

A Study Of Students' Skill In Performing Impromptu Speech In English Department At The Third Semester Of Fkip Universitas Ekasakti Padang

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Abstrak

<https://jptam.org/index.php/jptam/article/view/4302>

Penelitian ini dilakukan untuk mendeskripsikan kemampuan mahasiswa dalam melakukan pidato *dadakan* di Jurusan Bahasa Inggris di universitas Ekasakti Padang. Penelitian ini menunjukkan bahwa nilai rata-rata tes kemampuan berbicara siswa adalah 13,83. Dapat dikategorikan Tinggi dengan persentase 50% siswa. Kemudian, kefasihan siswa dalam melakukan pidato *dadakan* memiliki rata-rata 13,08 dan dapat dikategorikan sebagai Tingkat Tinggi dengan persentase 50% siswa. Rerata kemampuan berbicara siswa dalam melakukan pidato *dadakan* menggunakan tata bahasa adalah 12,83 dan dapat dikategorikan Sedang dengan persentase 50% siswa. Keterampilan siswa dalam berbicara untuk memilih kosakata yang tepat memiliki rata-rata 13,67 dan dapat dikategorikan Tinggi dengan persentase siswa 58,3%. Rerata kemampuan siswa dalam berbicara pemahaman dalam pidato *dadakan* adalah 14,83 dan dapat dikategorikan Tinggi dengan persentase 66,7% siswa. Nilai rata-rata dari kelima komponen berbicara tersebut adalah 68,3 dan dapat dikategorikan C (Cukup). Berdasarkan penjelasan di atas, peneliti menyimpulkan bahwa keterampilan berbicara siswa dalam pidato *dadakan* berada pada tingkat Sedang.

Kata Kunci: Kemampuan Berbicara, Pidato Dadakan

Abstract

This research was conducted to describe the students' skill in performing impromptu speech in English Department in the universitas Ekasakti Padang. This research showed that the mean score of the students' speaking performance test was 13,83. It can be categorized as High with percentage of 50% students. Then, the students' fluency in performing impromptu speech had the mean 13,08 and it can be categorized as High level with percentage of 50% students. The mean of students' speaking skill in performing impromptu speech using grammar was 12,83 and it can be categorized as Moderate with percentage 50% students. Students' skill in speaking to choose the appropriate vocabulary had 13,67 mean and it can be categorized as High with percentage of 58,3% students. The mean of students' skill in speaking of comprehension in impromptu speech was 14,83 and it can be categorized as High with percentage 66,7 % students. The mean score of all the 5 component of speaking was 68,3 and it can be categorized C (Fair). Based on the explanation above, the researchers concluded that the students' speaking skill in impromptu speech was in the Fair level.

Keywords: Speaking Skill, Impromptu Speech.

INTRODUCTION

Speaking is a productive language skill (Sanggam, 2008). It means that speaking is a skill to produce sounds that is has a meaning and can be understood by other people, so that it can be able to create of good communication. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar and vocabulary. Teachers need to activate the students' speaking ability by providing communicative

language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible. Unfortunately, in the real condition, it is still difficult for Indonesian students to practice their English ability in daily conversation. The most problematic for the students is mother tongue use, 77% students use their other tongue in English class and 83% agree that mother tongue is easier than English. (Riadil, 2020). In addition, (Wati & Fikni, 2018) found that the students' dominant problems in speaking were anxiety of speaking, unavailability environment and lack of vocabularies. Even the fear of speaking in public ranks higher than the fear of heights (Hamdani, 2012). Hence, speaking in a language which is the students do not normally used will make them stammering and make them do not be able to interact with each other.

Moreover, (J Carles, 2004) Speaking is either as interaction or a social and situation-based activity therefore speaking is the ability to perform the linguistics knowledge in actual communication, where the students use this skill in daily activity. It is not only a matter of transferring some messages to other persons but also communication, which needs more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean.

Speech is one of the spoken language activities supported by the non-language aspects, such as facial expressions, contacts of view, and intonation. The way of delivered speech needs the elements of speech, namely: ideas, themes, material, subject, and object of speech which make a speech need preparation before we proceed to deliver it. (Keraf, 2004) states that the oral presentation of speech not only speaks in public and emphasize the mastery of the good language, but also must be able to control the masses and successfully market their ideas so that it can be accepted by others.

An impromptu speech is a mini speech delivered with little or no immediate preparation time given to the speaker yet almost always with some advance knowledge on the topic. Impromptu speech gives a different experience in doing public speaking for students. This speech involves students in speaking what they have written in short time (Ajeng, 2016). When a person called to speak "off the cuff" or on the spur of the moment, it is usually because the speaker is quite knowledgeable about the subject. A good speaker is who able to produce language which arranged as its rule (Amanda & Donal, 2019).

