | | **Material:** <br> Vocabularies of Social Life |
| | | **Media:** <br> - |
| | | **Stages:** <br><br> • The teacher started the lesson |

| | | <ul><li>The teacher checked the attendance of students</li><li>The teacher explained the rules of game</li><li>The students gather in around to do the game</li><li>When one of the students was wrong to say the vocab, she has to tell her impression about M*a'had*</li><li>The teacher ended the class</li></ul> |
|---|---|---|
| | | **Response:**<br><br>The student very excited with the game, but when one of them is wrong, she is so afraid to speaking because don't know the word. At least she tells her impression with Indonesian language |

The observation was carried out by the researcher in high, medium and beginner class. The first day of observation began at Monday 6th March 2023, the lesson started at 05.30 AM until 06.15 AM. The task that given by the teacher in high

class was "Guess the Thing" this task asked students to guest the thing that was practiced by their friend. The material taught by the teacher was vocabularies of vacation, the teacher used several media such as module, white board, marker and eraser, book, and pen. The students' responses when the teacher applied this task are very excited to do the game but several of students still afraid in speaking.

There are several stages applied by the teacher, those are: the teacher started to open the class. And then the teacher explained the material in the day. Next the students wrote the vocabularies that was dictated by the teacher. Then, the teacher applied the role play "guest the thing" to the students. Last the teacher ended the class.

But before it, the teacher gave the students a paper and asked them to wrote a situation, and then collect it. The task taught in medium class was "Introduce Yourself". In this task, the teacher asked the students to introduced themselves in front of the class. The students should mention all the information about name, room, address, major, one favourite song of American/Western song, the reason they like the song and the students asked to sing the song. The media used by the teacher

was whiteboard, marker and eraser, book and pen. There were several stages implemented by the teacher those are: the teacher started to open the class.Next the teacher explained the material the day. And then the teacher gave an example of the introduction. After that the students introduce themselves in front of the class and mention one of their favourite song of American/ Western song. Students told to others the reason why they like that song, and sang that song well. The last teacher ended the class.

The most students are excited to introduce their self, especially when they mention one of their favourite American song and the reason. Besides that, their voice is also good. But, only around 3 students who cannot sing American song, so they sing Indonesia's song.

The teacher of beginner class asked the students to introduce themselves in the first day. The media used is only a book and pen. Here are the stages implemented by the teacher:

First, teacher started to open the class. Nest, the teacher explained "How to introduce yourself and someone well", teacher also gave example how to introduce yourself and someone in front of the class, and then

students came in front of the class one by one to introduce themselves, the other students should write one biodata of their friend. After all students come, the teacher moved to the second introduction. The teacher asks them to introduce their friend, according to the biodata that was written by the students. The last, teacher ended the class

While implemented those stages, the respond from most students are afraid to speaking and still mix the language with Indonesian language because they don't know the word.

The second day of observation held on Tuesday, 7th March 2023. The activity that taught by the teacher in high class was "Discussion", the discussion according to the situation that was collected by the students yesterday. The topic of discussion was about cinema. The teacher did not use any media to apply the discussion. In the first discussion they are not too ready to give a comment, but when they have understood about the rules of the game and having their own opinion, they more interactive to give a comment. There were several stages that implemented by the teacher, those are: Fisrt, teacher started the lesson and divided students into 8 group. Then, all members of first group explained about the cinema

and other groups gave a comment about agreement or disagreement. Next, the first group gave conclusion from all the comments of other groups. Finally, the teacher ended the class

The medium class the teacher taught the different activity, that was "Guess the clue". This game asks the student to gives a clue of vocabularies meaning (about vacation chapter), while the others guess the name of vocabulary. This game very suitable to apply in material about vocabularies of vacation. The media that used by the teacher was module, whiteboard, marker and eraser, book, and pen. The stages implemented by the teacher were: First, teacher started to open the class. Next, teacher explained what are going to do. Then, the teacher chose each student to come in front of the class alternately. After that, the teacher gave a vocabulary to the student.

