ENHANCING EFL STUDENT'S SPEAKING PROFICIENCY USING IMPROVISATION AND INFORMATION GAP ACTIVITIES

THESIS

Submitted in Partial Fulfilment of the Requirements for Gaining the Degree of Bachelor in English Language Education Department

By

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iii

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iv

ABSTRACT

Title : **Enhancing EFL Student's Speaking Proficiency Using Improvisation and Information Gap Activities**
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The study aims to explain the effectiveness of using Improvisation and Information Gap Activities. The research method used pre-experimental was employed research design. The research participants were students of the ninth grades in MTs Al-Khoiriyyah Bulustalan Semarang in the academic year 2022/2023. Data collection techniques were carried out by learning by post-test and lesson plan. The result that student learning outcomes between the two groups showed that the English learning outcomes of students who have used improvisation (experiment 1) are lower than the English learning outcomes of students who are taught using information gap activities, namely the average score of student learning outcomes (post-test) experimental class 1 was 68.13 and the average score of student learning outcomes (post-test) experimental class 2 was 77.36. After the post-test was given, students who were categorized as having high learning achievement scores were 42.10% in experimental class 1, while students who are categorized as having very high learning outcomes are 52.63% in experimental class 2. It can be concluded Information Gap Activities is more effective in learning speaking proficiency.

Keywords: *Improvisation Technique, Information Gap Activities, Speaking Skill*

DEDICATION

This thesis is dedicated to:

1. My almamater Walisongo State Islamic University of Semarang.
2. My beloved family and boyfriend who always pray, gives support and motivation.

MOTTO

"So, verily, with every difficulty, there is relief. Verily, with every difficulty, there is relief".

(QS Al-Insyirah: 5-6)[1]

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[1] Abdullah Yusuf Ali, The Holy Qur'an: Text, Translation, and Commentary (USA: Amana Corp, 1983), p. 1974

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The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive

criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 22nd June 2023

The Researcher,

Luthfi Nara Sekha
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TABLE OF CONTENT

LIST OF APPENDIXES

LIST OF TABLES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research question, objective of the study, limitation of the study and significance of the study.

A. Background of Study

English is becoming the medium of all languages in the field of communication on a local and global scale. Therefore, all countries need speakers who can use English effectively. English called the international language is also the second language of many countries in the world. In Indonesia, English is regarded as a foreign language because it is a language learning in an environment where it is not the main medium of daily interaction, and the use of language is restricted.

According Bailey in Nunan Speech occurs in real-time, unlike reading or writing. Usually, the person we are talking wait for us to talk[2]. Speaking ability is very essential within the context of English learning. It is because, through verbal language and speaking, one can explicit their ideas and thoughts, and being able to talk is one of the signs of getting to know the language. Speaking skills can assist college students

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[2] Bailey, K. M. (2003). Speaking. In Nunan, David (Editor), *Practical English Language Teaching*. (Page 47-66). Singapore: McGraw-Hill

to communicate their evaluations, feelings, and expressions without being confined to languages, cultures, and international locations.

According to Lumbangaol & Mazali, (2020)[3], speaking abilities are considered the maximum crucial skills. But, normally talking within the class of speaking frequently there may be low scholar participants and they no longer need to speak because of the worry of making mistakes, lack of vocabulary to apply or embracement laughed at by a mean of his buddy. Consequently, the students need to be true in English via learning vocabulary due to the fact English is an important capability than some other talents.

According to Afri et al., (2021), the students are less communicative in magnificence they sense no longer assured of speaking English because they are scared of making errors in composing sentences. Student's ignorance of vocabulary, and they are lazy to study English. So, the students don't have sufficient language to apply once they need to practice English[4].

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[3] Lumbangaol, R. R., & Mazali, M. R. (2020). Improving Students' Speaking Ability Through Debate Technique. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics,* 7(2). http://ejournal.umm.ac.id/index.php/celtic/index

[4] Afri, E., Marpaung, E. E., & Maulina, I. (2021). Enhancing Students' Speaking Skills through Debate Techniques. *International Journal of English and Applied Linguistics*,*1 (2).* https://doi.org/ijeal.v1n1.1121

Education policy for English language coaching in Indonesia has gone through several converts.

The change aims at enhancing the results of English language coaching itself. According to Hadeli & Eviani, (2017) that speaking is the foremost ability for the effectiveness of communication.[5] And also Leong & Ahmadi, (2017)It's the way that without any speech, communication, will now not exist. Speaking is also the media of transaction between speaker and listener. The speaker sends a message to the listener, and the listener responds to the statistics given by the speaker[6].

Using building communication with others, this activity offers an opportunity to percentage information and opinion, and to construct a proper social relationship between speaker and listener (Septia Dionar & Adnan, 2018)[7]. Considering the fact above, there would be a need to implement a new appreciation strategy to enhance the student's speaking

[5] Hadeli, H., & Eviani, E. (2017). The Effect of Improvisation Technique towards EFL Students' Speaking Ability. *Al-Ta Lim Journal*, *24*(2), 118–129. https://doi.org/10.15548/jt.v24i2.290

[6] Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English-Speaking Skill. *International Journal of Research in English Education*, *2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

[7] Septia Dionar, W., & Adnan, A. (2018). Improving Speaking Ability of Senior High School Students By Using Truth Or Dare Game. *Journal of English Language Teaching*, *7*(2). http://ejournal.unp.ac.id/index.php/jelt

proficiency. One of the strategies that a teacher could use is improvisation and information gap activity.

According to Irona and Ratmanida, (2018), information gap activity is one of the communicative gaining knowledge of an activity that teachers should use in teaching speaking techniques because this activity is so easy and can make college students enjoy teaching and gaining knowledge of the system[8]. Moreover, information gap activity is a technique that teachers can use inside the classroom to be able to increase the scholar's interaction inside the classroom.

Improvisation is one of the strategies which could inspire the scholars to talk primarily based on their effort. It offers students possibilities to cope with complex problems in concrete ways. Improvisation additionally encourages college students to assume critically and creatively. Language can be communicated in several ways. Speaking is one technique to communicate. It is the mode of communication used by a language. Speaking is not always the best indicator of whether communication will proceed as planned or not. To express themselves in the language, people can write.

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[8] Irona, A., & Ratmanida 2018. Using information gap activity in classroom interaction to increase the students' speaking ability. *Journal of English Language Teaching*, 7(1), 216-223. https://doi.org/10.24036/jelt.v7i1.9736

However, the majority of people speak frequently. As a result, the author restricts his research to speaking, particularly English speaking for practical purposes. English is a language that needs to be studied since it is spoken all over the world, or in other words, it is a language that is utilized internationally. Being fluent in English is essential for members of the global community since it will be crucial in the future when everything will be done online. She also discovered that the pupils struggled greatly to understand the lesson when it came to learning how to speak English.

Additionally, they struggled to form their sentences and other utterances in the appropriate grammatical structures as they were conversing in English. The pupils were still unsure of what words to use to construct good phrases that were also grammatically accurate, such as sentences for everyday conversation. Because they seldom ever practiced speaking English with their friends and were unable to express their ideas in English, the students also struggled in speaking class.

As a result, when requested to talk in English, they took a while to respond to the questions orally and sought to speak in a staccato manner since they. Speaking is a tool that people use to interact with others. It occurs everywhere and is now a part of our daily lives. When someone speaks, they interact and convey their thoughts and feelings through language, and

considered via conversation, they also exchange information. Speaking is sometimes used as a means of imparting instructions or completing tasks, such as when describing objects or other people, griping about the behavior of others, soliciting, and providing services, and so forth.

Teachers pay less attention to speaking during the teaching and learning process. As a result, students may quickly lose interest in learning if they are not given the chance to talk or learn how to speak in the language classroom. One of the teaching methods used in improvisation is giving students roles to play out dialogues or conversations using their own words or sentences depending on the conversation circumstances or subjects on provided hint cards. The researcher was interested to conduct the research that was discovered when seeking publication regarding the role of improvisation technique in order to learn more about it.

According to (Hadeli & Eviani, 2017)[9], the English instructor at Senior High School 12 in Padang, West Sumatera, had not yet used the improvisation approach. Furthermore, using improvisational techniques would lessen their dependency on Minang and enable them to English vocabulary

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[9] Hadeli, H., & Eviani, E. (2017). The Effect of Improvisation Technique towards EFL Students' Speaking Ability. *Al-Ta Lim Journal*, *24*(2), 118–129. https://doi.org/10.15548/jt.v24i2.290

and grammatical structures more naturally. In the information-gap activity, students should converse with one another in the target language to obtain the knowledge they need to complete the assignments assigned by the professors.

Learners are given the chance to work independently in sharing information during information-gap activities. As a result, information-gap activities enable students to recognize how well they can communicate without the teacher's direct involvement. Moreover, information-gap activities are thought to be effective in teaching speaking since they require pupils to communicate.

All of the students will get the chance to practice speaking English in a class by participating in information-gap activities. As a result, in addition to the students with high levels of confidence who will speak English in class, there are also students with low confidence which is, why this activity is seen as effective by the writer.

