

AN ANALYSIS ON THE THIRD SEMESTER STUDENTS' SPEAKING SKILL IN DELIVERING IMPROMPTU SPEECH

PIPIT RAHAYU

University of Pasir Pangaraian

darariau2010@yahoo.com

ABSTRACT

The purpose of this research was to find out how is the skill of students of University of Pasir Pengaraian especially in third semester of English Study Program in students delivering impromptu speech. This research is descriptive qualitative. The data were gotten from the students in third semester. The data were taken through Speaking Test in impromptu speech from the video and transcript of the students itself. The steps in analyzing the data are collecting the data, analyzing the data, and displaying the result of the analysis. The third semester students of English Study Program of University of Pasir Pengaraian had average level in delivering impromptu speech. 18 students (54,54%) had the average score. 14 students (42,42%) had the fair score, and 1 student had the poor (3,03%). It can be concluded that the students' skill in delivering impromptu speech was average.

Key word: speaking skill, impromptu speech, descriptive qualitative

INTRODUCTION

Students of English Department in University of Pasir Pengaraian have learnt many English subjects. One of them is speaking. Speaking subject is decided into three levels; speaking I, speaking II, and speaking III. All speaking levels are intended to encourage the students to practice the language that they have already known. Sometimes when they want to state their ideas, it is not easy for them to utter in the correct words of the language. Moreover, if speakers do not know how to use its structure, vocabulary, and pronunciation in their speaking, misunderstanding will happen **Brown and Yole** in Hormailis (2003:5) supports this viewpoint that "one needs to master rules of speaking, usage of

vocabulary and pronunciation". In addition, **Haris (1981:81)** defines speaking as a complex skill requiring the simultaneous use of different abilities. Five components were generally recognized in speaking. They were pronunciation, grammar, vocabulary, fluency and comprehension.

Then, there are some objectives of speaking IV based on the English Study Program syllabus 1997. First, the students are expected to be able to develop their fluency and confidence in speaking by giving impromptu speech. Second, they enjoy learning English by providing variety activities that is given by the lecturer. Third, the students can express their own views clearly and

regularly. However, in classroom, most of the students do not use English, as Syllabus required. They are not self-confident to say what they want to say something important expected in the subject.

As explained above, speaking is a complex skill. In oral communication, in terms of giving impromptu speech, most of people face some problems. They cannot speak clearly because their skill in using some accurate components, such as pronunciation, grammar, vocabulary, fluency and the like. Furthermore, some of students of English Study Program in University of Pasir Pengaraian still get difficulties to apply this language in classroom. They can be reluctant to speak English in class for one or some of these reasons:

1. Some students consider speaking English is difficult because they need to memorize some grammatical formulas, so it was difficult for them to giving impromptu speech.
2. They feel silly speaking a language in which they know they are making mistake.
3. They are difficult to state their ideas because of lacking practice or vocabulary
4. They cannot express the ideas, thought or feelings that the lecturer wants them to express

Dealing with the problem stated in the description above, the researcher conducted this research in order to know how good is the skill of the Third Semester students in University of Pasir Pengaraian in giving impromptu speech.

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

According to **Rivers** in Erwadi (2004:7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speaks to someone directly. Furthermore, speaking shows cap skill to use a language. **Hornby (1989:27)** supports this viewpoint by stating that to speak is to reproduce words or to use

words to utter the words by using conversation.

B. The Component of Impromptu Speech

A good speech always has three distinct parts--an introduction, the body of the speech, and a conclusion. While an impromptu speech may sacrifice some of the quality of a normal speech due to limited preparation time, it still contains these basic requirements.

The Introduction--Before a speaker can develop an adequate introduction for an impromptu speech, it is useful to review the purposes for an introduction. An introduction serves to light a fire under the audience and motivate them to listen. It provides the thesis statement to direct the content of the rest of the speech. It provides the basic organization, which sets up the direction for the rest of the speech. And,

in the case of impromptu speaking, it also provides the speaker with a little extra time to do some thinking about additional content to be developed as the speech progresses.

The Body of the Speech--The speaker then makes a transition into the first of the three areas of the body of the speech. In each major area, the speaker will try to offer further analysis by providing sub points which help to develop this idea. At each step, the speaker will try to include stories,

illustrations, quotations and other support material to help the audience understand the point being made, and to make the speech more interesting.

The Conclusion--The third and final component of a speech is the conclusion. In Impromptu Speaking, the conclusion will usually attempt to do two things: summarize the basic point the speaker has been trying to make, and tie the speech together by referring back to the story or epigram used in the introduction.

RESEARCH METHODOLOGY

A. The Research Design

This research is a kind of descriptive qualitative research. This research is consist of one variable and designed descriptive. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989).