Next, the student gave a clue to their friends by explaining the meaning of the vocabulary that she was got from the teacher. The other students guess the vocabulary related the clue. Finally, The teacher ended the class.

From those implementations, some of students feel nervous when they define a vocabulary in front of the class, while the others excited guessing the vocabulary.

The task that was taught in beginner class was "guest the vocab" the material was vocabularies of vacation. The media used are module, book and pen. Here are the stages that was implemented by the teacher: First, teacher started the lesson. Then, teacher checked the attendance of the students and explained the material in the day. The students wrote the vocabularies that was dictated by the teacher while teacher explained. After that, the teacher asked the student to memorize the vocabularies in 5 minutes. Next, teacher applied the game "guest the vocab" to the students. The teacher divided students into several group After that, the deputy of each group explained a thing without mention it names, and the other group try to guest the thing. Last, the teacher ended the class

The most of the students are very excited with the game, but several of students got confusion because haven't memorized the vocab.

The next observation day held on Wednesday, 8$^{th}$ March 2023. The teacher in high class taught a role-play to students

about "What is it?". The material in that day was vocabularies about clothes. There were several media that used by the teacher such as whiteboard, marker and eraser, paper and pen. At the first time the students are not really understand about the rules, but when they were practice, they are enjoyed to doing that. And here are the stages that were implemented by the teacher: First, teacher started the lesson. Then, teacher dictated about the vocabularies of clothes.Next, teacher divided the students into two groups (A and B) and then explained about the rule of the game, and gave paper to each group. Then, each group wrote the words that was practiced with movements and for the other group guest what is the name of movement that was practiced by another group. Last, the teacher counted the score, and ended the class.

In medium class, the teacher did a role-play in front of the class. The teacher used "where is the most beautiful place you have been visited?" as the topic. The media used only book and pen, but the students' responses are excited to do a conversation related to the materials with their pair. But there are some students who still feel shy. There were several stages implemented by the teacher: First, the teacher started to open the class. Next, the teacher explained what are going to do. And

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then, teacher gave an example of "conversation about the most beautiful place that has been visited". After that, the teacher asked the students to make a pair to do a conversation. The teacher asked each pair to present their conversation in front of the class. Last, the teacher closed the class.

The teacher in last class was applied role play "guest the thing" with another theme of vocabularies, those are "social life". The media used are book, pen, and paper. The students respond while the teacher implement the role play are excited to do the game but several of students still afraid to speaking. Here are the stages that was implemented by the teacher: First, the teacher started the lesson. Next, the teacher checked the attendance of students  and explained the material in the day. After that, the students wrote the vocabularies that was dictated by the teacher. Next, the teacher applied the game "guest the thing" to the students. Last, the teacher ended the class

The fourth day held on Thursday, 9th March 2023. In this day, the teacher in high class applied the discussion again. The teacher guided the students to do discussion according to the situation that was collected by the students yesterday. The topic of discussion is about "NCT Dream Concert". NCT dream concert is very viral for K-Pop lovers, and most of students are

K-Pop lovers, that is why, their respond about this topic is very interest. Besides that, because the teacher was practicing this discussion two days ago, so the students are more understand about the rules. They more attractive to give their opinions and more interest to debate other group. Here the stages that was implemented by the teacher: First, The teacher started the lesson. After that, the teacher asked the students to gather with their group. Then, the teacher continued the discussion to the second group. Next, the second group gave some statements about the topic that was choose, that is NCT Dream concert. The other groups gave a comment about agreement or disagreement. Then, The second group gave conclusion from all the comments of other groups. Last, the teacher ended the class

The material in medium class was different with high class, in medium class, teacher gives students "random vocabularies games challenge". The media used there are, book, loose powder, whiteboard, and marker. There are some stages implemented by the teacher those are: First, the teacher started the lesson and explained what are going to do. Next, The teacher divided the students to make 2 groups and chose 1 student to be a volunteer to read the clue. After thayt, each

member stood up and makes a line backwards. Then, the volunteer reads the clue, for example: (How to say *air* in English? How to say *putih* in English?) and the students who answer wrong will get a punishment. Last, teacher ended the class.