B. Research Question

Based on the background of the study above this research focuses on the following question. How is the effectiveness of using improvisation and information gap activity to enhance students speaking proficiency?

C. Objective of the Study

The objective of the study is to explain the effectiveness of using the improvisation and information gap activity to enhance the ninth grades of students' speaking proficiency.

D. Limitation of the Study

The researcher conducted this study at Junior High School (MTs Al- Khoiriyyah) Bulustalan in the academic year 2022/2023. The study investigated the effectiveness of using the improvisation and information gap activity to enhance the ninth grades students' speaking proficiency.

E. Significance of the Study

The significance of the study will be useful for:

1. For students can have an essential effect on speaking performance, namely, increasing students' confidence in speaking English and making students express their ideas freely.
2. For the teacher makes it easier for teachers to find out which techniques are effective to use in teaching speaking proficiency.
3. For the school to assist schools in enhancing students speaking proficiency. So that students can be more

confident, active, and bravely speaking in front of other people or student.

4. For the next researcher to inform which strategy is more effective to use in students speaking proficiency.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains review of previous research, theoretical review, and theoretical framework.

A. Previous Studies

In supporting this research, there are several relevant studies conducted by some researchers.

1. The research entitled is" The Effect of Information Gap Activities on Students' Speaking Skill" by (Nasution et al., n.d., 2019) in the Liner, Institute Pendidikan Tapanuli Selatan Journal[10]. The purpose of this study is to determine the extent to which information gap activities are used to improve students' speaking skills in eleventh-grade students. The differences between previous research and current research. The previous study, entitled "The Effect of Information Gap Activities on Student Speaking Skill," was designed with an experimental method and a true-experimental research design, as well as a post-test-only control-group design.

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[10] Nasution, D. S., Hasibuan, A., & Irmayana, A. (n.d.). The Effect of Information Gap Activities on Students' Speaking Skill (2019). *Jurnal Liner, Institut Pendidikan Tapanuli Selatan.* (Vol.3.Issue 1).

The population of this research is all of the eleventh grades. The similarities between the previous study and the present research are both studies investigate information gap activity.

2. The research entitled "The Effect of Improvisation Technique on EFL Students' Speaking Ability" was written by (Hadeli & Eviani, 2017) in the Al-Ta Lim Journal[11]. The purpose of this study was to see if Improvisation Technique made a difference in teaching transactional and interpersonal conversation text to students' speaking ability. The results of the students' speaking tests were evaluated using five criteria: accent (pronunciation), grammar, vocabulary, fluency, and comprehension.

The differences previous study and the present research. The previous study entitled "The Effect of Improvisation Technique on EFL Students' Speaking Ability" was designed as true experimental research where the sample chosen by using cluster random sampling.

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[11]Hadeli, H., & Eviani, E. (2017). The Effect of Improvisation Technique towards EFL Students' Speaking Ability. *Al-Ta Lim Journal*, *24*(2), 118–129. https://doi.org/10.15548/jt.v24i2.290

The similarities between the previous study and the present research. Both studies discussed improvisation techniques the same method.

3. The research entitled "The Impact of Discussion Activities on Improving Student's Fluency in Speaking Skill" was written by (Karam et al., 2021) in the British Journal of English Linguistics[12]. This study attempted to find out whether classroom discussion activities impact improving students' fluency in speaking skills or not. They can bring fundamental aspects and important benefits and advantages of language learning in the classroom. The difference previous study and the present research is the purpose of the research. The similarities between the previous study and the present research are the method and the topic discussed improving speaking skill.

4. The research entitled "Enhancing Students' Speaking Skills through Debate Techniques" written by (Afri et al., 2021) in the International Journal of English and Applied

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[12]Karam, A. M., Mohammed, A., Bashir, R., & Ahmed, A. (2021). The Impact of Discussion Activities On Improving Students' Fluency In Speaking Skills. In *British Journal of English Linguistics* (Vol. 9, Issue 1).

Linguistics[13]. The purpose of teaching English speaking in senior high schools is to demonstrate how debate techniques can help students improve their speaking skills. The difference previous study and the present research is the purpose of this study was to improve students' speaking skills through debate techniques. The similarities between the previous study and the present research, both studies discussed enhancing Student's Speaking skills.

5. The research entitled "Integrating Short Conversation and English Conversation Application to Improve Students' Speaking Skills" written by (Mariam et al., 2022)In the Journal of English Teaching and Learning Issues[14]. The purpose of the study is to describe student participation in this learning model, as well as to explain the implementation using short conversation and English conversation applications. The difference between the previous study is using qualitative methods for the research. The similarities between the previous study and

[13]Afri, E., Marpaung, E. E., & Maulina, I. (2021). Enhancing Students' Speaking Skills through Debate Techniques. *International Journal of English and Applied Linguistics*, *2*. https://doi.org/ijeal.v1n1.1121

[14]Mariam, S., Kepirianto, C., Raharjo, R., & Ma'mun, N. (2022). Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills. *Journal of English Teaching and Learning Issues*, *5*(2), 107. https://doi.org/10.21043/jetli.v5i2.17128

the present research, both studies discussed speaking proficiency.

B. Theoretical Review

This chapter consists of the related theoretical review of this research. It presents speaking fluency, Function of Speaking, Teaching Speaking Using Improvisation, Teaching Speaking Using Information Gap Activity, The Principles of Information Gap Activity Technique, and the Characteristics of Information-Gap Activities**.**

1. Definition of Speaking Fluency

Speaking is a capability that deserves attention each bit as a whole lot as literary abilities, in both first and second language. Most of people, learning speaking skill is the single most important component of learning a second or foreign language, and success is measured in phrases of the capacity to perform a conversation within the language. Speaking is so much a part of each day's existence that human beings take it for granted.

The average person produces tens of thousands of phrases a day, even though a few people, like auctioneers or politicians, can also produce even greater than that. So natural and crucial is speaking that people forget how they as soon struggled to acquire this capability-until.

They should learn how to do it all once more in a foreign language. Speaking in a second or foreign language has often been considered the most worrying of the four abilities. When attempting to speak, beginners ought to muster their minds and encode those ideas within the vocabulary and syntactic structures of the target language. Speaking is considered as having a great role in the communique, people make an effort to learn the skill to speak with the world society (Rao, 2019)[15].

Speaking abilities are also useful for beginners when they must settle down well in their professions. In the current global, it has grown to be quite commonplace to show the applicant's skill at the time of their job interviews and many of the choices are primarily based on the overall performance of the interview. The process aspirants have to participate and prove themselves in debates and organization. Discussions in which the overall performance or oral communication abilities of the candidates are more often than not measured, beside the specialists need to give oral presentations as they need to promote the goods or their businesses or deliver training to the different colleagues.

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[15] Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal* (ACIELJ), 2(2), 6-18.

Moreover, a powerful speaker can inspire the audience plenty, and advantage of the whole attention of the audience, and maintain the same tempo until the end of their speech. So, the target market includes absolutely in the speaker's speech, and they sometimes forget the actual world and placed their complete awareness of the speech. So, speaking abilities play an essential function as everything depends on how humans communicate their message to others.

According to Aye and Phyu (Zuhriyah, 2017), human beings need practical English-speaking skills within the entire existing components of this globalization generation. Speaking is a human's manner of transmitting and sharing thoughts verbally with others[16]. In language courses, speaking has also been approached in a similar manner. It is sometimes assumed to be sufficiently covered because it is so integrated with the teaching of everything else.Although many students believe that being able to communicate effectively through speech is their main priority, when speaking is the main objective of the session, it can sometimes result in anger.

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[16]Zuhriyah, M. (2017). Storytelling to Improve Students' Speaking Skills (Vol. 10, Issue 1). *https://ejournal.radenintan.ac.id/index.php/ENGEDU*

As we can see, there are numerous reasons why people communicate with one another. Language is used mostly to develop and sustain social relationships. When we meet new individuals, we greet them with a "hello" and make small talk about the weather, work, sports, and family relationships. We also try to entertain each other by making jokes and telling tales and stories as part of this social use of language. We may also express our thoughts and ideas on a range of topics. When we talk with friends, we have no agenda for what we should talk about. Participants in the conversation can bring up a number of topics.

Speaking is one of the most significant characteristics that students must master when learning English. Students express their ideas, feelings, and desires to others through speech. Students learn how to speak English more easily since they have buddies who can act as their practice partners. Students interact and use language to express their ideas and feelings when they speak. Speaking involves remembering and reciting sentences and showing the students' ideas vocally.

Speaking ability is a skill to talk fluently presupposed mastery of linguistic features and only mastery of linguistic features, but also the ability to process information and language 'on the spot'. It involves the capacity to collaborate

in the management of speaking turns and nonverbal communication. It occurs in the actual world with little time for comprehensive planning. As a result, the fluency required to achieve the conversation's goal. Speaking involved some skills such as vocabulary, pronunciation, accuracy, and fluency. Students need to have all of those elements mastered.

Speaking, especially in a foreign language, is an essential practice for learners of all ages since it allows people to understand what others who speak a foreign language are saying. Speaking is an action that allows people to communicate with one another. It occurs everywhere and has become a part of our daily lives. As people speak, they interact with one another and use language to express their ideas, feelings, and thoughts. They also communicate with one another to share information.