B. The Specific Objective of the Research

The specific objective of the research is to know the result of the skill of the Third semester student of English Study Program in University of Pasir Pengaraian in giving impromptu speech in terms of accent, grammar, vocabulary, fluency and comprehension.

C. The Place and Time of the Research

This research will be conducted at English Study Program in University of Pasir Pengaraian from March 2014 to January 2015.

D. The Population and Sample of the Research

1. The population

The population in this study is the Third Semester student of English Study Program in University of Pasir Pengaraian in academic year 2014/2015, which consists of 33 students.

Population in this case can be defined as any groups of individuals that have one or more characteristics. To similar extend, population is a member or a set of people that have at least some characteristics. (Surisno Hadi, 1984: 220)

2. The Sample of The Research

According to Arikunto (2006:131) sample is a part or representative population of the research. Sugiono (2010:62) stated that sample is a part of the total and characteristic which is has by the population. The samples which are

taken must be representative. Sampling is a way to take an object of research that we are going to investigate and it consists of a certain number of individuals that represent the large number (Netra, 1974:23).

The number of population in this study is less than a hundred; it is suggested take 20%-40%, or 40%-60% (Arikunto, 1986:107). This number is representative enough for the research. In this case, the researcher will use total sampling in this research; it means 23 students will be the sample.

3. Data Collection Technique

The data are collected through speech test for students. The Test is a data collection technique by way of opening up communication with the data source. Communication is done with dialogue orally, either directly or indirectly (I. Djumhur and Muh.Surya, 1985). Through interview, the

researcher asks ten students of the fifth semester student of English Study Program in University of Pasir Pengaraian in academic year 2012/2013 about impromptu speech.

In exercise the students, the researcher asks student to come in front of the class to give a speech about certain topic, such as their favorite food, hobby and unforgettable moment in direct or impromptu. When they are giving impromptu speech, the researcher records them.

4. Data Analysis Techniques

In this research the researcher asked for helping from two lecturers as raters in evaluating the student's skill in stating opinions. The collected data were analyzed by using qualitative description. In order to analyze the data, the researcher uses the followings criteria based on Arthur Huges.

FINDING AND DISCUSSION

A. Research Finding

There are five aspects that must be scored in this research they are accent, grammar, vocabulary, fluency, and comprehension. The result were analyzed in separate sections in this chapter but the summary of the student'

score of delivering impromptu speech by three raters can be seen in appendix 2 and 3

a. The students' skill in Accent

The students' skill in terms of accent is shown in the following table:

Table 4
The Analysis on the Students' Accent

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	-	-
3	41-60	Average	17	51,51%
4	21-40	Fair	12	36,36%
5	0-20	Poor	4	12,12%
Total			33	100%

According to the table 4, it can be seen that the students' skill in accent have variety point because, 17 students (51,51%) were average in accent because they in range between 41-60 its mean that they had made frequent errors that showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. And then, 12 students (36,36%) were fair or they range between 21-40, it means that

they no conspicuous mispronunciation, but would not be taken for a native speaker. The last 4 students (12,12%) were poor or they in range 0-20 it means that they frequent gross and very heavy accent make understanding difficult require frequent repetition

b. Students' Skill in Grammar

The students' skill in terms of grammar is shown in the following table:

Table 5
The Analysis on the students' Grammar

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	-	-
2	61-80	Good	-	-
3	41-60	Average	13	39,39%
4	21-40	Fair	20	60,60%
5	0-20	Poor	-	-
Total			33	100%

Based on the table 5, 13 students (39,39%) were in average because they in range 41-60, it means that they had made frequent errors that showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. And then 20 students (60,60%) were in fair

because they in range 21-40, it means that they constant errors showing control of very few major patterns and frequently preventing communication.

c. Students' Skill in vocabulary

The students' skill in terms of vocabulary can be seen in the following table:

Table 6
The analysis on the students' vocabulary

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	-	-
2	61-80	Good	2	6,06%
3	41-60	Average	18	54,54%
4	21-40	Fair	13	39,39%
5	0-20	Poor	-	-
Total			33	100%

According to the table 6, we can see that the students' skill in vocabulary have little good understanding because about 2 students (6,06%) were in good range between 61-80, in other hand professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions. And then 18 students (54,54%) were in range 41-60 it mean they in average categories, choice of words some time inaccurate, limitations

of vocabulary prevent discussion of some common professional and social topic. The last 13 students (39,39%) were in 21-40 it means the students fair in vocabulary because they limited in vocabulary to basic personal and survival areas (time, food, transportation, family, etc.)

d. Students' Skill in fluency

e. The students' skill in terms of fluency can be seen in the following table:

Table 7
The Analysis in the Students' Fluency

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	1	3,03%
3	41-60	Average	15	45,45%
4	21-40	Fair	17	51,51%
5	0-20	Poor	-	-
Total			33	100%