By applying this game, all of students are very excited to join the games, because they want to be the winner of their group. The last class is a beginner class. In this day, the teacher of beginner class asked the student to give their opinion about "Robot Teachers". Before that, the teacher dictated the students a text under the title "Robot Teacher". The media used are module, book and pen. Here are the stages that was implemented by the teacher: Fisrt, the teacher started the lesson. Next, the teacher checked the attendance of students. After that, teacher dictated the students a text about "Robot Teachers" . Then, teacher asked the students to tell their opinion about robot teachers. Last, the teacher gave a conclusion from some students' opinion and ended the class

While the teacher implements the stages, the most of students are afraid to give their opinion, but several students are brave to speaking even still mix the language with Indonesian language.

The last day of observation held on Saturday, 11<sup>th</sup> March 2023. The material in high class was about conversation and dictation under the title "Holiday Vacation". The media used by the teacher only book and pen. Here are some stages implemented by the teacher: First, the teacher started the lesson. Ater that, the teacher dictated the students a text about "Holiday Vacation". Then, the teacher asked the students to communication in pairs about their experience in holiday vacation. Last, the teacher ended the class.

The students' response when the teacher implemented this task are very excited to talk about their holiday experience. But sometime the students still mix their language with Bahasa because they don't know the word.

The task implemented by the teacher in medium class was about define the meaning of vocabulary about social life. The media used by the teacher was module, book, and pen. Here are some stages implemented by the teacher: Fisrt, the teacher started the lesson. After that, the teacher dictated a vocabulary and chose the students to defined the meaning of the vocabulary mentioned by the teacher by their own opinion. After that, the teacher asked the students to make a sentence

related the vocabulary they get. Last, the teacher ended the class

The students' response when the teacher implemented this task was variative. There are some students who excited to explain the meaning of vocabulary, but some are still confused because nervous. But they still want to speak and define the meaning of the vocabularies.

The last day of observation, the teacher of beginner class was applied a game "concentration" using vocabularies of social life. The students' respond was very excited with the game, but when one of them is wrong, she is so afraid to speaking because don't know the word. At least she told her impression with Indonesian language. Here are the stages that was implemented by the teacher: First, The teacher started the lesson. Then, the teacher checked the attendance of students and explained the rules of game. After that, the students gather in around to do the game. When one of the students was wrong to say the vocab, she has to tell her impression about Ma'had. Last, The teacher ended the class Those are the result of observation that have been carried out by the researcher in *Ma'had Al-Jami'ah Walisongo* Semarang. The result served in tables and

also description, to make sure that the reader can easy to understand this research.

According to the purposive sampling technique used by the researcher in this research, the researcher chose the teachers from each level, the high, medium and beginner class. There are three teachers that was being the informants. Here a slight information about the teachers.

*Table. 4.2 Informant information*

| NO | NAME | MAJOR | CLASS LEVEL |
|----|------|-------|-------------|
| 1 | Aisyah Hanum Fathia | English Education | High |
| 2 | Ika Nur Indra Swari | English Education | Medium |
| 3 | Tsalitsah Tsaniyah | Chemical Education | Beginner |

According to the informants, who was the teachers of high, medium and beginner-class, the researcher practiced the interview in *Ma'had Al-Jami'ah Walisongo* Semarang. The interview held on 20th March 2023 at 07.35 AM. The question asked in the interview according to the interview guideline that was created by the researcher. There are some questions asked by the researcher and also the answer from the informants, those interviews assisted in appendix I.

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According to the results of interview, the researcher concluded that most of teachers in mahad were used communicative task and improvisation activities while teaching English, but how often the teacher used is different. The communicative task and improvisation activity were very important to improve students speaking skill. There are many kinds of communicative task and improvisation activity used by the teacher in *Ma'had Al-Jami'ah Walisongo* Semarang. Each teacher has their own idea, but it still according to the characters or principles of communicative tasks and improvisation activities. The communicative tasks used were guest the things, introduce yourself, guest the vocab, what is it?, conversation, and concentration game. Then, the improvisation activities used were discussion, vocabularies meaning, random vocabularies challenge, and opinion sharing. Those activities are the commonly used in speaking class to implementing the communicative task and improvisation activities.

