

DEVELOPING THE STUDENTS' SPEAKING SKILLS TROUGH IMPROMPTU SPEECH METHOD

Ufiyah Azzahra¹, H. Bahrin Amin², Eka Prabawati Rum³

^{1,2,3}Muhammadiyah University of Makassar
ulfiyahazzahra1997@gmail.com

ABSTRACT

Language is one of the media to communicate with the others and speaking skill is the most implemented skill in language behavior and it is the way humans communicate one another. On the other hand, the ability in mastering speaking is a measurement to know how far a student has mastered the language, but to master the speaking skill the students have some of difficulties in developing their speaking skills. Therefore, impromptu speech as the alternative method for the teacher and it can be used to develop the students' speaking skills. This research will use quantitative research in the form of experimental design. The techniques of data collection will use a test and questionnaire, the researcher will give pre-test and post-test, the aims of the test to know students' existing knowledge of speaking ability and also the treatment in 5 meetings to apply the impromptu speech method. Then, the researcher will also use a questionnaire to know the students' responses toward the teaching-learning process. The sample of the research will be selected non-random using Purposive sampling. The total of 38 students (class XI Bahasa) will become the sample of this research and this research will be conducted in MAN 1 POLMAN.

Keywords: Language, Speaking Skill, Impromptu Speech Method.

ABSTRAK

Bahasa merupakan salah satu media untuk berkomunikasi dengan orang lain dan keterampilan berbicara merupakan keterampilan yang paling banyak diterapkan dalam perilaku berbahasa dan merupakan cara manusia berkomunikasi satu sama lain. Di sisi lain, kemampuan penguasaan berbicara merupakan ukuran untuk mengetahui seberapa jauh seorang siswa telah menguasai bahasa, tetapi untuk menguasai keterampilan berbicara siswa mengalami beberapa kesulitan dalam mengembangkan keterampilan berbicaranya. Oleh karena itu, pidato dadakan sebagai metode alternatif bagi guru dan dapat digunakan untuk mengembangkan keterampilan berbicara siswa. Penelitian ini akan menggunakan penelitian kuantitatif berupa desain eksperimen. Teknik pengumpulan data menggunakan tes dan angket, peneliti akan memberikan pre-test dan post-test, tujuan tes untuk mengetahui pengetahuan siswa tentang kemampuan berbicara dan juga perlakuan dalam 5 pertemuan untuk menerapkan pidato dadakan metode. Kemudian peneliti juga akan menggunakan kuesioner untuk mengetahui tanggapan siswa terhadap proses belajar mengajar. Sampel penelitian akan dipilih secara non-random dengan menggunakan Purposive sampling. Sebanyak 38 siswa (kelas XI Bahasa Indonesia) akan menjadi sampel penelitian ini dan penelitian ini akan dilakukan di MAN 1 POLMAN.

Kata kunci: Bahasa, Keterampilan Berbicara, Metode Impromptu Speech.

Introduction

Language is one of the media to communicate with the others and speaking skill is the most implemented skill in language behavior since it is the way humans communicate one another (talking). According to Mc Candlish (2012: 1) "The social function is fundamental to human existence and in its self is an important reason for developing oral language". Therefore, effective communication ability can help people to exchange and share their ideas, opinions, feelings, even build relationships and have some touch with people around the world.

According to Brown and Yule (2000), speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning language or not. Besides, some functions of speaking are that a speaker can express his opinion or express his feeling, ask for something, share knowledge or information directly and so forth. The ability in mastering speaking is a measurement to know how far a student has mastered the language. Speaking skill is used to express their ideas and to communicate with other people. Therefore, speaking skill is very important because speaking skill and the human being cannot be separated from each other.

According to Ashidiqi (2016), the problems of students' difficulty in English speaking can be caused by various factors. Some of the factors can be (1) students' lacks of vocabulary, (2) students' speaking behavior, (3) grammar knowledge, or (4) motivation. Another factor of students' difficulty in using English in speaking learning may be caused by students' lack of confidence in using English in daily conversation. Speaking is not only about producing sound but also about expression and accent. And people need some purposes to talk about something. The reason why people talk or communicate with one another is that they need to express ideas or feeling at that time.