Speaking is used in some contexts to offer instructions or get things done, such as describing things or someone, complaining about people's behaviour, asking for and providing services, and so on. Teachers pay less attention to speak during the teaching and learning process. As a result, if children do not learn to talk or are not given opportunities to communicate in the language classroom, they may quickly lose interest in learning. Students who do not have

good speaking abilities during this period will struggle to maintain face with their peers in later years. The challenges can be solved using the right technique based on their characteristics.

2. Function of Speaking

According to (Richards, Jack C. (1990)[17] made a useful difference between the interactional purposes of speech, which aim to develop and maintain social interactions, and the transactional functions, which focus on information exchange. These are the functions:

a. Conversation as interaction

Conversation as interaction refers to what we often refer to as "talk" and represents an interaction that is largely social in nature. When people meet, they exchange greetings, make small talk, share recent experiences, and so on in order to be nice and establish a comfortable zone of engagement with others. The emphasis is on the speakers and how they want to exhibit themselves to one another rather than on the message.

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[17]Richard, Jack C. (1990) Conversationally speaking: approaches to the teaching of conversation. In Jack C Richard. *The Language Teaching Matrix. New York: Cambridge University Press*. 67-85

b. Conversation as a transaction

The term "talk as a transaction" refers to situations in which the emphasis is on what is said or done. The core focus is on the message and making oneself understood clearly and precisely, rather than the participants and how they engage socially with one another. In Richard, Burns identifies two sorts of communication as transactions. The first category covers situations in which the participants are primarily concerned with what is said or accomplished rather than what is said or accomplished (e.g., asking someone for directions). Accuracy may not be a priority as long as the information is presented or understood successfully.

c. Speaking as a performance

Talk as performance is a useful term for the third sort of discourse that can be distinguished. This relates to public speaking or speaking in front of an audience, such as school presentations, public announcements, and speeches. Speaking as performance is generally monologue rather than dialog, follows a recognizable framework (e.g., a welcome speech), and is closer to written language than conversational language. Similarly, it is often

evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with discourse as engagement or transaction.

According to the definition above, speaking functions are categorized into three categories. The first function is interaction through conversation. The second role is to communicate as a transaction. The final function is speech as performance. When learning to speak in English, each function in the mouth should be enhanced with time.

3. Teaching Speaking Using Improvisation

Defined the period as a spontaneous response to the unfolding of a sudden scenario. Improvisation is an extremely good method to apply inside the foreign language or second language classroom as it motivates the beginners to be lively individuals in genuine situations there through reducing their self-focus. In the beginning, college students can be hesitant and shy to participate in the activities, but after some periods they will come to be extra enthusiastic and there could be a phenomenal development in their self-assurance level.

The implementation of a technique that aims to enhance the foreign language novice's self-assurance level will continuously lead to improvement in the use of the goal

language. Improvisation offers beginners the possibility to no longer best enhance their language communique skills, but additionally to improve their self-belief so that you can ultimately lead to the improvement of fantastic ideas.

Improvisation technique motivates scholars to generate innovative and unique ideas, significantly expands students' vocabulary, actively practices language skills, and attains far greater fluency. It also offers a setting wherein scholars can discover the social values of a unique lifestyle.

Another expert observed that improvisation techniques can improve the student's speaking ability through improvisation techniques. Student's fluency and accuracy has been improved extensively, and also the students which have the hidden ability in speaking can exercise that ability in a different chance like public speaking, being actors and actresses.

Based on the reason above the writer concludes that improvisation has the function to encourage students' fluency and communication in speaking, generating students' ideas, and also enhancing students' speaking ability. Improvisation is the strategy of teaching in which students are given roles to carry out dialogues or communication using their phrases or sentences based on the communication scenario or subject on clue playing cards.

First, the teacher explains the situation subject on the function card. Then, the teachers divided the students into a group, there are three or four in every group. After receiving the role card, the student creates the plot and prepares to perform. They don't have a whole lot of time to prepare it's far most effective 2-4 minutes. After that, the performers do it.

There's no script communication, it's a spontaneous speaking performance. The students use their expertise, phrases, and sentences in improvisations. Some advantages are probably received from the implementation of the improvisation technique. Improvisation motivates the students to generate innovative and particular thoughts, greatly increase student's vocabulary, actively practice language abilities and achieve some distance more fluency.

Additionally presents a putting in which the students can discover the social values of specific cultures and collaborate in this type of activity strengthens students' confidence in their educational capacity, an essential aspect of successful language acquisition. Proved that improvisation techniques should enhance the students speaking proficiency. The college students' success in speaking improved, as indicated by using the scores received from the assessments.

According to (Grayson & Napthine-Hodgkinson, 2020)[18] Improvisation, physical activities offer a safe space for a potential presenter to attempt out speaking to a target audience to make the most of the chance to attach whilst the opportunity to provide their painting arises. Improvisations encourage learners to produce creative and elaborate thoughts, dramatically expand their vocabulary, actively practice language skills, and achieve far greater fluency.

The context in which students can investigate the social values of a new culture, and participation in this type of activity enhances students' confidence in their academic competence, which is crucial for successful language acquisition. Improvisation helps students not only enhance their language communication skills but also their confidence, which will eventually lead to the creation of positive concepts.

The improvisation technique is used by the teacher in three stages: preparation, implementation, and feedback. The first stage is preparation. The teacher is concerned with the lesson plan, instructional materials, and seat arrangement

[18]Grayson, N., & Napthine-Hodgkinson, J. (2020). *Journal of Learning Development in Higher Education* How improvisation techniques can support researchers with the development of public speaking skills. (Issues 19). https://doi.org/10.47408/jldhe.vi19.611

during the preparation stage. Role cards should be developed for the settings in which the students will perform improvisation.

With a little preparation, kids can grasp and comprehend what scenarios are and try to act them out in front of the class using all of the languages they know. This was intended to elicit spontaneity and foster improvisation. A role-play card can be used to create the speaking environment. The following stage involves the introduction of improvisation techniques. This is a training session in which students are encouraged to execute the improvisation while also being introduced to the method so that they become accustomed to it.

Students are asked to perform in front of the class at this step. The seats are positioned in a semi-circle, with students who perform standing, sitting, and acting in the centre so that everyone can see and hear them. The pupils work together to complete the task. Each group has a separate set of speaking topics/situations. The first step is for them to exchange roleplay cards with another student in their group.

Next, they get 5 minutes to prepare the improvisation by creating a tale storyline based on their own knowledge. They should do 3-10 minutes of improvisation for each

group. After explaining how to perform improvisation, the teacher divides the class into four groups of four students. He should do it at random, such that each group has both high and low achievers. After the students have worked in groups, the teacher distributes the role-play cards that will be used as a foundation for theatre improvisation by the students.

The last is the feedback stage, which aims at enhancing the student's motivation to use English in performing. The teacher lets the students use English as much as possible. Enhancing students' motivation is the most important to key succeeding in the implementation of improvisation.

The final stage is feedback, which attempts to increase the student's incentive to use English in performance. The teacher encourages the children to speak English as much as possible. Improving students' motivation is the most significant factor in the success of improvisation implementation.

4. Teaching Speaking Using Information Gap Activity
   a. Definition of Information Gap Activity

An information gap activity is one of the interesting strategies that can be used in teaching speaking. The information gap technique used in teaching speaking can give the students the same opportunity to ask and answer questions as every other. This technique additionally should deliver the possibility for the teacher in supporting students to finish the lesson effortlessly. An information gap activity is an activity where learners are missing information, they need to complete a task and talk to each other to find it.

Many variations of the information gap activity, first, students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture, but it contains several slight differences from the A-picture. Students must sit back-to-back and ask questions to try to find out how many differences there are between the two pictures. Second, student's practice role-play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc.

The other needs to obtain information on departure time, prices, etc. They role-play the interaction without looking at each other's clue cards. Every method has its advantages when applied in teaching and learning English. Information gap activities have advantages that make them very suitable for teaching and learning English, especially in speaking. When two speakers have disparate pieces of information, there is an information gap between them due to this disparity.

Students are expected to work in pairs on this project. The couples will share their information if one student divulges the knowledge that the other partner lacks. The information gap activity, according to Scrivener, is intended to "enable the students to utilize the language they are learning to interact in realistic and meaningful ways"[19]. Activities that fill in information gaps have a variety of uses, including information gathering and problem-solving. Each partner is essential to the success of the information gap because, without their support, the other partners would not be able to finish the work.

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[19]Caroline Woods, *Teaching and Assessing Skills in Foreign Languages*, (Cambridge: Cambridge University Press, 2005), p.47

Everyone has the chance to converse extensively in the target language during these events, which makes them effective. It is clear from the remark above that the students find the information gap to be very interesting because they are all actively engaged. Information gaps are therefore seen as effective speaking activities. There are so many practices that students in speaking classes take advantage of. The information gap activity technique is one of the exercises used to help students develop their speaking abilities.

Thus, in order to assist the students in enhancing their speaking abilities, the researcher suggested using an information gap activity technique. The information gap activity technique creates a space for students to communicate and exchange the information they require. Students have the chance to practice their speaking abilities when the information gap activity technique is used. To complete the objective, the pupils must communicate.