(Mulyana, 2007) stated that impromptu mean "in readiness". She/he was ready to speak wherever and whenever with varieties topic at that time. Usually this method used by people who has more experience and knowledge. It can be concluded that impromptu speech was a speech individual event that involved a 5 to 8-minute speech with a characteristically short preparation time. When delivering speech, we need to explain it clearly part by part chronological. Then the structures are Opening, Body and Conclusion. Impromptu speech begins by addressing the Chairperson or Master of Ceremony. Then, after that the performer give a brief introduction to the topic of the speech or an opening sentence to the topic body. Then, the performer should contain two to three main points which center on a central theme. Each of these main points should be developed with relevant supporting details. The performer uses connective devices or linkers generously. Last, when it comes to conclusion, you need to keep it brief and simple, while end it by acknowledging the Chairperson. To sum up, each part related to one another that made an Impromptu Speech became a whole part.

A couple of studies already had been done by researcher in analyzing students' speaking skill in Impromptu speech. The first previous research was conducted by Maria Elga Erstentia (2016) entitled "Students' Responses to The Implementation of Impromptu Speech Practice To Improve Students' Speaking Skill In Critical Listening and Speaking 1 Class". The participants of this research were 30 students and a lecturer from critical listening and speaking 1 class D in the English language Education Study Program Sanata Dharma University. The researcher organized observation, interview, and distributed questionnaire. The researcher chose the participants from the fourth semester students of critical listening and speaking 1 class D in academic year of 2014/2015 at English Education

Program of Sanata Dharma University. The result of this study showed that the implementation of impromptu speech practice improved speaking skill. Nevertheless, the implementation of impromptu speech practice still needs to be developed.

The second research is done by Zahra of University Islamic Khouzeestan, Azad, Iran with a research entitled the relationship between teaching conversation through role play and the students' speaking ability. This is an experimental research that investigated whether teaching conversation through role play affects the students' speaking development. The result of the research showed that there is a positive relationship between teaching conversation and the students' speaking ability with score pretest is 68% and posttest 80%.

The third research is done by (Hou, 2008). He done the research entitled "A New Approach to Public Speaking Course in ESL classroom". The researcher prefers this topic as a related finding because there are close relationships among impromptu speaking, debating, and public speaking. He discovered that by the practicing through of English speaking and debating courses help the students develop logical reasoning and English speaking competences. Based on the survey result, about 85% of the students think this technique improved their ability to utilize English integrally, 89% of the students are more strongly motivated to learn English and 77% more 37 strongly motivated to speak English.

Based on the interview with the lecturer of Public Speaking in Universitas Ekasakti Padang, it was found some problems faced by the students. The students' lack of encouragement in speaking was the biggest obstacles in the class. The lecturer said, the students did not have any motivation to present their ideas in front of the class. Furthermore, the researcher had found that only three students who got higher score in the previous semester. In order to find the students ability and the problem faced by them so the researcher decided to composed this research fully.

Beside from the interview with the lecturer, the researcher found that many obstacles that faced by the students when they had task related to speaking. First, most of the students could not able to develop their ideas into a good presentation. It was because they had limited vocabulary that had been stated on the background of problem. The students had little knowledge about vocabulary since they were lazy to read and eager to know about vocabulary also low. Thus students tent to freeze and could not speak at all.

The second problem had been faced by the student in Impromptu Speech was the fear of presentation. The feel of fear and lack of confidence always became a common thing that was encountered by the students because of their error usage in grammar. Hence when they faced with speaking, most of students started to trembled and stammered in panic.

Related to the problems faced by students, it was indicated that students had difficulties in the vocabulary and the use of grammar. These problems caused the difficulties in performing Impromptu speech. Dealing with these problems, the students need to mastered vocabulary and had much practice in grammar. So, they can perform a good Impromptu Speech.

METHOD

During the term of the method, descriptive method was used in conducting this research. According to (Gay et al., 2012), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determined and reported the way things were. Descriptive research was scientific research that described about event, phenomena or fact systematically dealing with certain area or population.

Related to (Creswell & Creswell, 2018) population is a group of individuals who have the same characteristic. The populations that managed in this research were the students on English Department on third semester of FKIP Universitas Ekasakti Padang that consisted of 12 students.

In regard (Barreiro & Albandoz, 2001) define that the sample was the smallest unit of population selected as representative of the population. Moreover, (Gay et al., 2012) stated that total sampling technique is a way to select all of population as sample if the population

less than 100 people. Therefore, this research used total sampling technique. The researcher used this technique because the participant consisted of one class as population. It meant the total numbers of members in sample was 12 students.

The instruments that researcher used to collect the data in this research was speaking performance test. The test consisted of the students' performance in performing Impromptu Speech. The test was used to get the information about the students' ability in speaking skill on Impromptu Speech. The researcher joined the zoom meeting which is provided by the lecturer of public speaking. The lecturer asked the students to prepare visual aids such as Power Point, film or pictures that accompanied their speech. The students were not allowed to read the script and one by one perform their Impromptu Speech in the zoom meeting. Each student had 15 minutes delivered the Impromptu Speech.