So that, this activity was suitable to practiced and implemented in all level of class, high, medium, or beginner. But the teachers have to prepared the suitable kind of communicative task and improvisation activity, according to the students' ability and level of class.

## b. Students' Learning Styles Which Are More Facilitated With Communicative Tasks And Improvisation Activities

After distributing the questionnaires to the students of high, medium, and beginner class. The researcher served the data in table and explained it in descriptive. In this study, the researcher used the VARK Language Learning Styles Questionnaire which was adopted from the VARK Learning Styles Questionnaire version 8.01 and was downloaded from the VARK official website. Those questions are matched with the instruments of questionnaires that was arranged by the researcher. The questionnaire provides 16 questions item with four optional answers (A, B, C, D) all students are allowed to answer more than one and also the scoring rubrics. The highest score from the questionnaire would be the learning style which was preferred by them. Therefore, they learned the best with the learning style they desired to use.

The researcher choses 10 students in each degree of classes to fill the questionnaires. After that, the researcher analyzed the data and served it into a table, besides that, the researcher also gave a conclusion using descriptive about the data of students' learning styles. Here are the data of students' learning styles:

*Table 4.3 Students' Learning Style*

| NO | INFORMANTS | CLASS | LEARNING STYLE | | | | MODE |
|---|---|---|---|---|---|---|---|
| | | | V | A | R | K | |
| 1 | X1 | High | 2 | 4 | 1 | 9 | K |
| 2 | X2 | High | 5 | 5 | 5 | 5 | VARK |
| 3 | X3 | High | 5 | 5 | 6 | 9 | K |
| 4 | X4 | High | 2 | 5 | 3 | 8 | K |
| 5 | X5 | High | 3 | 4 | 9 | 4 | R |
| 6 | X6 | High | 3 | 5 | 8 | 6 | R |
| 7 | X7 | High | - | 6 | 6 | 6 | ARK |
| 8 | X8 | High | 4 | 9 | 7 | 5 | A |
| 9 | X9 | High | 6 | 1 | 3 | 9 | K |
| 10 | X10 | High | - | 2 | 9 | 5 | R |
| 11 | Y1 | Medium | 1 | 7 | 4 | 9 | K |
| 12 | Y2 | Medium | 2 | 7 | 6 | 11 | K |
| 13 | Y3 | Medium | 3 | - | 10 | 3 | R |
| 14 | Y4 | Medium | 1 | 5 | 3 | 8 | K |

| 15 | Y5 | Medium | 6 | 7 | 7 | 6 | AR |
|----|-----|--------|---|----|----|----|----|
| 16 | Y6 | Medium | 6 | 14 | 11 | 10 | A |
| 17 | Y7 | Medium | 2 | 2 | 6 | 9 | K |
| 18 | Y8 | Medium | 3 | 8 | 2 | 11 | K |
| 19 | Y9 | Medium | - | 7 | 2 | 13 | K |
| 20 | Y10 | Medium | 5 | 4 | 1 | 7 | K |
| 21 | Z1 | Beginner | 4 | 10 | 8 | 11 | K |
| 22 | Z2 | Beginner | 1 | 1 | 5 | 9 | K |
| 23 | Z3 | Beginner | 2 | 12 | 7 | 6 | A |
| 24 | Z4 | Beginner | - | 3 | 2 | 11 | K |
| 25 | Z5 | Beginner | 5 | 6 | 3 | 3 | A |
| 26 | Z6 | Beginner | 8 | 4 | 3 | 3 | V |
| 27 | Z7 | Beginner | 8 | 5 | 3 | 3 | V |
| 28 | Z8 | Beginner | 1 | 5 | 2 | 8 | K |
| 29 | Z9 | Beginner | 2 | 7 | 5 | 5 | A |
| 30 | Z10 | Beginner | 1 | 4 | 7 | 6 | R |

According to the data, some students of *Ma'had Al-Jami'ah Walisongo* Semarang have a preference for any one of these learning modalities (unimodal learners), besides that, several students also learn via two or more of the modalities. Multimodal learners thus are sub-classified as bi-modal, tri-modal, and quad-modal learners, who prefer to use two, three, or four styles, respectively (Shah et al., 2013).