In other words, the teacher should be able to find out the right method to solve the problems occurred as mentioned above. On the other hand, impromptu speech as the alternative method for the teacher that can be used to develop the students' speaking skills which will be able to give good results as the effort of applying to solve the students' problems. This teaching strategy also involves and encourages students to be more attractive, creative, and courage in communicating with each other which engaged the students' interest in having spoken English. According to Kaur (2010), 'impromptu' means "spontaneously, without preparation, without rehearsal", with antonym "prepared, rehearsal". Lucas (2009) described 'impromptu' is 'delivered with little or no immediate preparation'. He emphasized that when someone is asked to deliver a speech, the person doesn't have preparation time or in other words it is spontaneous.

According to Mulyana (2007), the impromptu speech method is a speech done on the spur of the moment, without previous specific preparation. Also, impromptu means "in readiness". It refers to someone ready to speak whenever and whatever topic is given based on their prior knowledge. In this context, impromptu speech is usually not difficult for those who have wide insight and knowledge. Moreover, the use of impromptu speech method can help the students to freely express their opinions or ideas, issues or topic on hands.

Based on the explanation above, this study will explore the developing students' speaking skill through impromptu speech method to see its effect on students' skill in English communication.

A. Problem Statement

1. Does the impromptu speech method develop students' speaking skills?
2. What are the students' responses toward developing students' speaking skills through the impromptu speech method?

B. The objective of The Research

1. To investigate whether or not impromptu speech develops students' speaking skills.
2. To find out the students' responses towards developing students' speaking skills through impromptu speech method.

C. Significance of The Research

1. For students, this study is hopefully able to help students to increase their interest in learning speaking through the impromptu speech method.
2. For the teacher, this study provides information about an effective teaching method in teaching speaking. This method can be an alternative way to develop students' speaking skills.
3. For readers, this report can be used as a reference to the influence of impromptu speech on students' speaking skills.

D. Scope of The Research

Speaking skill itself is divided into several components such as pronunciation, vocabulary, grammar, fluency, and comprehension. But, this research will be focused only on the students' fluency and pronunciation by impromptu speech methods to develop the students' speaking skills.

Review of Related Literature

Previous of Related Studies

There are three previous studies related to this research, they are: First, the research conducted by Munawarah (2012) in her thesis “The Effect of Using Impromptu Speech Technique toward Students’ Speaking Ability at The Second Year of State Senior High School 12 Pekanbaru” which used quasi-experimental with nonequivalent research.

Second, the research conducted by Erstentia (2016) in her thesis “Students’ Responses to The Implementation of Impromptu Speech Practice to Improve Students’ Speaking Skill In Critical Listening and Speaking 1 Class”. The research used qualitative research. The participants of this research are 30 students and a lecturer from critical listening and speaking 1 class D in the English language Education Study Program Sanata Dharma University.

Third, the research conducted by Pratiwi (2018) in her thesis “Students’ Perception on Impromptu Speech to Improve Speaking Fluency in Speaking Class”. The researcher used a mixed-method to collect the data. The researcher used the closed-ended questionnaire to collect quantitative data and also interviewed qualitative data to support this research.

In some cases, there are some problems that students have experienced when learning English subjects. When I became an English mentor at one of the schools in Makassar 'hospitality and cruise ships'. I realized that the students had difficulty in speaking English especially when they were asked to speak English in front of the class. They claimed that had experienced some problems, such as lack of confidence or feeling afraid of being wrong. Therefore, through my experience becoming a mentor and witnessing directly the situation of students in the class. It made me interested in doing this research, how impromptu methods can develop students' speaking skills and by this method will be able to help the students as one of the solutions to face up their problem in speaking skills.

Based on the previous research has been going well, which means the researchers have been successful in conducting the research. So, looking at the previous study with this research there have been several differences and similarities in achieving the results of each study. As for the differences, this research uses different methodology and research samples. Then, the similarity of this study with previous research is aimed to examine the speaking skills through the use of impromptu speech methods.

