

## THE EFFECT OF IMPROMPTU SPEAKING METHOD ON STUDENTS' SPEAKING ABILITY

(A STUDY AT THE ELEVENTH GRADE STUDENTS OF SMA  
NEGERI 1 PINANGSORI IN 2018/2019 ACADEMIC YEAR)

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**Abstract:** The objective of this research is to know whether there is a significant effect of *impromptu speaking method* on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year. This research uses experimental method with pre-experimental research design; one group pretest-posttest design. The population is all of the eleventh grade students which consists of 298 students. Technique sampling that is used on this research is systematic sampling and the number of the samples are 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application of *impromptu speaking method* and test to get the data of the students' speaking ability. The researcher uses statistic process in analyzing the data by using  $t_{test}$  formula. Based on the data that had been analyzed, the result of data analyzing showed that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 10.25 > t_{table} 2.04$ ). So, the hypothesis is accepted. It means that there is a significant effect of *impromptu speaking method* on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year.

**Keywords:** *impromptu method, speaking ability.*

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari *impromptu speaking method* terhadap kemampuan berbicara siswa di kelas sebelas SMA Negeri 1 Pinangsori pada Tahun Ajaran 2018/2019. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *pre-experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 298 siswa kelas sebelas. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel sistematis dan jumlah sample terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian *impromptu speaking method* dan tes untuk menjaring data mengenai kemampuan berbicara siswa. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus  $t_{test}$ . Berdasarkan data

yang telah di analisis, hasil analisis data menunjukkan bahwa  $t_{test}$  lebih besar daripada  $t_{table}$  ( $t_{test} 10.25 > t_{table} 2.04$ ). Jadi, hipotesis diterima. Ini berarti ada sebuah pengaruh yang signifikan dari *impromptu speaking method* terhadap kemampuan berbicara siswa di kelas sebelas SMA Negeri 1 Pinangsori pada Tahun Ajaran 2018/2019.

**Kata kunci:** *impromptu method*, *kemampuan berbicara*.

## I. INTRODUCTION

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

Recently, teaching English in all school levels in Indonesia has oriented to the genre in which the teacher should relate the process of learning towards situation and context. Speaking is also related to the genre, such as speaking analytical exposition text. It becomes one of the learning objectives of the learning process of communicating phase which is made based on curriculum 2013 in which the students must be able to tell the

information of analytical exposition text. So, it shows that speaking skill especially in analytical exposition text is one of the language skills that must be mastered by the students so that they can express their ideas in the oral form.

In fact, not all students are successful in speaking. The students still have a low capability in speaking analytical exposition text. For example, in SMA Negeri 1 Pinangsori. There are still many students that are weak in English mainly in speaking analytical exposition text. It can be seen from the students' speaking ability score that have been observed by the researcher and also gave a speaking test as the pre-test at the eleventh grades students of SMA Negeri 1 Pinangsori in the ending of February 2019. The pretest was about speaking analytical exposition text.

The reseacher found several mistakes in speaking that was made by the students such as not fluent, in which they often stopped when they were talking, lack of vocabulary, less in comprehension, error in pronunciation, for instance, the students pronounced [komputer] for "computer", it must be [kəm'pju:tə(r)]. Then, they pronounced [haik] for "high", it must be [haɪ]. The last, error in grammar, such as "He **is attend** Seaview High School", it must be "He **attends** Seaview High School". In this case, the researcher found that the average score of the students' speaking ability is 36.4. It means that the

students at the eleventh grade students of SMA Negeri 1 Pinangsori still have low capability in speaking analytical exposition text.

Many efforts have been done by the teacher of English to solve this problem such as asking the students to be diligent in studying, giving an English course, giving task, giving remedial test, giving motivation. But, the students speaking ability is still low. If we do not resolve these problems, the students will not able to speak in English and unable to communicate effectively. It will make the students unable to master the language itself. In other words, it will make them fail in learning a language because the core of learning a language is able to speak.

In this case, the writer is interested in doing research by using impromptu speaking method in teaching speaking. Impromptu speaking method is a method of speaking in which making a speech without preparation or with very little preparation and depends only on experience and insight. With this method, the speaker applies spontaneity or improvisation. It can improve oral expression of thought, develop confidence in public speaking, think quickly on our feet, and develop leadership and communication skills. So, the researcher hopes by using this method of teaching, the students will be more active in studying especially in improving their speaking ability.

## 1. Definition of Speaking

Speaking is a key of communication. According to Juan and Flor (2006:139), speaking is a communicative event which is interactive, social and contextualized. Furthermore, Brown and Abeywickrama (2010:183) said that, "Speaking is a productive skill that can be directly and empirically observed". From the explanation above, the writer concludes that speaking is a tool that is used to make a communication by producing language or words.