After distributed the questionnaire and analyzed the data, the researcher found that there are 27 students whereas unimodal learners (Visual: 2 students, Auditory: 5 students, Read-write: 5 students, Kinaesthetic: 15 students). Besides that, the several students also having multimodal learning style (One student in bi-modal (AR), one student in tri-modal (ARK), and one student in quad-modal (VARK)). From those data, the researcher concluded that most of students' learning style is kinaesthetic style.

After knowing the result of students' learning style, the researcher identified, which learning characteristics are more facilitated with communicative tasks and improvisation activities. The researcher displayed the data from second questionnaire with kind of "yes no" questions, that was distributed to the students.

*Table 4.4 Data of students' understanding*

| INFORMANTS | STYLES | COMMUNICATIVE TASKS | IMPROVISATION ACTIVITIES |
|---|---|---|---|
| X1 | K | Facilitated | Facilitated |
| X2 | VARK | Unfacilitated | Facilitated |
| X3 | K | Unfacilitated | Facilitated |
| X4 | K | Facilitated | Facilitated |
| X5 | R | Facilitated | Facilitated |
| X6 | R | Facilitated | Facilitated |
| X7 | ARK | Facilitated | Facilitated |
| X8 | A | Facilitated | Facilitated |
| X9 | K | Unfacilitated | Facilitated |
| X10 | R | Facilitated | Facilitated |
| Y1 | K | Facilitated | Facilitated |
| Y2 | K | Facilitated | Facilitated |
| Y3 | R | Facilitated | Facilitated |
| Y4 | K | Facilitated | Facilitated |
| Y5 | AR | Facilitated | Facilitated |

| | | | |
|---|---|---|---|
| Y6 | A | Facilitated | Facilitated |
| Y7 | K | Facilitated | Facilitated |
| Y8 | K | Facilitated | Facilitated |
| Y9 | K | Facilitated | Facilitated |
| Y10 | K | Unfacilitated | Facilitated |
| Z1 | K | Facilitated | Facilitated |
| Z2 | K | Facilitated | Facilitated |
| Z3 | A | Facilitated | Facilitated |
| Z4 | K | Unfacilitated | Facilitated |
| Z5 | A | Facilitated | Facilitated |
| Z6 | V | Facilitated | Facilitated |
| Z7 | V | Unfacilitated | Facilitated |
| Z8 | K | Facilitated | Facilitated |
| Z9 | A | Unfacilitated | Facilitated |
| Z10 | R | Facilitated | Facilitated |

The researcher asked four questions in the second questionnaire of students' understanding about communicative task and improvisation activities that was taught by the teacher in *Ma'had Al-Jami'ah Walisongo* Semarang. The researcher used "yes no question" to get the data of students' understanding about communicative task and improvisation activities. The first and second questions were about communicative task and the third and fourth questions were about improvisation activities.

According to the data that was served by the researcher in table, all students with variative learning styles are facilitated with improvisation activities, but there were seven students with various learning styles which 1 student with *VARK* learning style, 4 students with *Kinaesthetic* learning style, 1 student with *Visual* learning style, and 1 student with *Auditory* learning style are not facilitated with communicative tasks. But the other students are facilitated with communicative task.

From those data about kinds of communicative task and improvisation activity that was carried out using classroom observation in a week and teachers' interview. The researcher did the triangulation to get the trustworthiness of this research. According to validity data chose by researcher that was method of triangulation, the researcher compare between the result from classroom observation and teachers' interview. In the classroom observation, the researcher found that there were several kinds of

communicative task or improvisation activity used by teacher, beside that, the researcher also got data about media used, stages, and students' respond in each class. The other finding come from teachers' interview, in this interview the researcher got the information about the kinds of communicative task or improvisation activity that most frequently used. Therefore, from those findings that was caried out with different method, the researcher conclude that those data were trusted because the data that carried out from different method was same.