A. Concept of Speaking

1. Definition of Speaking

Speaking is one of the four basic skills in a language, besides writing, listening, and reading. Then, speaking is the process of using language between speaker and listener to convey some information. According to Chaney (1998:13) “Speaking is a process of building

and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

Bailey and Nunan (2005:2) said that “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information”. It can be perceived that speaking is a kind of interaction process involving two or more people (as speaker and listener) to convey and receive the intended information. In this case, the people who involve in the interaction process should strive to speak clearly, so that, the information can be conveyed and accepted as expected.

Based on the explanation, it can be concluded that speaking is a process of using language to share the information, knowledge, idea, and opinion with other people.

2. Basic Types of Speaking

Brown (2004:141) said that the basic types of speaking are divided into five categories, namely:

a. Imitative

Imitative is the ability to simply imitate a word or phrase or possibly a sentence. While this is the purely phonetic level of oral production, several prosodic, lexical, and grammatical properties of language may be in the criterion performance. In other words, imitative focused on intonation, vocals, and so forth.

b. Intensive

The intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, or phonological relationship (such as prosodic elements-intonation, stress, juncture). For example, reads aloud sentence and dialogue completion. In other words, intensive is someone able to gain the meaning of the conversation based on content.

c. Responsive

Responsive includes interaction and text comprehension but at a somewhat limited level of a very short conversation, standard greeting and small talk, simple request, and comments. It means the teacher teaches how to respond and comment on a statement or a topic.

d. Interactive

Interactive speaking is similar to a responsive one, the differences between them are the length and complexity of the interaction which sometimes includes multiple exchanges or multiple participants. The interaction can take two forms of transactional language which carried out to convey or exchange specific information and interpersonal exchanges which

carried out more to maintain a social relationship than for the transmission of facts and information. For instance: interviews, role plays, games, and discussion.

e. Extensive (monologue)

Extensive is oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or ruled out altogether. In other words, this type needs more action and interaction with listeners.

Based on the types of speaking, every word should relate to the content on the topic. Besides, speaking needs an intonation to persuade the listeners to believe or follow the speakers' intention and to understand the easy speaker's meaning. Besides, speaking also needs action and response between speakers and listeners.

3. The Component Skills in Speaking

As we know, practice to speak English as often as possible will be able to help the students to speak accurately and fluently. So, there are some important components that can be followed. The component is the aspects of influencing how well people speak English. Here is the component of speaking skill according to Brown (2004:27) namely:

a. Pronunciation

Pronunciation is the way of students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sound and pattern in a language. Second language learners, therefore, need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and an understanding of intonation.

b. Vocabulary

Vocabulary is one of the language aspects which are very crucial in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target 11 languages, the students have to master a lot of vocabulary. Vocabulary is an important aspect of the teaching-learning process; students must continually learn words as they learn the structure and as they practice sound system. Vocabulary is about the words, where they come from, how they change, how they related to each other and how to use them to view the world. In brief, vocabulary is the total number of words that make up the language.

c. Grammar

Grammar and pronunciation have a close relationship. Grammar is very crucial in speaking because if the speaker does not master grammar or structure, she/he cannot speak English well. Also, the listener will not understand what the speakers are trying to say. Furthermore, Heaton (1978-5) also stated that "student's ability to manipulate the structure and to distinguish appropriate grammatical form inappropriate one". The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

d. Fluency

In speaking, fluency can be defined as the ability to speak fluently and accurately. Fluency is the ability to talk freely without too much stopping or hesitating. From the explanation above, it can be concluded that someone will be able to speak fluently and accurately when they have sufficient vocabulary and know how to pronounce the word correctly. In addition, their ability in using grammar also will help them to have a good speaking.

e. Comprehension

In oral communication, responding to a speaker's speech is certainly required because when the listeners give respond well and correctly, it shows that the listeners "comprehend and understanding well what the speakers" are saying. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

4. Methods of Speaking

In speaking that has several methods are used, usually, this method is used when someone wants to do a presentation or speech in public. According to Mulyana (2007: 67-71), there are four methods in public speaking, namely:

- a. Impromptu speaking is calling for a student to speak up by the given time that they typically get no time to prepare what they are going to say. Usually, impromptu used by people who have a lot of experience and knowledge.
- b. Extemporaneous speaking is assigning for students to speak with some prior preparation. This speaking involves the speaker's use of 13 note cards to guide them from point to point and some embellishment to deliver a speech.
- c. Manuscript speaking, the speaker reads every word from a prewritten speech. Sometimes, this method can be boring without eye contact, movement, and body language.
- d. Memory is memorizing over all of the text and speech without text.

From the method above, the students usually use a manuscript or memory method because the manuscript or memory method is easier to use by the students.

The impromptu method is usually used in a situation that exposes students' experience and previous knowledge.

B. A Brief Overview of Impromptu Speech

1. Definition of Impromptu Speech

According to Grice & Skinner (1993), an impromptu speech was delivered on the spur of the moment, without advance notice or time for detailed preparation. Mulyana (2007:67) said that impromptu means “in readiness”. It was ready to speak wherever and whenever with varieties topics at that time. Usually, this method used by people who has more experience and insight. Then, Zarefsky (1996) said that the impromptu speech method is a mode of presentation in which the speaker has little or no time for preparation.

2. The Use of Impromptu Speech in the Classroom

Henderson (1982) stated that there are five steps to implement the impromptu speech in which the teacher provides the topics, let the students choose the topic, give the students time to think for a while, let the students deliver their speech and give the feedback. The following figure 2.1 explains the process:

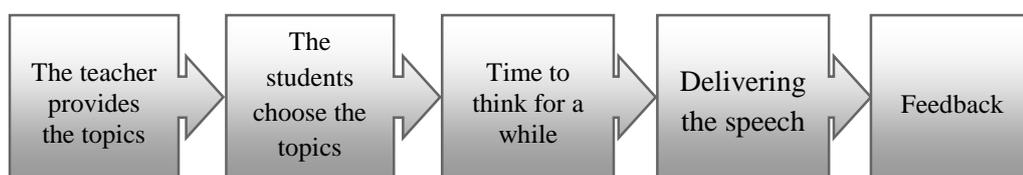


Figure: 1. The Process of Implementing Impromptu Speech (Henderson, 1982)

The figure above presents the process of implementing impromptu speech. The first step is the teacher should provide the topics for the students. Moreover, the topics in impromptu speech should be relevant to students' life. The relevant topics make them easier in delivering a speech because they have already experienced it. The teacher can choose active and confident students to start the activity. It can help to attract other students' interest in the learning activity. Asking the most confident student could help the teacher in increasing students' interest and participation (Henderson, 1982).

The second step is letting the students choose the topics. The third step is letting the students think for a while around one up to two minutes. The fourth step is giving the students time to deliver their impromptu speech. The fifth step is giving feedback in the form of question and answer session, score, and evaluation. Giving feedback in

impromptu speech is helpful for the students. It helps the students to develop their speaking skills.

It can be concluded, the process of implementing impromptu speech can be used by the teacher when the teacher will implement the method in the classroom.

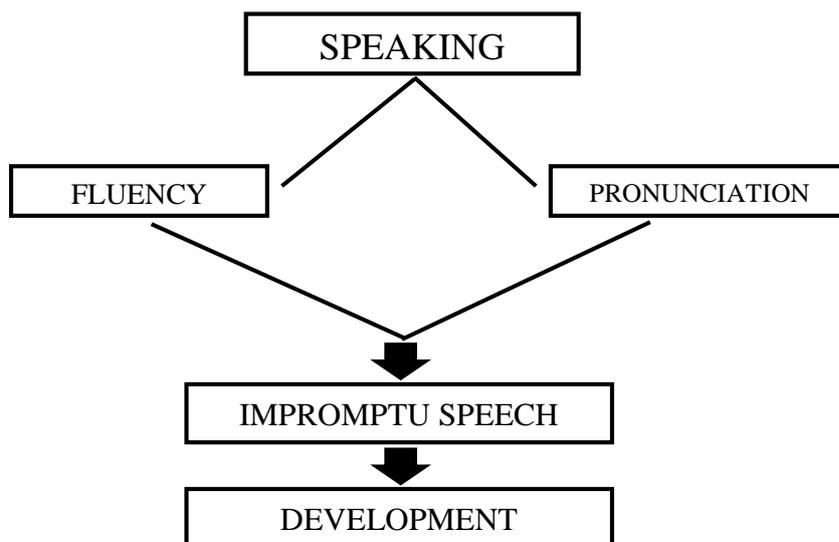
3. The Advantages of Using Impromptu Speech