The teaching-learning situation can be made more entertaining by using the information gap activity technique. The student's conversation with peers and practice speaking instead of just listening to the teacher's explanation. Based on the observations above, the

researcher concluded that the knowledge gap activity methodology proved to be an available alternative method for enhancing students' speaking skills.

b. The Principles of Information Gap Activity Technique

The information gap is a useful activity in which one person has information that the other lacks, so the students use the target language to share the information. An information gap activity technique is an activity in language teaching where students are missing information necessary to complete a task or solve a problem and must communicate with their classmates to complete the exercise.

There are some principles used in the information gap activity technique, as follows:

a) Typically, the class is divided into groups and each group has part of the information needed to complete an activity.
b) The class must fit the pieces together to complete the whole.
c) They must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

In summary, the information gap activity technique requires specific principles, which are carried out by forming small groups or pairs in speaking activities. In this scenario, the student should finish the assignment by asking the other students so that communication may be established among the students, and they can enhance their speaking skills. One of the approaches used to develop speaking skills is the information gap, in which pupils are given additional information to practice speaking.

The information gap is a technique used to assist students in real-world communication practice without the repetition and memorization that might bore them. Various experts have emphasized the benefits of using information gap activities in training public speaking. Information gap activities can provide complete input from learners, such as a wide range of ideas, references, and values, as well as many varied experiences and learning styles. She then goes on to say that information gap activities can promote a learner-autonomous learning style.

The information gap helps learners to practice speaking by solving vocabulary difficulties with a clue. Information-gap is another activity in which both

speakers have talks in order to share information with others in order to achieve their responsibilities. According to (Ika Setyani & Kristina, n.d,.2019)[20] information gap activities are a type of activity that requires students to use language to exchange some information and get their meaning across.

The information gap is a communication technique in which two pairs of students have knowledge that they must connect or relate to each other to fill in the gaps. The teacher can assign pupils to work in pairs, and then offer them a form, dialogue, or picture with some empty pieces that must be filled in by changing information (Bumi Akpelni Semarang et al., 2021)[21].

[20] Ika Setyani, N., & Kristina, D. (n.d.). (2019). *The 2 nd International Conference on Language, Literature and Teaching The 2 Nd ICoLLiT |* Proceedings Improvisation Technique Towards Students' Speaking Anxiety *(A Case Study on Students' Perception in an English Course for Adult)*.

[21] Bumi Akpelni Semarang Jl Pawiyatan Luhur, P. I., Dhuwur, B., Studi Teknika, P., (2021). The Effectiveness of Information Gap Techniques In Teaching Speaking Via Virtual Class For Maritime Students. In *National Seminar on Maritime and Interdisciplinary Studies* (Vol. 3, Issue 1).

c. The Characteristics of Information-Gap Activities

The following are the characteristics of information-gap activity:

a) Each activity assigns a task to the student.
b) The task-related knowledge is divided into two sections (student A and student B); no student has enough information to complete the work alone.
c) The students must obtain information from one another and reach a decision collectively.
d) The activities are not exercises, but rather environments in which students can use language to learn about topics that are important to them and to share ideas. It means that an information-gap activity is conducted alongside the task that should be completed.

Through this activity it is designed in such a way that no students have all of the information they need to complete the task, so they must communicate with one another in order to obtain the information they require, and this activity is not the exercises themselves, but rather a method of obtaining the information the students require for completing their task.

Based on the sentence above, the writer can conclude that the information gap is effective since it allows every student to communicate in the target language. Students practice speaking English during information gaps because it is the only method to finish tasks.

a. Speech

The prepared speech is another popular exercise in the oral skills session. Aspects for speeches will vary based on the student's level and the topic of the class, but students should be given considerable difficulty deciding the subject of their talks in any case. In other words, the teacher has control over the structure of the speech, including its rhetorical genre (narration, description, etc.) and time constraints.

For example, asking pupils to "tell us about an outstanding experience you had allows them to talk about something personal while also encouraging narration and description".

Speeches can be scary for the speaker and, after a while, boring for the audience, therefore giving the listeners any responsibilities during the speeches is a good idea. This is an ideal moment to

ask for peer feedback on a classmate's speech. A prepared speech can be a successful activity in teaching speaking if teachers choose an acceptable topic based on the student's level and the length of time for each speech to avoid making this activity time demanding. This activity can help students develop the confidence to speak in front of others.

b. Role Play

Role play is one of the speaking exercises that would be effective for practicing the sociocultural variations in speech acts. The term "role play" refers to any activity in which students picture themselves in a situation outside of the classroom. Role play can be done from prepared scripts, generated from a set of prompts and phrases, or composed using and consolidating knowledge learned through past training or discussion of the speech act and its variations.

Because sociocultural factors are so important in the production of speech acts it is suggested that discourse rating tasks, in which students rate dialogues or scenarios on various levels of formality and the like, can raise language awareness and help transfer this knowledge to

production activities like role plays. For example, when teaching a subject on complaints, one assignment could be have students visit locations where complaints are likely to occur.

There, they can be attentive to how complaints are expressed and managed. Role play not only teaches students to act as someone else, but it also teaches them to use the target language in situations where it may not be available in other activities.

c. Simulation

Simulations are very similar to role-playing; however, they differ in that they are more extensive. Simulation is a large-scale role-playing game. Students can bring items to the classroom to create a realistic environment during simulations. For example, if a student is playing a singer, she will bring a microphone, and so on. Role play and simulations offer various advantages.

For starters, because they are interesting, they motivate students. Second, they enhance the personality of reluctant students. Students will have a different role in role play and simulation exercises, and they will not be able to speak for

themselves, thus they will not have the same obligation.

d. Conversation

The focus on having students analyse and evaluate the language that they or others produce is one of the more recent developments in oral skills training. In other words, simply having learners create a large quantity of language is not enough they must also become more meta-linguistically conscious of the different characteristics of the language in order to become competent speakers and listeners of English.

Conversation, the most basic form of oral communication, is one speaking activity that lends itself particularly well to this type of research. One strategy to approach this task is to assign students to discover a native speaker (or near-native speaker) they know and arrange for a 20–30-minute interaction with this individual to be tape-recorded.

Of course, not all of the discourse that results from this interaction will be a truly "natural conversation," as the native speaker may assume the role of "interviewer" and ask all of the

questions while the non-native speaker just responds; thus, the instructor may want to encourage the learner to prepare a few questions to ask the native speaker in advance. The consequent interaction will, in any event, give a sample of spontaneous production from (and for) the learner to analyze. In a variant of the dialogue assignment, students must tape-record an interview.

C. Conceptual Framework

Figure 2.1 Conceptual Framework

```
            ┌─────────────────────┐
            │ Speaking at Junior  │
            │ High School in ninth│
            │       grades        │
            └─────────────────────┘
     ┌──────────────┼──────────────┐
┌──────────┐  ┌──────────────┐  ┌──────────────┐
│Improvisation│ │Information Gap│  │The effectiveness│
│as teaching  │ │Activities as │  │strategy for     │
│speaking     │ │teaching      │  │learning         │
│             │ │speaking      │  │speaking         │
└──────────┘  └──────────────┘  └──────────────┘
```
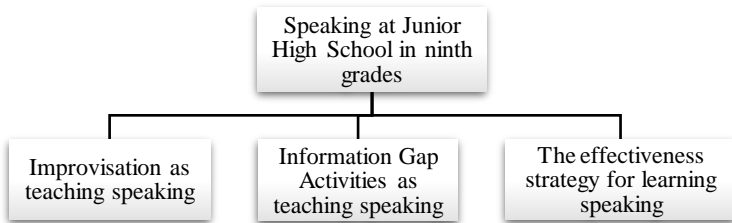
In speaking learning, the teacher uses improvisation and information gap activities in learning process. In practice, improvisation and information gap activities create effective for students in learning speaking. As an indicator, students at junior high school in ninth grade are required. This perception used as a Bailey in Nunan for researchers to assess the effectiveness of improvisation and information gap activities in learning speaking.

CHAPTER III
RESEARCH METHOD

This chapter consists of research design, research setting, population sample, the instruments, the technique of collecting data, and the technique of analysis data. Each of them is presented in the following discussion**.**

A. Research Design

This study is conducted to find the use of pre-experimental design research. Pre-experimental is to obtain information that is an approximation to the information that can be obtained by experiment which is actually in a state that is impossible to control or manipulate all relevant variables. This research used two experimental groups, The first is the experimental group which used the improvisation technique and the second used Information Gap Activities for the experimental group. According to (Nasution et al.,2019) experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions[22].

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[22]Nasution, D. S., Hasibuan, A., & Irmayana, A. (2019). The Effect of Information Gap Activities on Students' Speaking Skill. *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*. (Vol.3.Issue 1).