## B. DISCUSSION

### a. Strength and Weakness

The topic of this research is a combination of several research journal topics which are used as references by researchers in conducting this research. Some of these studies came from (Becker and Roos, 2016; Romanelli et al., 2009; Shah et al., 2013; Stinson and Winston, 2011). Those research discusses about communicative tasks, drama as an improvisation activity, and vark learning styles.

In this research, researcher combined between communicative tasks and improvisation activities with students\ learning styles. This statement also being a strength of this resarch. But this research also has a weakness, because this research cannot answer "why or how" like why students'

not facilitated with communicative task or improvisation activities. Therefore, the researcher create implication of this research for thr further researcher, such as using another research design to find the answer of why and how it happened, and further researcher can also give the students task and assesse it, to know the students' improvement using communicative task and improvisation activities.

b. Implication

The implication of this study was students known about their learning styles, and the teacher can used this research as referench to impove their information about kinds of communicative task and improvisation activity. Beside that, the researcher also take a congclution about which students' learning styles are more facilitated with communicative tasks and improvisation activities.

c. Limitation

In this research, the researcher determines the limitations of this study by combining learning speaking using communicative tasks and improvisation activities with students' different learning styles, but only to answer the question "what". Such as what are the communicative tasks and improvisation activities used, and what kind of students'

learning styles are more facilitated with communicative tasks and improvisation activities.

# CHAPTER V
# CONCLUSIONS AND SUGGESTIONS

## A. CONCLUSIONS

After conducting research and data analysis on communicative task and improvisation activities in speaking class dealing with students' learning styles, the researcher gave some conclusions of this research. There were many kinds of communicative task and improvisation activity are used by the teacher in speaking class those guest the things, introduce yourself, guest the vocab, what is it?, conversation, concentration game, discussion, vocabularies meaning, random vocabularies challenge, and opinion sharing. Those activities are the commonly used in speaking class to implement the communicative task and improvisation activities.

According to the data analysis, all students with variative learning styles were facilitated with improvisation activities, but there were seven students with various learning style which 1 student with *VARK* learning style, 4 students with *Kinesthetics* learning style, 1 student with *Visual* learning style, and 1 student with *Auditory* learning style were not facilitated with communicative tasks. But the other students are facilitated with communicative task.

Actually, based on the data above, the researcher concluded that generally all kinds of students' learning style are facilitated with communicative tasks and improvisation activities, but the most

learning style which not facilitated with communicative tasks was kinaesthetic.

## B. SUGGESTIONS

Based on the results, discussions, and conclusions of this research, the researcher known that this research is far from perfect. Therefore, the researcher would like to give several suggestions to the further researcher who want to do similar research about communicative task and improvisation activity. In fact, nothing specific reason to answer "why there were several students that not facilitated with communicative task?" because the researcher only used close ended question for the questionnaires, so the researcher does not know the students' reason. From that weakness, the researcher suggests for the further researcher to improve this study and looking for the answer why there were students are not facilitated with communicative task and improvisation activities by using open ended questions while using questionnaire. The other suggestion for the further researcher, may be the further researcher can use quantitative, experimental research or mix method and give a test for students to know the improvement of students' speaking skill using communicative tasks and improvisation activities.

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# APPENDIXES

## Appendix I Questions of Interview

1. Which kind of activities used by the teacher, that guide the students to be active in communication?

   ➤ **First Informant:** *"There are so much kinds of communicative activity applied in Ma'had Al-Jami'ah Walisongo Semarang. For example: guest the thing, conversation, discussion and so on."*

   ➤ **Second Informant:** *"There are several things that can be used so that students are active in communicating, one of which is checking students' attendance, I will call their names one by one, then they will answer by saying a random vocabulary about a theme, for example nouns that start with the letter B. Then can also hold discussions, or make mini conversations or questions and answers, so that students are more active in class."*

   ➤ **Third Informant:** *"I most using the communicative task in my class, but the students' response some time flat. But when it created in a game they more excited with the game, but when I ask them to answer in English, they still confused"*

2. Which kind of spontaneous activities used by the teacher that ask students to speak directly without a script and improve students' speaking skill?