There are several advantages of using impromptu speech conducted by some experts. According to Smith in Tamonob (2015) students have the opportunity to gain knowledge from their presentation which they can use in the real world situation like interview and presentation.

Besides, students will be accustomed to speaking in other public speaking situations such as asking something spontaneously to a shopkeeper or flight stewardess. In other words, students will have better public speaking skills in the future. Lucas (2009) believed that the purpose of delivering a speech is that the students are going to gain experience in combining ideas in a short time. He wants to assert that a topic can bring more than one idea. Therefore students can arrange the ideas into the best order to deliver with the purpose that audiences can achieve the idea that is being delivered.

C. Conceptual Framework

This study will research about the developing of students' speaking skill through impromptu speech method and it will be focused on the improvement of students' fluency and pronunciation.



This chapter presents the theories to answer the research questions to this research. To answer the research question which is about developing students' speaking skills through the impromptu speech method, the researcher uses the theories of Chaney (1992)

and Bailey & Nunan (2005) to explain the definition of speaking skill itself. Then, there is Brown (2004) to mention the component skill of speaking and two of them pronunciation and fluency. Moreover, the researcher also uses the theory of Zarefsky (1996) and Grice & Skinner (1993) to explain the definition of the impromptu speech method itself. On the other hand, the theory of Henderson (1982) is to figure out the implementation of impromptu improvement.

Research Method

Research Design

This research will use quantitative research in the form of experimental design. The techniques of data collection will use a test and questionnaire. Using a quantitative approach the researcher will try to find out students' development in speaking through a given test and questionnaire to the students' responses toward the impromptu speech method.

Research Population and Sample

The population of this research will be the second-grade students of MAN 1 POLMAN in the academic year 2019-2020. The sample of the research will be selected non-random using Purposive sampling. A total of 38 students (class XI Bahasa) will become the sample of this research. The researcher chooses this class because of some criteria related to this research. Such as, the researcher will conduct the study in XI Bahasa 1 class because the students have been focused on language department especially for the English language which is it will be really helpful for researching speaking skills.

Research Instrument

The instrument of this research is a test, the researcher will give pre-test and post-test, the aims of the test to know students' existing knowledge of speaking ability. Then, the researcher will also use a questionnaire to know the students' responses toward the teaching-learning process.

The Procedure for Collecting Data

1. Experimental teaching

To gain the data, the researcher will perform experimental teaching at Senior High School by using an impromptu speech method for five meetings. In these cases, the researcher will conduct experimental teaching (pre-experimental design), with pre-test and post-test.

2. Pre-test

The researcher will give several topics to the students for creating a short performance. The items that will be scored are fluency and pronunciation.

3. Treatment

The research will use impromptu speech while explaining the method itself in the learning process to develop students' speaking skills.

4. Post-test

The test is similar to the pre-test. The post-test will be given after the treatment by teaching speaking using the impromptu speech method. Then, the items that will be scored are fluency and pronunciation.

5. Questionnaire

The researcher will provide a questionnaire, the aims to know students' responses to the impromptu speech method.

A. Data Analysis

In conducting this research, the procedure of data analysis will be collected from result pre-test, treatment, post-test results, and questionnaire results. After collecting the data, the researcher will take several steps in analyzing the data.

To find out the mean score of the students' tests, the researcher will use the formula:

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

Where:

\bar{X} =Mean Score

$\sum X$ =Total Score

N =The Number Of Students

Gay in Riskawati (2018:30)

After collecting the data, the students' score will be classified by the researcher. In classifying the students' scores, the researcher will use the following.