A research instrument is a tool used to measure the natural phenomenon and social observed. Based on the problems and educational goals, the research design follows the pre-experimental design. In general, this experimental model is used as follows:

Table 3.1.
One Shot Case Study

Class	Treatment	Post-test
A	X_1 Improvisation	O_1
B	X_2 Information Gap Activities	O_2

Where:

A	:	Experimental Class 1
B	:	Experimental Class 2
X_1	:	Improvisation
X_2	:	Information Gap Activities
O	:	Post-Test

Table 3.2
Observation Sheet of Students' Speaking Proficiency

No	Categories	Aspects	Range	Score
1.	**Vocabulary**			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses of wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	**Pronunciation**			
	a. Unsatisfactory	Had to understand because of the sound, accent, pitch, difficulty, and incomprehensible	1-6	
	b. Fair	Error basic pronunciation	7-12	
	c. Good	Few Noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	**Accuracy**			
	a. Unsatisfactory	Usage is definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to the basic structure	1-6	

	b. Fair	An error of the basic structure, meaning occasionally obscured by a grammatical error	7-12
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18
	d. Very Good	No more than two errors/speech is generally natural	19-25
4.	**Fluency**		
	a. Unsatisfactory	Speed of speech and length of utterances are below normal long pause, utterances left unfinished	1-6
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12
	c. Good	Speech is generally natural	13-18
	d. Very Good	Understandable	19-25
	Total score		**100**

B. Research Setting

This research was conducted in MTs Al-Khoiriyyah which is located at Bulustalan Semarang, Central Java in the academic year 2022/2023. The study was carried out on 13th – 16th May 2023.

C. Population Sample

The population of this research is the ninth-grade students of MTs Al-Khoiriyyah Bulustalan Semarang. The first grade consisted of 2 classes. Each class consisted of 19 students. So, the total population is 38 students. The researcher applied the purposive sampling strategy in choosing the sample of the research.

The subjects studied are students of class IX which is a saturated sample because it only consists of two classes, namely class IX^A with a total of 19 students chosen as the treatment class while class IX^B with a total of 19 students selected as the treatment class.

D. Research Instrument

The research instrument is used for measuring the variable value under consideration. The number of research instruments used is determined by the number of research variables used. A research instrument is a tool chosen and applied by researchers in their operations to collect data so that data collection becomes systematic and easy.

The instruments used in this research are:

1. Learning Outcomes Test

Student English learning outcomes test is a research instrument that is used to measure the level of mastery of cognitive domain abilities and conceptual understanding of students after treatment. Before the research instrument was used, beforehand first tested the normality and homogeneity of valid instruments means that the measuring instrument used to get the data is valid. It is done after students were given the treatment using the Improvisation technique and Information Gap Activities.

2. Observation

Observation or also known as observation includes activities loading attention to an object by using all the tool's senses. The observation in question is the observation of students during the learning process by applying both improvisation techniques and information gap activities.

This instrument was used in the learning process carried out by the teacher and all student learning activities during the learning process.

3. Documentation

Documentation in the form of photographs are taken at the research location as data used as a reference to see the condition of the research field.

In this study, the researcher used a test of learning outcomes in the form of an objective test which aims to measure how students' cognitive abilities. Data processing were carried out after the researcher finished collecting data. Data processing techniques in this study used data analysis descriptive and inferential.

E. Technique for Analysing Data

Processing the research data used two techniques, namely descriptive analysis and descriptive inferential.

1. Descriptive analysis

Descriptive analysis is used to describe the English learning outcomes obtained by students. In order to get a clear picture of student English learning outcomes, the following steps are taken. Make a frequency distribution table, to make a frequency distribution table with the same class length, do the following:

1) Determine the range value, namely the largest data minus the smallest data:

$J = X_{max} - X_{min}$

2) Determine how many interval classes are needed. Sturger's rule can be used, namely:

K= 1 + 3,3 log n

where n = denotes the amount of data and the final result is made into an integer.

3) Determine the class interval length (P), which is the quotient of the range by the number of classes.

$$P = \frac{J}{K}\ 48$$

4) Select the lower end of the first interval class. This can be taken the same with the smallest data or data value that is smaller than the smallest data, but the difference must be less than the specified class length, then the table is completed using the values that have been counted.

5) With the class interval length (p) that has been determined, then the number of data begins to be calculated with smaller data from the smallest data to the predetermined class interval (p) length, and so on.

6) Mean

$$\bar{x} = \frac{\sum_{i=1}^{k} f_i x_i}{\sum_{i=1}^{k} f_i}$$

Where:

$\bar{x}$ = Mean

$f_i = Frequency - i$

$x_i = $ Middle Value

7) Percentage (%) average value

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

Where:

P : Number Percentage

F : The frequency that the percentage is looking for

N : The number of sample respondents

2. Inferential Analysis

For the purposes of testing the hypothesis, it is done first basic testing, namely the normality test and variance homogeneity test.

1) Normality test

The data normality test is intended whether the data is using normally distribute or not. For this test, the Chi-square formula is used which is formulate as follows:

$$X^2_{\text{count}} = \frac{\sum_{i=1}^{k} O_i - E_i^2}{E_i}$$

Where:

X^2 = Chi-square value

O_i = Frequency of observations

E_i = Expected outcome frequency

K = Number of classes

Normal test criteria when x^2 count less than x^2 table where x^2 table obtained from the x^2 list with dk = (k-1) at the significance level $\alpha = 0.05$.

2) Homogeneity Test

This test was carried out because the researcher generalized the results of research on the study population. In the sense that if the data homogeneous is obtained, the sample groups come from populations that are the same.

This homogeneity test was first carried out with the F test with the formula as follows:

$$F= \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

With a significant level of 0.05 and the degrees of freedom for the numerator nk – 1 and the degrees of freedom for the denominator nk – 1, then if $F_{count} < F_{table}$ is obtained, it means that the variances of the Hypothesis testing Hypothesis testing two groups are homogeneous.

4) Hypothesis Test

Hypothesis testing is used to find out the temporary assumptions formulated in the research hypothesis using a two-party test.

H_0: $\mu_1 = \mu_2$ Lawan H_1: $\mu_1 \neq \mu_2$

Where:

H_0: There is no significant difference in the results of English learning between groups of students who use Improvisation Technique and Information Gap Activity in ninth grade MTs Al-Khoiriyyah Bulustalan Semarang.

H_1: There is a significant difference in the results of English learning between groups of students who use Improvisation Technique and Information Gap Activity in ninth grade MTs Al-Khoiriyyah Bulustalan Semarang.

μ_1: The average learning outcomes of students who learn with the Improvisation Technique

μ_2: The average learning outcomes of students who learn with the Information Gap Activity

The data criteria are obtained from $n_1 = n_2$ with a homogeneous variant, so far hypothesis testing used to test as follows :

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 \ n_2}}} \ ....$$

Where:

X_1 : Average Score of the experimental class I

X_2 : Average Score of the experimental class II

S_1^2 : Variance of experimental class sample I

S_2^2 : Variance of experimental class sample II

n_1 : Number of member experimental class sample I

n_2 : Number of member experimental class sample II

The research hypothesis is testing with the follows test criteria:

1. If $t_{count} \geq t_{table}$ then H_0 is reject and H_1 is accept, it means there is the differences in signifinance to student learning outcomes through Improvisation technique and information Gap Activity in English learning at students of ninth grades MTs Al-Khoiriyyah.

2. If $t_{count} \leq t_{table}$ then H_0 is accept and H_1 is reject, then there is not the signifinance to student learning outcomes through Improvisation technique and

information Gap Activity in English learning at students of ninth grades MTs Al-Khoiriyyah.

3. If $t_{count} \leq t_{table}$ then H_0 is accept and H_1 is reject, then there is no the signifinance to student learning outcomes through Improvisation technique and information Gap Activity in English learning at students of ninth grades MTs Al-Khoiriyyah.

Then, for the category of student learning outcomes used techniques standard categorization set by the Depdikbud, as follow.

Table 3.3 Category Learning Outcomes

NO	Score	Category
1.	31-50	Low
2.	51 – 70	Not Good Enough
3.	71-90	Good
4.	100	Very Good

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research finding and discussion about Enhancing EFL Student's Speaking Proficiency Using Improvisation and Information Gap Activities.

A. Research Findings

The results of this study are the answers to the problems that have been formulated and previously determined that can strengthen a hypothesis or answer temporarily. Based on the results of research that was conducted at MTs Al-Khoiriyyah Bulustalan Semarang, as follows:

1. **Student's Learning Outcomes using Improvisation on Students IXA MTs Al Khoiriyyah Bulustalan Semarang.**

    Based on research conducted at MTs Al-Khoiriyyah Bulustalan Semarang, the author collected data from test instruments through the post-test learning outcomes of students who are taught using improvisation as learning speaking proficiency.

Table 4.1
Students Learning Outcomes Class IX A using improvisation.