   ➤ **First Informant:** *"Actually, there are many kinds of improvisation applied in Ma'had Al-Jami'ah Walisongo Semarang, but the often one is drama, and continue the random script. Those activities are often implemented in Ma'had Al-Jami'ah Walisongo Semarang, to improve the students speaking skill in happiness way."*

➢ **Second Informant:** *"The first one was a guessing activity, for example my class had reached the clothing chapter, I didn't necessarily give them all the vocab, but I created a method for them to speak, one of which was by asking them to come forward one by one to define the vocab that I give it without mentioning the name of the object in their language, and the others chop. Then I give a vent session, by distributing papers to them and then they fill it with questions, then later the papers will be randomized, and they will come forward one by one to answer random questions in English"*

➢ **Third Informant:** *"Sometimes I ask them to tell their experience or opinion about something even they still mix the language"*

3. Has the teacher practiced the characteristics or principles of improvisation activities?

➢ **First Informant:** *"Sure, the teacher that implement improvisation activities will practice the characteristics of improvisation itself, but at the same time not all the characteristics, maybe two or three characteristics in each activity."*

➢ **Second Informant:** *"Sometimes, the teachers didn't really pay attention to the characteristics or principles of improvisation activities, but I guest in each improvisation activity there must be a characters of improvisation activities, even it just one or two characters."*

➢ **Third Informant:** *"Not sure, sometime the teacher only pay attention to any game, role-play, task or activities that improve students speaking skill, without think about the character or principle"*

4. How importance is the communicative tasks and improvisation activities in improving the students' speaking skill?

2

- ➤ **First Informant:** *"This method is very important to implement in speaking class, because it can guide students to be active in speaking. Although the students still feel shy and afraid in speaking, but inevitably students should show their opinion, or just communicate in English."*

- ➤ **Second Informant:** *"The existence of this method in teaching students is very important because with an interesting method their learning motivation will also increase, if their learning motivation increases it will be easier for them to receive information, understand and memorize material, and it can also make them more confident when talking in class"*

- ➤ **Third Informant:** *"I think this method of teaching is so important to practice"*

5. How often does the teacher use the communicative tasks and improvisation activities?

- ➤ **First Informant:** *"Individually, teacher in Ma'had Al-Jami'ah Walisongo Semarang will differ in how often they implement this method. But in a week at least teacher will implement a time. But in high class, the teacher often practices or implements the communicative task or improvisation activities. Normally four until five times a week."*

- ➤ **Second Informant:** *"Personally, I don't often use this discussion method, maybe only once a week. But if it's just asking questions, regarding opinions or what, it's more often than using activities such as discussions"*

- ➤ **Third Informant:** *"Two times a week"*

6. Are students more active when the teacher practices the communicative tasks and improvisation activities?

- ➢ **First Informant:** *"Of course they are. Because the stages require the students to speak even it just show their opinion, introduce themselves, or conversation. By implementing this method, students have to practice speaking every day."*

- ➢ **Second Informant:** *"Yes, students become more active when I practice this method, but maybe there are some students who are still shy about speaking, but they carry out the activity exactly according to the instructions given"*

- ➢ **Third Informant:** *"Yes, the most of students were more active than before, but several of students was still afraid to speaking because just little vocab have memorized and other cause"*

7. Does the teacher always address the speaking skill in her class?

- ➢ **First Informant:** *"Each teacher will differ in how often they address speaking skill in their class, but at least every day will be there a little conversation between teacher and students. In my own class, I practice speaking skill every day, but every day I will combine the speaking skill with another skill."*

- ➢ **Second Informant:** *"Yes, I always try to address students' speaking skills in my class"*

- ➢ **Third Informant:** *"So far not really. See the condition of my class which is not expert in English, I just ask them speak English as they can. So, my class often mix the language."*

**Appendix II Questions of First Questionnaire**

1. I need to find the way to a shop that a friend has recommended. I would:
   a) find out where the shop is in relation to somewhere I know.
   b) ask my friend to tell me the directions.
   c) write down the street directions I need to remember.
   d) use a map.