The data of this research was students' score in speaking through performing Impromptu Speech orally. The procedures of speaking test conversation were:

1. The researcher joined the zoom meeting which provided by the lecturer of public speaking.
2. The lecturer asked the students to prepare the text of Impromptu Speech and performed in zoom meeting.
3. The researcher listened to the record of the students' performances.
4. The researcher gave score on each component of speaking based on rubric score.

The data of research obtained from students' score in speaking test. In analyzing data, Mean (M) was used to measure the students' speaking skill in Impromptu Speech. Afterwards, the researcher analyzed the score to know how many students got very high, high, moderate, low, and very low performance. To analyzed the data, the researcher used the procedures as follows:

1. Analyzed the data from oral speaking test and the researcher followed some steps to do:
 - a. The performance of students' speaking skill was analyzed by replay their performance recorded
 - b. The students' speaking skill performance was analyzed based on the speaking indicators
 - c. The researcher calculated the score of all the components based on the criteria above
 - d. The writer calculated the mean (M)

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

Where:

M : Mean

N : Number of Sample

$\sum x$: Total Score of the students

2. The researcher calculated the percentage of students who have very high, high, moderate, low, and very low performance in Impromptu Speech by using formula:

$$P = \frac{F}{n} \times 100\%$$

Where:

P : The percentage of students' ability

F : Frequency of the students who have high, moderate and low performance

N: Frequency number of the sample

FINDING AND DISCUSSION

According to the findings that the researchers found, the students' skill in performing impromptu speech from each element was Moderate. It was indicated by the scientific fact that 1 people from 12 students had very high ability (8,3%), 5 people from 12 students had high ability (41,6%) and 6 people from 12 students had moderate ability (50%). From the speaking test they had trouble from each element of speaking.

First, for the element of pronunciation, the students had moderate ability because 50% students had been classified in moderate ability. In this case some students did not

pronounce the words correctly in the zoom meeting at the day of test such as student 4 said “thriller” was pronounce “trailer” but the correct one is “triler” in her speech that discussed about be a good audience when watching film. Student 5 said “important” was pronounce “imporfens” but the correct one is “importen” in her speech with title the important of maintaining health in early age and there were many other mistakes.

Second, in the term of students’ fluency, they had high ability because 50% students were categorized in high ability. Some students spoke very slow and hesitant to say the words and look to the side as if they read the text and some of them spoke with “uhhm” and “eengg” too much so the speech was not clear even repeat the word that they pronounced.

Third, in the aspect of grammar the students also had high ability because 50% students categorized in high ability. Some of the students did not understand how to organize a correct sentence. For example, the student 6 said “Marina have a honey and makadamiah” but it should be “Marina contain of honey and makadamiah” in her speech about skin care. And then students 4 said “popular film genre in Indonesia a comedy” meanwhile the correct one is “The genre of popular film in Indonesia is comedy” in her speech about be a good audience when watching film. There were many other mistakes in this element.

Next, for the time of using appropriate vocabulary the students also had the high ability because 58,3% students had been classified into high ability. Student 4 said “The film you watch can be adjusted to your tasty” but the correct one is /...taste.../. Still the student 4 said “The films are also able to inspy us” and the correct one is /...inspire.../. There were parts of existing mistakes.

Last in the aspect of students’ comprehension, they had high ability because 66,7% students’ were categorized in high ability. Some of the students said only about simple sentences that did not explain more about the content of their speech. Some of them did not perform speech in right structure because there was not different part from opening, body and conclusion of the speech.

The mean score of all the 5 component of speaking was C (Fair). Based on the explanation can conclude that the speaking skill on Impromptu Speech in English Department at the third semester of FKIP Universitas Ekasakti Padang was C (Fair).

Conclusions

Based on the finding of the research, the researchers concluded that the students’ skills in performing Impromptu Speech was Fair. The researchers took the score from the zoom meeting with the lecturer and the students, the researchers concluded the ability of speaking skill on Impromptu speech on English Department at the third semester of FKIP Universitas Ekasakti Padang. It proved by the mean score of all of 12 students’ of English Department at the third semester of FKIP Universitas Ekasakti Padang was Fair. It means the students’ of English Department at the third semester of FKIP Universitas Ekasakti Padang were still lack ability about English mainly in speaking in Impromptu Speech.

Suggestions

Based on the conclusion of the research, the researchers propose some suggestions as follow:

1. For the Student

Because the result of the research showed that the students' speaking skill in Impromptu Speech was Fair, it is suggested to the students' to study harder especially in speaking skill. The students are suggested to doing more practice in using grammar, to use appropriate vocabulary, improve the pronunciation and fluency in speaking.

2. For the further researcher

It is suggested for the next researchers to study about some factor that cause the students' speaking skill in Impromptu Speech is Fair or to study about the strategy of motivating students' to improve speaking skill.

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