NO	Students Name	Score
1.	H.I.Z.M	50
2.	M.D.S	75
3.	A.T.R	65
4.	D.A	80
5.	T.D.A	90
6.	D.R.T	50
7.	A.R.N	75
8.	J.I	90
9.	R.D	90
10.	A.A	90
11.	H.N.R	50
12.	N.S	85
13.	A.N	70
14.	K.T.Z.A	90
15.	H.I.K	50
16.	A.I.J	90
17.	A.P	60
18.	V.R.N	65
19.	M.A	65

a. Treatment Class Using Improvisation

The results statistical analysis descriptive through English speaking proficiency (Descriptive Text) on Students IX^A MTs Al-Khoiriyyah Bulustalan Semarang as follows:

1. Range Score

$R = X_{max} - X_{min}$

$R = 90 - 40$

$R = 50$

2. Class Count

$K = 1 + 3,3 \log n$

$K = 1 + 3,3 \log 19$

$K = 1 + 3,3 \ (1,2788)$

$K = 1 + 4,21404$

$K = 5,21404$

$K = 5,21 = 5,22$

3. Interval Class

$P = \dfrac{r}{k}$

$P = \dfrac{50}{5,22}$

$P = 9,5793 = 9,58$

4. Mean

$$\bar{x} = \frac{\sum_{i=1}^{k} f_i x_i}{\sum_{i=1}^{k} f_i}$$

$$\bar{x} = \frac{1,305}{19} = 68,13$$

5. Variances S^2

$$S^2 = \sum[(xi - mean)^2] / (n-1)$$

$$= \frac{68,13}{19-1} = 3,78$$

Table 4.2
Frequency Distribution using Improvisation.

Intervals Class	Frequency (fi)	Frequency cumulative (fk)	Middle Score (xi)	(fi.xi)	(xi-x)²	F (xi-x)²	Percentage (%)
50-59	4	4	55	220	1,296	5,184	21
60-69	4	8	65	260	2,116	8,464	21
70-79	3	11	75	225	3,136	18,816	15,7
80-89	2	13	85	170	4,356	8,712	10,5
90-100	6	19	95	570	5,776	17,328	31,7
Total	19	-	375	1,445	16,680	58,504	100

Classification of class IX^A (post-test) learning outcomes can be seen in the table below:

Table 4.3
Descriptive Statistical Score of Post-test Class IXA MTs using Improvisation.

Statistics	Post-Test
Low Score	50
High Score	95
Average Score	68,13

Table 4.4
The Category of Students Learning Outcomes Using Improvisation

Intervals	Frequency	Percentage	Category
0-30	0	0	
31-50	4	21	Low
51-70	7	36,84	Medium
71- 90	8	42,10	High
100	0	0	
Total	19	100	

Based on the table above it can be seen that, 4 students are in the "Low" category with a percentage of 21%, 7 students are in the "Medium" category with a Percentage of 36.84% and 8 students in the "High" category with 42.10 % , From these data it can be said that the student learning outcomes of the final test (post-test) in the experimental group 1 are classified as high with a percentage of 42.10%. This is because there is active interaction between students during learning.

2. **Students Learning Outcomes Using Information Gap Activities on Students IX[B] MTs Al Khoiriyyah Bulustalan Semarang**.

Based on research conducted at MTs Al-Khoiriyyah Bulustalan Semarang, the writer collected data from test instruments through the post-test learning outcomes of students who are taught using Information Gap Activities as learning speaking proficiency.

Table 4.5
Students Learning outcomes class IX B using Information Gap Activities

NO	Students Name	Score
1.	R.A.A	75
2.	R.N	85
3.	B.A	75
4.	Z.I.W	70
5.	N.F.P	80
6.	M.F.A.R	50
7.	A.B.B.E	70
8.	R.A.R	50
9.	A.N.K	70
10.	A.P.F	90
11.	C.U.K.P	85
12.	J.A.K	85
13.	V.A.K	95
14.	Z.F	70
15.	N.F.A	80
16.	K.M.N.S	65
17.	M.R.V	60
18.	A.S	85
19.	M.R.A	60

a. Range Score

$$R = X_{max} - X_{min}$$
$$R = 90 - 50$$
$$R = 40$$

b. Class Count

$$K = 1 + 3,3 \log n$$
$$K = 1 + 3,3 \log 19$$
$$K = 1 + 3,3 \ (1,2788)$$
$$K = 1 + 4,21404$$
$$K = 5,21404$$
$$K = 5,21 = 5,22$$

c. Intervals Class

$$P = \frac{r}{k}$$
$$P = \frac{40}{5,22}$$
$$P = 7,66 = 8$$

d. Mean

$$\bar{x} = \frac{\sum_{i=1}^{k} f_i x_i}{\sum_{i=1}^{k} f_i}$$
$$\bar{x} = \frac{1,470}{19} = 77,36$$

e. Variances S^2

$$S2 = \sum[(xi - mean)2] / (n-1)$$
$$= \frac{77,36}{19-1} = 4,29$$

Table 4.6
Frequency Distribution using Information Gap Activities

Intervals Class	Frequency (fi)	Frequency Cumulative (fk)	Middle Score (xi)	fi.xi	$xi - x^2$	$xi - x^2$	Percentage (%)
40- 50	2	2	45	90	676	12,844	10,5
51-60	2	4	55	110	1,296	24,624	10,5
61-70	5	9	65	325	2,116	40,204	26,3
71-80	4	13	75	300	3,136	59,584	21
81-90	6	19	85	510	4,356	82,764	31,5
Total	**19**	**-**	**325**	**1,335**	**11,580**	**220,020**	**100**

Table 4.7
Descriptive Statistical Score of Post-test Class IXB MTs using information gap activities.

Classification of class IX^B (post-test) learning outcomes can be seen in the table below:

Statistics	Post-Test
Low Score	50
High Score	90
Average Score	77,36

Table 4.8
The Category of Student's Learning Outcomes Using
Information Gap Activities

Intervals	Frequency	Percentage	Category
0-30	0	0	
31-50	2	10,5	Low
51-70	7	36,84	Medium
71- 90	10	52,63	High
100	0	0	
Total	19	100	

Based on the table above it can be seen that, 2 students are in the "Low" category with a percentage of 10.5%, 7 students are in the "Medium" category with a Percentage of 36.84% and 10 students are in the "High" category with 52 .63%,

From these data it can be said that the student learning outcomes of the final test (post-test) in the experimental group 2 are classified as high with a percentage of 52.63%. This is because there an active interaction between students during learning.

3. **Student Learning Outcomes Using Improvisation And Information Gap Activities in Ninth Grades Students of MTs Al-Khoiriyyah Bulustalan Semarang.**

In this section, inferential statistical analysis is carried out to find out whether there are significant differences in the use of Improvisation and Information Gap Activities. The author conducted an analysis by looking at the post-test data obtained in experimental class 1 IX^A and experimental class 2 IX^B.

a. Normality test

Table 4.9
Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Improvisation Techniques	,173	19	,137	,889	19	,031
Information Gap Activities	,214	19	,022	,896	19	,041

The normality test aims to state whether the score data for English learning outcomes for each class of

experiment 1 (IX^A) and experiment 2 (IX^B) of the population is normally distributed.

Based on the results of the normality test of the Shapiro-Wilk test, it is known that the value of Sig. for the Improvisation Techniques variable is 0.031 <0.05 this indicates that for the experimental class 1 IXA the distribution is normal, while the value of Sig. for the Information Gap Activities variable, it is 0.041 <0.05, which means that the experimental class 1 IXB is normally distributed so that the data for the two variables is normally distributed.

b. Homogeneity test

Table 4.10
Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.171	1	36	.682
	Based on Median	.128	1	36	.723
	Based on Median and with adjusted df	.128	1	34.615	.723
	Based on trimmed mean	.170	1	36	.682

ANOVA

The result from speaking learning

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.632	1	2.632	.013	.910
Within Groups	7368.421	36	204.678		
Total	7371.053	37			

Before conducting hypothesis testing, a homogeneity test is first carried out, because this is a requirement for testing in inferential analysis. The homogeneity test aims to see whether the data in the two groups have the same variance (homogeneous) or not. Based on the results of the analysis, the F_{count} value is 0.013 while the F_{table} value is 0.910. So that $F_{count} < F_{table}$ (0.05) or 0.013 < 0.910 then H0 states that a homogeneous population is accepted.

c. Hypothesis Test

Table 4.11
Hypothesis Test

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
result	improvisation	19	65.789	9.8971	2.2706
	information	19	71.842	10.9558	2.5134

63

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
result	Equal variances assumed	.171	.682	-1.787	36	.082	-6.0526	3.3871	-12.9221	.8168
	Equal variances not assumed			-1.787	35.635	.082	-6.0526	3.3871	-12.9245	.8193

Hypothesis testing was carried out to find out whether student learning outcomes in experimental group 1 were significantly different from student learning outcomes in experimental group 2. Based on the test results that the calculated value = 0.628> 0.05, it can be interpreted that the variance of the data between experimental group 1 and experiment 2 is homogeneous or the same. So that the interpretation in the table "Equal variances assumed".

Based on the output table "Independent Sample Test" on the variances assumed "the value of Sig. (2-tailed) of 0.082 <0.05 then as the basis for decision making in the independent sample t test it can be concluded that H0 is rejected, and Ha is accepted. Thus, it can be concluded that there is a significant (significant) difference between the average student learning outcomes of experimental class 1 and experimental class 2.