2. A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams. I would learn most from:
   a) seeing the diagrams.
   b) listening.
   c) reading the words.
   d) watching the actions.

3. I want to find out more about a tour that I am going on. I would:
   a) look at details about the highlights and activities on the tour.
   b) use a map and see where the places are.
   c) read about the tour on the itinerary.
   d) talk with the person who planned the tour or others who are going on the tour.

4. When choosing a career or area of study, these are important for me:
   a) applying my knowledge in real situations.
   b) communicating with others through discussion.
   c) working with designs, maps or charts.
   d) using words well in written communications.

5. When I am learning I:
   a) like to talk things through.
   b) see patterns in things.
   c) use examples and applications.
   d) read books, articles and handouts.

6. I want to save more money and to decide between a range of options. I would:

   a) consider examples of each option using my financial information.

   b) read a print brochure that describes the options in detail.

   c) use graphs showing different options for different time periods.

   d) talk with an expert about the options.

7. I want to learn how to play a new board game or card game. I would:

   a) watch others play the game before joining in.

   b) listen to somebody explaining it and ask questions.

   c) use the diagrams that explain the various stages, moves and strategies in the game.

   d) read the instructions.

8. I have a problem with my heart. I would prefer that the doctor:

   a) gave me something to read to explain what was wrong.

   b) used a plastic model to show me what was wrong.

   c) described what was wrong.

   d) showed me a diagram of what was wrong.

9. I want to learn to do something new on a computer. I would:

   a) read the written instructions that came with the program.

   b) talk with people who know about the program.

   c) start using it and learn by trial and error.

   d) follow the diagrams in a book.

10. When learning from the Internet I like:

    a) videos showing how to do or make things.

    b) interesting design and visual features.

    c) interesting written descriptions, lists and explanations.

    d) audio channels where I can listen to podcasts or interviews.

11. I want to learn about a new project. I would ask for:

a) diagrams to show the project stages with charts of benefits and costs.

b) a written report describing the main features of the project.

c) an opportunity to discuss the project.

d) examples where the project has been used successfully.

12. I want to learn how to take better photos. I would:

   a) ask questions and talk about the camera and its features.

   b) use the written instructions about what to do.

   c) use diagrams showing the camera and what each part does.

   d) use examples of good and poor photos showing how to improve them.

13. I prefer a presenter or a teacher who uses:

   a) demonstrations, models or practical sessions.

   b) question and answer, talk, group discussion, or guest speakers.

   c) handouts, books, or readings.

   d) diagrams, charts, maps or graphs.

14. I have finished a competition or test and I would like some feedback. I would like to have feedback:

   a) using examples from what I have done.

   b) using a written description of my results.

   c) from somebody who talks it through with me.

   d) using graphs showing what I achieved.

15. I want to find out about a house or an apartment. Before visiting it I would want:

   a) to view a video of the property.

   b) a discussion with the owner.

   c) a printed description of the rooms and features.

   d) a plan showing the rooms and a map of the area.

16. I want to assemble a wooden table that came in parts (kitset). I would learn best from:

   a) diagrams showing each stage of the assembly.

b) advice from someone who has done it before.

c) written instructions that came with the parts for the table.

d) watching a video of a person assembling a similar table.


**Appendix III Questions of Second Questionnaire**

1. Do you understand the material that was explained by the teacher?
   - ➢ Yes
   - ➢ No

2. Is your speaking skill developed using activities that guide students to be active in communication?
   - ➢ Yes
   - ➢ No

3. Is your speaking skill developed using spontaneous activities that ask students to speak directly without a script?
   - ➢ Yes
   - ➢ No

4. Can you enjoy the learning process using communicative and spontaneous activities?
   - ➢ Yes
   - ➢ No

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