The table shows that 1 students (3,03) are good in fluency, or they had made the speech that was occasionally hesitant with some unevenness caused by rephrasing and groping for words. About 15 students (45,45%) were average or they had made speech that was frequently hesitant and jerky; sentences may be left uncompleted. The

last 17 (51,51%) students were in fair or she/he has speech that was very slow and uneven except for short or routine sentences.

f. Students' Skill in comprehension

The students' skill in terms of comprehension can be seen in the following table:

Table 8
The analysis in the students' comprehension

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	0%
2	61-80	Good	1	3,03%
3	41-60	Average	21	45,45%
4	21-40	Fair	11	51,51%
5	0-20	Poor	-	0%
Total			33	100%

Based on the table above, 1 students (3,03%) was in good comprehend the topic or they understand everything in normal educated conversation except for very low frequency items, or exceptionally rapid or slurred speech. 21 students (45,45%) were in average or they understanding careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing. Therefore, the students' skill in fluency was average

g. The result of students' delivering impromptu speech

According to the table of the result of students' delivering impromptu speech the percentage of students has the result if the students have point in average. Because from the table can see that most of the students were in average. It means that the third semester students of English study program of university of pasir pengaraian had average in delivering impromptu speech. 18 students (54,54%) had the average score. 14 students (42,42%) had the fair score. And 1 student had the poor (3,03%). In conclusion, the table above shows that the students' skill in delivering impromptu speech was average.

Table 9
The result of the students' speaking skill delivering impromptu speech

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	-	-
2	61-80	Good	-	-
3	41-60	Average	18	45,45%
4	21-40	Fair	14	51,51%
5	0-20	Poor	1	3,03%
Total			33	100%

CONCLUSION AND SUGGESTION

Conclusion

The researcher did the research about the students' speaking skill in delivering impromptu speech. The researcher use spoken test and video record to know the students' speaking skill in delivering impromptu speech of the third semester students English Study Program in University of Pasir Pengaraian.

The students' speaking skill in delivering impromptu speech of the third semester students of English study program was average category. Almost all of the students did not understand how to deliver impromptu speech very well. In other hand the students had the difficulties in accent, grammar, vocabulary, fluency and comprehension in delivering impromptu speech.

Suggestion

Based on the result of the research, researcher would like to give some suggestion to:

1. The lecturer
 The lecturer should be creative in teaching speaking skill to the students. The lecturer should find the interesting topics to discuss in the class. From the

interesting topics the students can easy to understand to delivering impromptu speech or in speaking skill whether in different topics.

2. The students
 The students would make the management of time to study in home and also must seriously in study English especially in speaking skill because is very important for them. As all of the people know that speaking is kind of tool that to deliver our idea.
3. The researcher

This research is hopeful give the contribution to other researcher to do the next research. It can be a guide for the next researcher in their thesis especially in speaking skill. More attention to do the research in speaking because many aspects that can include in the research to be analyze.

REFERENCES

- Dlugan, Andrew. 2012. www. six minutes. dlugan.com/how to impromptu speech.
- Erwadi, 2004. *A Study on Effectiveness of Using Picture In Teaching Speaking at SLPTN 6 Pekanbaru*, Pekanbaru: A Thesis Unpublished Paper.
- Gay, L.R.1987.*Education Research*. USA:Merrie Publishing Company.
- Hormailis,2003. *The Use of Group Work Techniquir for the improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru* Pekanbaru: A Thesis Unpublished Paper.
- Hornby, A.S, 1989. *Oxford advanced Learners' Dictonary of Current English*. Third Edition, Oxford: Oxford University Press.
- Hughes, Arthur, 1985. *Testing for Language Teacher*. Jakarta: Cambridge University Press
- Khairuddin,2003. *Increasing Speaking Ability Of The Second Year Student of MA AL-HUDA Dumai Using Group Work Activities*. Pekanbaru : A Thesis Unpublished Paper
- Luciana , Hendrawaty.2006. *Astudy on The Speaking The Speaking Ability of The Fifth Semester Student of The English Study Program of FKIP UNRI*. Pekanbaru : A Thesis Unpublished Paper
- Nunan, David. 1999. *Second Language Teaching and Learning*. Massachusetts : Heinle publisher
- Rahayu, Yosi.2004. *The use of Stimulation Technique in improve the Second Year Student Speaking Ability of MAN II Pekanbaru*. Pekanbaru : A Thesis Unpublished Paper
- Ricahrds, Jack. 1985. *Person-To-Person Communicative Speaking and Listening Skills, Book I*. England: Oxford University Press.
- Ricahrds, Jack. 1985. *Person-To-Person Communicative Speaking and Listening Skills, Book II*. England: Oxford University Press