B. Discussion

1. Student's Learning Outcomes Through Improvisation on Students IX^A MTs Al Khoiriyyah Bulustalan Semarang.

The results of the data analysis showed that the average score of English learning outcomes for class IXA students at MTs Al Khoiriyyah Bulustalan Semarang, who used improvisation, had an average score of 68.13 on the

post-test score. Student scores after giving the post-test fall into the high category with a percentage of 42.10%. Based on the data analysed previously, it can be concluded that after giving the treatment in experimental class, the students' score in pre-test indicated some improvements in post-test.

After using improvisation technique, the students were confidence to speak English and they were not worry of making mistakes, they were not hesitate to speak English, and they were not shy to speak English. Therefore, it indicated that using improvisation technique can improve students' speaking proficiency. One of the important points in improvisation technique is that students have a big chance to practice speaking English freely. Improvisation technique is a good way to improve students' confidence to speak English. By having self-confidence, the students were be able to talk much in English.

Talking much in English has a big contribution to build their fluency so it can improve their speaking proficiency. However, during this learning process most of the students were indifferent during the learning process, causing the average student score to be lower than that of the experimental class 2.

It was demonstrated by the students' speaking improvisation, as evidenced by several important signs of

speaking; pronunciation, Grammar, vocabulary, fluency, and comprehension are all important. Students in the experimental class improved their pronunciation, grammar, vocabulary, fluency, and comprehension.

Students in the experimental class were found to pronounce English words more accurately, speak English (how they express their ideas about something) more fluently and with more accurate grammar, use more vocabulary, and understand what their friends and teacher said in English more easily after the treatment.

2. **Student's Learning Outcomes Through Improvisation on Students IX[B] MTs Al Khoiriyyah Bulustalan Semarang**.

The results of data analysis showed that the average score of English learning outcomes for class IXB students at MTs Al Khoiriyyah Bulustalan Semarang who were taught using information gap activities was 77.36 on the post-test score. Student scores after giving the post-test fall into the very high category with a percentage of 52.63%.

The results of learning English for students who were taught by using information gap activities who scored quite a lot in the high category.It can be concluded that the Information Gap Activities can make students more active in speaking the target language, especially in English. It can

be seen in every meeting; students become active in communicating with other students.

The writer assigned tasks based on theory and techniques that are used which requires students to communicate with each other. This activity trains students to use the target language that is English to communicate in real life, asking students to share and exchange information with their group partners. To make students interested in the learning process, the writer also provided several photos of famous artists they knew as learning media. By using the Information Gap Activities, the writer involves students in some communication activities to make students accustomed to using the target language.

3. The effectiveness of Improvisation and Information Gap Activities in learning speaking proficiency on students in the ninth grades MTs Al-Khoiriyyah Bulustalan Semarang

It has been stated previously that the t-test is used to test the hypothesis with a significance level of $\alpha = 0,05$. The conditions that must be met for hypothesis testing are the data obtained that are normally distributed and have a homogeneous variance. Therefore, before testing the hypothesis, the normality test and homogeneity test are first carried out. The normalization test aims to see whether the data on English learning outcomes do not deviate from the

normal distribution or not while the homogeneity test aims to see whether the two groups come from a homogeneous population or not.

Based on the results of the normality test of the Shapiro-Wilk test, it is known that the value of Sig. for the Improvisation Techniques variable is 0.031 <0.05 and the value of Sig. for the Information Gap Activities variable, it is 0.041 <0.05, which means that the two variables are normally distributed.

Based on the results of the ANOVA test, the Fcount value is 0.013 while the Ftable value is 0.910. So that Fcount <Ftable (0.05) or 0.013 <0.910 then H0 states that a homogeneous population is accepted. Furthermore, the hypothesis of the difference in the test results is that the calculated value = 0.628> 0.05, it means that the variance of the data between the experimental group 1 and experiment 2 is homogeneous or the same. So that the interpretation in the table "Equal variances assumed".

Based on the output table "Independent Sample Test" on the variances assumed "the value of Sig. (2-tailed) of 0.082 <0.05 then as the basis for decision making in the independent sample t test it can be concluded that H0 is rejected, and Ha is accepted. Thus, it can be concluded that there is a significant (significant) difference between the

average student learning outcomes of experimental class 1 and experimental class 2.

The result of calculating the average student learning outcomes between the two groups shows that the English learning outcomes of students who are taught using improvisation (experiment 1) are lower than the English learning outcomes of students who are taught using information gap activities, namely the average value of student learning outcomes (post-test) experimental class 1 was 68.13 and the average value of student learning outcomes (post-test) experimental class 2 was 77.36 After the post-test was given, students who were categorized as having high learning achievement scores were 42,10% in experimental class 1, while students who are categorized as having very high learning outcomes are 52.63% in experimental class 2.

So, it can be concluded that student learning outcomes although there is a slight difference in the average post-test results, the two classes the. So it can be concluded that Information Gap Activities is more effective in learning speaking proficiency and can improve English learning outcomes, especially in speaking proficiency.

The writer also found some benefits from using improvisation and information gap activities, such as

students becoming more active in speaking English, which technique can improve students' and feel confident, and students learning get a lot of new vocabulary and information that they did not know. This activity also enhances students' speaking proficiency and confidence in speaking in front of the class in English.

CHAPTER V
CONCLUSION AND SUGGESTION

This is the last chapter of the research. In this chapter, the researcher presents conclusion and suggestion of what have been discussed on the previous research.

A. Conclusion

Based on research findings and discussions of research on enhancing EFL students speaking proficiency using improvisation and information gap activities, it can be concluded:

1. After used improvisation technique, the students were confidence to speak English and they were not worry of making mistakes. They were not hesitate to speak English, and they were not shy to speak English. Therefore, it indicated that using improvisation technique can improve students' speaking proficiency. Improvisation technique is a good way to improve students' confidence to speak English.

2. After used the Information Gap Activities can make students more active in speaking the target language, especially in English. In teaching process, the teacher must be a good mirror for students. Teaching English Speaking through Information Gap Activities is one

technique that can help teach foreign languages to speak to students, especially English.

3. The result of calculating from SPSS 25 the average student learning outcomes between the two groups shows that the English learning outcomes of students who are taught using improvisation (experimental 1) are lower than the English learning outcomes of students who are taught using information gap activities, namely the average value of student learning outcomes (post-test) experimental class 1 was 68.13 and the average value of student learning outcomes (post-test) experimental class 2 was 77.36.

After the post-test was given, students who were categorized as having high learning achievement scores were 42,10% in experimental class 1, while students who are categorized as having very high learning outcomes are 52.63% in experimental class 2.

B. Suggestion

Based on the conclusions in this study, suggestions are proposed to:

1. For Lecturers

   The researcher would like to suggest the lecturers to be able to handle on teaching both improvisation and information gap activities.

2. For Students

   Students need to enhance their learning activities both inside and outside the classroom. Moreover, Students also have to brave to speak in front of people so they can improve their own speaking skill.

3. For other researchers.

   The researcher hopes that should similarly research, prepare all facilities and infrastructure that can support effective used Improvisation and information gap activities.

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I. Lesson Plan (Experimental Class 1)

  School Name   : MTs Al-Khoiriyyah
  Subjects   : English
  Class   : IXA
  Main Material   : Procedure Text
  Time Allocation   : 1x 40 Minutes

A. CORE COMPETENCIES

3: Understanding, applying, analysing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with insight into society, nationality, statehood, and causes related to phenomena and events, and applying procedural knowledge in certain studies according to their talents and interests to solve problems.

4: Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what is learned at school independently and using methods according to scientific rules.

B. BASIC COMPETENCIES AND INDICATOR

BASIC COMPETENCIES	INDICATOR
3.4 Comparing the social function, text structure, and linguistic elements of several spoken and written procedural texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of their use.	3.4.2 Determine the structure of spoken and written procedural texts by giving and asking for information regarding food/drink recipes and manuals, short and simple, according to the context of their use.
3.4.1 Identify the purpose of spoken and written procedural texts by giving and asking for information regarding food/drink recipes and manuals, short and simple, according to the context of their use.	3.4.3 Determine the linguistic elements of spoken and written procedural texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of their use.
4.4 Capturing meaning contextually related to social functions, text structure, and linguistic elements of oral and written procedural texts, very short and simple, in the form of recipes and manuals.	4.4.1 Make a procedural text in the form of an essay by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of its use.

	4.1.2. Arranging random sentences into a coherent text in the form of a procedure by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of their use

C. Learning objectives

At the end of learning, students can:

1. Students can analyze social functions, text structures and linguistic elements of procedural texts related to food/drink recipes appropriately

2. Students can evaluate social functions, text structures, and linguistic elements of procedural texts related to food/drink recipes appropriately

3. Students are able to make short and simple procedure texts related to food/drink recipes, according to the context of their use correctly and responsibly

4. Students are able to present procedural texts related to short and simple food/drink recipes according to the context of their use correctly and responsibly

D. Learning Materials

  a. Definition of procedure text:

 - To help readers how to do or make something completely.

  b. Linguistic Elements:

1) There are temporal conjunctions or numbering to show the sequence, for example: first, second, then, after that, before, after, while, etc.

2) Command or imperative forms, for example: blend, stir, put, pour etc.

3) Use/use of Present Tense.

4) Adverbs to express time.