Table 1. Classification of Students' Achievement Score

Classification	Score
----------------	-------

Very good	90-100
Good	70-89
Fair	50-69
Poor	30-49
Very poor	10-29

Julita (2011)

To classify the score of the students' fluency and pronunciation, the researcher will use an assessment as the following:

Table 2. The students' fluency and pronunciation

Aspect	Students' action	Score
Pronunciation	Native pronunciation, with no trace of foreign accent	80-100
	No foreign accent and occasional mispronunciations but do not interfere with the understanding.	60-79
	Foreign accents required concentrated listening, and mispronunciation, lead to occasional misunderstanding.	50-59
	Frequent errors and very hard to understand.	0-49
Fluency	The speaking is natural, smooth as a native speaker	80-100
	The speaking is occasionally hesitant.	60-79
	The speaking is very low.	50-59
	The speaking is stuck and producing non-contextual words.	0-49

Brown (2003)

REFERENCES

- Ashidiqi, F. (2016). *The Effectiveness of One-Way Impromptu Speech Exercise in Improving Students' Oral Ability : An Experiment Study at The Eight Gade*. Universitas of Mataram. *Journal*.
- Bailey, K.M., & Nunan, D. (2005). *Practical English language teaching speaking*. New York: Mec Graw-Hill Education.
- Brown, G., & Yule, G. (2000). *Teaching by spoken language*. Beijing: People Education Press.
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. California: Longman University Press
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*, 141. San Francisco: states University.
- Chaney, A.L., & Burk, T. L. (1998). *Teaching oral communication in Grades K-8*. Boston: Allyn & Bacon.
- Erstentia, E. M. (2016). *Students' responses to the implementation of impromptu speech practice to improve students' speaking skill in critical listening speaking one class*. Sanata Dharma University, Yoyakarta. Thesis.
- Heaton, J.B. (1978). *Writing english language testing*. New York: Longman.
- Grice, G.L., & Skinner, J. F (1993). *Mastering public speaking* (2nd ed). United States of America: A simon & Schuster Company.
- Henderson, D. (1982). *Impromptu speaking as a tool to improve non-native speakers' fluency in English*. JALT Journal, 4, 75-87.
- Julita. (2011). *Improving Students' Vocabulary Through Clustering Technique At The Third Year of SMPN 1 Ladong (A Classroom Action Research)*. (Unpublished Thesis of The Degree of Master of English Language Teaching). Makassar : Alauddin State Islamic University of Makassar.
- Kaur, K a/p Singh, G. (2010). A Study of Impromptu Speeches Among Undergraduates at the University of Malaya. *The English Teacher vol XXXIX*: 51-57.
- Lucas, Stephen E. (2009). *The Art of Public Speaking* (10th Edition), McGraw – Hill International Edition, Boston.
- Mc Candlish. (2012). *Taking a "slice" of the oral language pie: An approach for developing oral language in schools*. Speech pathology.
- Munawwarah, S. (2012). *The effect of using impromptu speech technique toward students' speaking ability*. University Sultan Syarif Kasim Riau, Pekanbaru. Thesis.
- Mulyana, G. H. Y. (2007). *English for public speaking*. Jakarta: Kesaint Blanc.
- Pratiwi, A.Y. (2018). *Students' Perception on Impromptu Speech to Improve Speaking Fluency in Speaking Class*. Sanata Dharma University, Yoyakarta. Thesis.
- Riskawati. 2018. *Improving The Students' Speaking Ability Through Time Token Arends at the Eleventh Grade Of SMAN 18 Gowa*. Muhammadiyah University Of Makassar. Thesis.

- Tamonob. A. H. (2015) *Students' Fear towards Impromptu Speech Activities In Speaking Class at The English Department of Satya Wacana Christian University*. Satya Wacana Christian University, Salatiga. Thesis.
- Zarefsky, D. (1996). *Public speaking: Strategies for success*. CA: Northwestern University