Speaking have five aspects, they are fluency, vocabulary, grammar, pronunciation, and comprehension.

### a. Fluency

Fluency is the ability to speak in a foreign language easily and accurately. According to Nation and Newton (2009:152), "Fluency is typically measured by speed of access or production and by the number of hesitation". Similarly, Willis (2008:47) said that "Fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech".

### b. Vocabulary

Vocabulary is the core component of language proficiency and provides much of the basis for how learner, speak, listen, and write. According to Linse (2006:121), "Vocabulary is the collection of words that an individual knows".

Next, Hanson and Padua (2011:5) said that, "Vocabulary refers to words we use to communicate in oral and print language".

c. Grammar

Grammar or structure is the systematic study and description of a language. Chomsky in Huong (2015:72) defined that grammar is the particular analysis on the system or the structure of a language in particular or languages in general. Similarly, Rutherford in Mammadova (2016:49) states that "Grammar is no doubt an integral part of any language. One can hardly master a language accurately without learning its grammar. Language is rule-governed behavior".

d. Pronunciation

Pronunciation is the way in which a word or sentence is pronounced. It is the act or manner of speaking a word. Carmen (2010:25) said that a good pronunciation is easy to understand by advanced users of English, pleasant to hear for advanced users of English, and easy to pronounce for oneself.

e. Comprehension

Comprehension is the action or capability of understanding something. Hughes in Mujizat (2016:9) said that "Comprehension means the understanding and the interpretation of what is said. It is about students'

proficiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers”.

## **2. Analytical Exposition Text**

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon that happen in our environment surround us. Djuharie (2007:31) said that in analytical exposition text, the writer delivers an idea or opinion that a topic, phenomenon, or problem need to get attention, discussion, and explanation without occuring effort to persuade the reader to have a pro-cons toward something.

The generic structure of analytical exposition text has three components according to Amairin, et al (2009:10), namely:1) Thesis, introduces a topic and indicates the writer's position; outlines the main arguments to be presented, 2) Arguments, restates main arguments outlined in a preview; develops and supports each point/argument (elaboration), 3) Reiteration,restates the writer's position.

Pardiyono (2007:216) said that analytical exposition text uses declarative sentences in the form of present tense, and several kinds of conjunction is needed to show the relation of cause and effect.

### 3. Impromptu Speaking Method

Impromptu speaking is a relatively simple formal speaking exercise of a limited duration of time and with limited formal preparation. Dale and Wolf in Munawarah (2012:30) said that impromptu speaking refers to being able to organize one's ideas quickly and speak about a subject without an advance time to prepare.

According to Barruansyah (2018:63) the standard steps of impromptu speaking method are: 1) The teacher explains the material, 2) The teacher prepares some topics or questions from the material discussed that depends on the large of the class, 3) The teacher divides students into some groups that consist of four or five students, 4) The teacher assigns each group a topic or question to each group randomly by lottery, 5) The teacher asks each student in a group to perform his/her topic continued by the next groups and the other groups may give a question to the group performance, 6) When everybody is back into the big class group, the teacher asks students ready to ask questions, by being encouraged to do so or being assigned about things they did not fully understand in the other groups' explanation and which they find interesting. Finally, be engaged in meaningful conversation.

Every method has their advantages when applied in teaching and learning English. Impromptu speaking method has its own advantages that

make it very suitable in teaching and learning English, especially in speaking. According to Twain in Miranda (2018:15), The advantages of impromptu speaking method are impromptu speech can improve oral expression of thought, develop confidence in public speaking, learn to think on your feet, and develop leadership and communication skills. Besides, there are some disadvantages of this method. According to Munawarah (2012:5), for those who do not have much knowledge and insight, they will make the speaker's pivotal speech turmoil.

## II. METHODOLOGY OF THE RESEARCH

According to Sugiyono (2014:9), the kinds of the methodology of the research are quantitative method that consist of survey and experimental method, qualitative that consist of phenomenology, grounded theory, ethnography, case study, and narrative, mixed methods that consist of sequential and concurrent method. This research used experimental method with pre-experimental research design; one group pre-test post test design.