5) Using action verbs.

  c. Text Structure:

a. Goal: provide information about the intent and purpose of the procedure and predict a conclusion.

b. Materials: contains a list of materials or materials needed to carry out a procedure or steps.

c. Steps: lists the order of instructions/activities to reach the destination in the correct sequence of steps.

E. Learning Method

Approaches: Scientific Approach

Learning Model: Project-based learning

Techniques: Improvisation, discussion, questions and answers, assignments

F. Learning Media

1. Media/Tools: Whiteboards, Package Books, Markers

2. Material: Images related to procedure text

3. Learning Resources: Erlangga's book"English on Sky 3"

G. Learning steps

Activities	Learning Activity Steps	Time
Opening	• Teacher greets. • Ask one of the students to lead the prayer. • The teacher asks how the students are doing. • The teacher checks the attendance of students. • The teacher asked about last week's lesson. • The teacher connects the previous material with the material to be studied now. • The teacher asks the topic that will be studied today.	**10 minutes**

	• The teacher explains the learning objectives. • Delivering the scope of material and learning activities	
Cores	**Exploration (Improvisation)** 1) Observing Students observe pictures related to procedure text. 2) Ask With the teacher's guidance and direction, students question difficult words and the structure of procedure texts. Students ask everything that is not yet known related to the procedure text. 3) Collect Data or Information In pairs, students dialogue using improvisational techniques with the appropriate material given by the teacher. Students can find main ideas, detailed information from certain information in procedure texts by answering questions given by the teacher. **Elaboration**	**60 minutes**

	4) Associating/Analyzing Data or Information	
	• Students discuss the correct answers to the questions given.	
	• Each group of students analyzes the text and chooses answers.	
	communicating	
	• Together with the teacher, students discuss the answers that have been done before.	
	• Students correct the answers to the questions in the correct procedure text.	
	• Students are given an evaluation regarding the procedure text and answer it on the paper provided	
closing	• Teachers and students make the final conclusions of today's learning.	**10 minutes**
	• The teacher gives the material to be studied in the next meeting.	
	• Students pray together to end the lesson.	

H. ASSESSMENT

1. Knowledge Competence

   a. Assessment Technique: Speaking Test

   b. Instrument Form: Match and complete dialogs.

   c. Instruments: English teacher's book

   d. Lattices of instruments:

No.	Indicators	Number of Questions	Number of Questions
1.	Match pictures in order	6	6
2.	Complete the dialogue based on the dialogue on page 45	6	6
	Total	12	

2. Skill Competence

   a. Assessment Techniques: Talking and Practice

   b. Forms of Instruments: Practice test of reading monologues made.

   c. Lattices of instruments:

   1) Practice Test

No.	Indicators	Number of Questions
1.	Students are asked to read the results of the assignment in a representative way	1

II. Lesson Plan (Experimental Class 2)

School Name   : MTs Al-Khoiriyyah
Subjects   : English
Class   : IXA
Main Material   : Procedure Text
Time Allocation   : 1x 40 Minutes

A. CORE COMPETENCIES

3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with insight into society, nationality, statehood, and causes related to phenomena and events, and applying procedural knowledge in certain studies according to their talents and interests to solve problems.

4: Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what is learned at school independently and using methods according to scientific rules.

D. BASIC COMPETENCIES AND INDICATOR

BASIC COMPETENCIES	INDICATOR
3.4 Comparing the social function, text structure, and linguistic elements of several spoken and written procedural texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of their use.	3.4.2 Determine the structure of spoken and written procedural texts by giving and asking for information regarding food/drink recipes and manuals, short and simple, according to the context of their use.
3.4.1 Identify the purpose of spoken and written procedural texts by giving and asking for information regarding food/drink recipes and manuals, short and simple, according to the context of their use.	3.4.3 Determine the linguistic elements of spoken and written procedural texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of their use.
4.4 Capturing meaning contextually related to social functions, text structure, and linguistic elements of oral and written procedural texts, very short and simple, in the form of recipes and manuals.	4.4.1 Make a procedural text in the form of an essay by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of its use.

	4.1.2. Arranging random sentences into a coherent text in the form of a procedure by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of their use

C. Learning objectives

At the end of learning, students can:

1. Students can analyze social functions, text structures and linguistic elements of procedural texts related to food/drink recipes appropriately

2. Students can evaluate social functions, text structures, and linguistic elements of procedural texts related to food/drink recipes appropriately

3. Students are able to make short and simple procedure texts related to food/drink recipes, according to the context of their use correctly and responsibly

4. Students are able to present procedural texts related to short and simple food/drink recipes according to the context of their use correctly and responsibly

D. Learning Materials

a. Definition of procedure text:

 - To help readers how to do or make something completely.

b. Linguistic Elements:

1) There are temporal conjunctions or numbering to show the sequence, for example: first, second, then, after that, before, after, while, etc.

2) Command or imperative forms, for example: blend, stir, put, pour etc.

3) Use/use of Present Tense.

4) Adverbs to express time.

5) Using action verbs.

c. Text Structure:

a. Goal: provide information about the intent and purpose of the procedure and predict a conclusion.

b. Materials: contains a list of materials or materials needed to carry out a procedure or steps.

c. Steps: lists the order of instructions/activities to reach the destination in the correct sequence of steps.

E. Learning Method

Approaches: Scientific Approach

Learning Model: Project-based learning

Techniques: Improvisation, discussion, questions and answers, assignments

F. Learning Media

1. Media/Tools: Whiteboards, Package Books, Markers

2. Material: Images related to procedure text

3. Learning Resources: Erlangga's book "English on Sky 3"

G. Learning steps

Activities	Learning Activity Steps	Time
Opening	• Teacher greets. • Ask one of the students to lead the prayer. • The teacher asks how the students are doing. • The teacher checks the attendance of students. • The teacher asked about last week's lesson. • The teacher connects the previous material with the material to be studied now. • The teacher asks the topic that will be studied today.	**10 minutes**

	• The teacher explains the learning objectives. • Delivering the scope of material and learning activities	
Cores	**Exploration (Improvisation)** 1) Observing Students observe pictures related to procedure text. 2) Ask With the teacher's guidance and direction, students question difficult words and the structure of procedure texts. Students ask everything that is not yet known related to the procedure text. 3) Collect Data or Information In pairs, students dialogue using improvisational techniques with the appropriate material given by the teacher. Students can find main ideas, detailed information from certain information in procedure texts by answering questions given by the teacher. **Elaboration**	**60 minutes**

	4) Associating/Analyzing Data or Information	
	• Students discuss the correct answers to the questions given.	
	• Each group of students analyzes the text and chooses answers.	
	communicating	
	• Together with the teacher, students discuss the answers that have been done before.	
	• Students correct the answers to the questions in the correct procedure text.	
	• Students are given an evaluation regarding the procedure text and answer it on the paper provided	
closing	• Teachers and students make the final conclusions of today's learning.	**11 minutes**
	• The teacher gives the material to be studied in the next meeting.	
	• Students pray together to end the lesson.	

G. ASSESSMENT

1. **Knowledge Competence**
    a. Assessment Technique: Speaking Test
    b. Instrument Form: Match and complete dialogs.
    c. Instruments: English teacher's book
    d. Lattice of instruments:

No.	Indicators	Number of Questions	Number of Questions
1.	Match pictures in order	6	6
2.	Complete the dialogue based on the dialogue on page 45	6	6
	Total	12	

2. **Skills Competence**
    a. Assessment Techniques: talk and Practice.
    b. Forms of Instruments: Write a monologue based on the previous dialog on page 45, Practice reading test.

c. Lattices of instruments:

1) Practice Test

No.	Indicators	Number of Questions
1.	Students are asked to read the results of the assignment in a representative way	1

III. DOCUMENTATION

Teaching at class IX A by using Improvisation

Teaching at class IX B by using Information Gap Activities

IV. RESEARCH LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Semarang, 13 September 2022

Nomor   : 4453/Un.10.3/J4/DA.04.09/09/2022
Lampiran : -
Hal   : Penunjukan Pembimbing Skripsi

Kepada Yth.
Dr. Hj. Siti Mariam, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa
Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi
mahasiswa:
Nama   : Luthfi Nara Sekha
NIM   : 1903046092
Judul   : Enhancing EFL Student's Speaking Proficiency Using Improvisation
               and Information Gap Activities

Dan menunjuk saudari Dr. Hj. Siti Mariam, M.Pd. sebagai pembimbing.

Demikian Surat Penunjukan Pembimbing Skripsi ini disampaikan dan atas kerja samanya
yang diberikan kami ucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Jurusan Pendidikan Bahasa Inggris

Nurul Fadhilah, M.Pd.
198109082007102001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

95

CURRICULUM VITAE

A. Personal Data

1. Name   : Luthfi Nara Sekha
2. Born   : Cilacap, 20 March 2001
3. Student's Number   : 1903046092
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B. Educational Background

1. TK Masitoh Sidareja
2. SDN 04 Sidareja
3. MTs Darul Qurro Kawunganten
4. MAN 02 Cilacap

Semarang, 22nd June 2023
The researcher,

Luthfi Nara Sekha
1903046092