In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measured the students' speaking ability and the observation sheet is used to observe the researcher in applied impromptu speaking method. The

procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

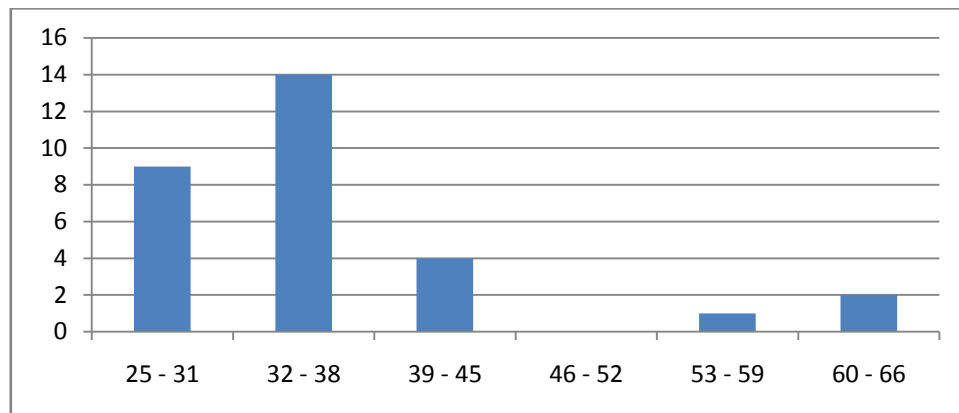
The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of speaking ability and observation sheet of impromptu speaking method. In analyzing the data, the researcher used ttest formula to look for the significant effect of impromptu speaking method on students' speaking ability.

### **III. RESULT**

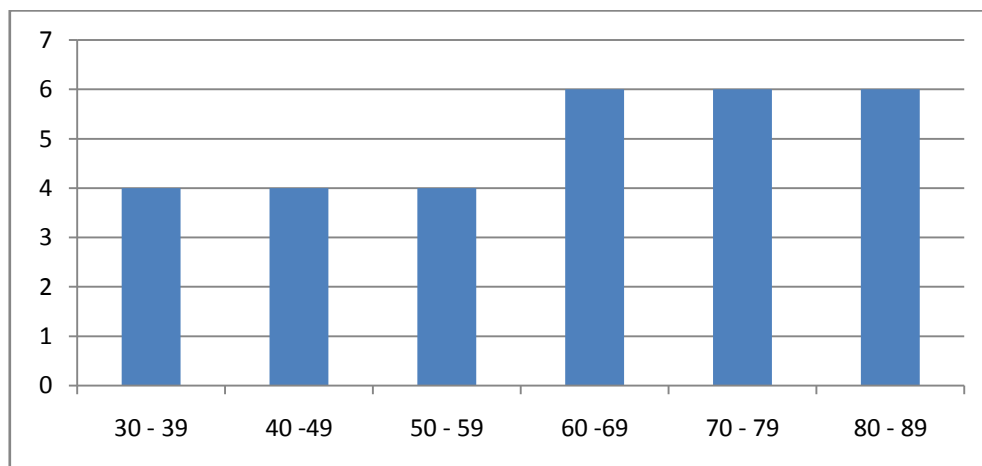
Based on the result obtained from the analysis of observation sheet about the application of impromptu speaking method at the eleventh grade students of SMA Negeri 1 Pinangsori, the average score was 3.6 and it is categorized in "very good" criterion.

The mean score of the students' speaking ability before taught by using impromptu speaking method was 36.4. It is categorized as "fail" criterion. While, after taught by using impromptu speaking method, the mean

score of the students' speaking ability was 62.5. It is categorized as "enough" criterion.



#### Students' Speaking Ability before using Impromptu Speaking Method



#### Students' Speaking Ability after using Impromptu Speaking Method

From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $10.25 > 2.04$ ). It means that there is a significant effect of impromptu speaking

method on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year.

#### IV. DISCUSSION

Based on the result of observation sheet in applying impromptu speaking method, the researcher found that the score was 3.6. It is categorized as "very good criterion". The result of average score of students' speaking ability before taught by using impromptu speaking method was 36.4. It is categorized as "fail" criterion. Furthermore, the average score of students' speaking ability after using impromptu speaking method was 62.5. It is categorized as "enough" criterion. It means that there is an improvement of students' speaking ability after using impromptu speaking method. Then, the result of  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $10.25 > 2.04$ ). So, the hypothesis is accepted. The researcher concludes that the students' speaking ability is higher after using impromptu speaking method than before using it at the eleventh grade students of SMA Negeri 1 Pinangsori.

#### CONCLUSION

The conclusion are: 1) The result of the application of impromptu speaking method on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year is 3.6 and it is

categorized “Very Good”. It means that the researcher had applied impromptu speaking method in teaching speaking well, 2) The students’ speaking ability before taught by using impromptu speaking method at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year was 36.4 and it is included as “Fail” category. While, the students’ speaking ability after taught by using impromptu speaking method at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year is 62.5 and it is included as “Enough” category, 3) The testing that had been done to measure the hypothesis showed that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $t_{\text{test}} 10.25 > t_{\text{table}} 2.04$ ). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of impromptu speaking method on students’ speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year.

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