

JOURNAL

**THE EFFECTIVENESS OF ONE-WAY IMPROMPTU SPEECH
EXERCISES IN IMPROVING STUDENTS' ORAL ABILITY : AN
EXPERIMENTAL STUDY AT THE EIGHTH GRADE STUDENTS AT
SMPN 6 MATARAM IN ACADEMIC YEAR OF 2016/2017**



by

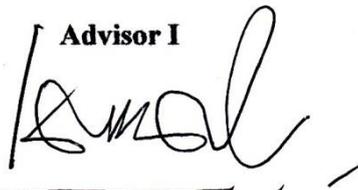
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This journal entitled, “**THE EFFECTIVENESS OF ONE-WAY
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2016/2017**” by FajarAshidiqi (E1D 012 016)

Advisor I

A handwritten signature in black ink, appearing to read 'Kamal', with a horizontal line underneath it.

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ABSTRACT

THE EFFECTIVENESS OF ONE-WAY IMPROMPTU SPEECH EXERCISES IN IMPROVING STUDENTS' ORAL ABILITY : AN EXPERIMENTAL STUDY AT THE EIGHTH GRADE STUDENTS AT SMPN 6 MATARAM IN ACADEMIC YEAR OF 2016/2017

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This study is aimed to know the students' oral ability and to observe whether the use of impromptu speech exercises can be effective or not in improving students' oral ability at the eighth grade of SMPN 6 Mataram in academic year of 2016/2017. This study takes experimental as the research method. Two distinguished classes at the eighth grade students of SMPN 6 Mataram are set as the sample of experimental and control group of this study. The ways the writer collects the data are by giving a pre-test, implementing the treatment and going for a post-test, then the last, the writer goes for counting the data to find the significant effect of applying impromptu speech exercises to improve students' oral ability. The data obtained are quantitative and qualitative. Quantitative data are obtained by assessing the students' speaking test scores in both pre-test and post-test. Meanwhile, Qualitative data are obtained by considering students' speaking script from pre-test and post-test. Based on the result of this study, it shows that impromptu speech exercises are not giving significant effect to students' oral ability. Based on the quantitative data, the data shows students' oral ability is not dramatically increased. The pre-test stated students' mean score is 42.89 point and the post-test is 47.26 point, in this case the improvement of students' oral ability in mean score is only 4.37 point. Further, the role significance posits only 3.25% significant. Based on qualitative data, the students' speaking script shows little improvement in terms of vocabulary mastery and speaking activeness.

Key words : Impromptu Speech Strategy, Teaching Speaking, Oral Ability

ABSTRACT

THE EFFECTIVENESS OF ONE-WAY IMPROMPTU SPEECH EXERCISES IN IMPROVING STUDENTS' ORAL ABILITY : AN EXPERIMENTAL STUDY AT THE EIGHTH GRADE STUDENTS AT SMPN 6 MATARAM IN ACADEMIC YEAR OF 2016/2017

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Study ini bertujuan untuk mengetahui kemampuan berbicara siswa dan mengobservasi apakah penggunaan latihan impromptu speech dapat secara effective meningkatkan kemampuan berbicara siswa kelas delapan di SMPN 6 Mataram tahun pelajaran 2016/2017. Study ini menggunakan penekanan eksperimental sebagai metode penelitian. Dua kelas berbeda pada kelas delapan SMPN 6 Mataram ditetapkan sebagai sampel dari grup eksperimental dan kontrol untuk study ini. Beberapa cara yang digunakan oleh penulis untuk mengumpulkan data adalah dengan memberikan pre-test, menerapkan treatment dan mengadakan post-test, dan terakhir, penulis melakukan penghitungan pada data untuk menemukan hasil dari penerapan latihan impromptu speech untuk meningkatkan kemampuan berbicara siswa. Data yang diperoleh dalam study ini adalah data kuantitatif dan kualitatif. Data kuantitatif didapatkan dari penilaian tes speaking siswa pada pre-test dan post-test. Sedangkan, data kualitatif didapatkan dengan mempertimbangkan text speaking siswa dari pre-test dan post-test. Dari hasil yang didapat, hasil tersebut menunjukkan bahwa latihan impromptu speech tidak memberikan dampak yang signifikan pada kemampuan berbicara siswa. Mengacu pada data kuantitatif, data menunjukkan bahwa kemampuan berbicara siswa tidak meningkat secara drastis. Pre-test menyatakan rata-rata nilai siswa berada pada 42,89 dan post-test berada pada 47,26. Pada kasus ini peningkatan dari rata-rata kemampuan berbicara siswa berada pada nilai 4,37. Selanjutnya, *role significance* menunjukkan hanya 3,25% signifikansi peningkatan. Mengacu pada kualitatif data, text speaking siswa menunjukkan peningkatan kecil pada penguasaan kosa kata dan keaktifan berbicara.

Kata Kunci : Impromptu speech, Pengajaran Speaking, Kemampuan berbicara

INTRODUCTION

English as one of the human language is assumed as the only International language must be mastered by people all around the world. People state English is the most primary language every single one should try to go due to international communication. Nowadays, English is urgent to be learnt by everybody. Since English is dominant in various cases of domains such as Education, Bussiness, Wide World's Ecomony, Industry, International relation cases, and so on.

Speaking skill is the most implemented skill in language behavior since it is the way humans communicate one another (talking).McCandlish (2012: 1) states "The social function is fundamental to human existence and in itself is an important reason for developing oral language". Therefore, effective communication ability is considering an ability which is able to help people to exchange and share their ideas, opinions, feeling, even build relationships and have some touches with people around the world.

As everybody knows that speaking skill is one of the four basic language skills has been known as one of difficult skills taught to students in non-native English country. In Indonesia, the students are taught to have the proficiency of English as the aim of the teaching learning and afterward students are able to use English in their daily life activity as their communication device, besides the students can have good grades in language featuring and vocabulary (Kemendikbud, 2013).

The problems of students' difficulty in using English through 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. But another factor of students' difficulty in getting use to using speaking as focus of learning may be caused by students' lack of confidence in using English as daily language for daily conversation. Speaking is not only about producing sound. People need some purposes to talk about something. The reason why people talk or communicate one another is because they need to express ideas or feeling at a time.

Teacher has the obligation to find out the right method in solving the problems occurred as mentioned above. And it needs to be focused on to student-centered learning describes ways of thinking about learning and teaching that emphasize student responsibility for such activities as planning learning, interacting with teachers and other students, researching, and assessing learning (Cannon: 2000).

It was found that some of students of junior high school are learners with low speaking English and they are below standard point of English proficiency. The fundamental problem found for the observation of the students is they are hard to speak in English properly because only few opportunities are given to students to speak in English. They were just taught by using English textbook and some written students' work sheets. No more devices to enhance the students' interest in learning speaking.

Based on the thought above, it is assumed that by this study, the use of impromptu speech exercise as the alternative method a high school teacher can be used to improve the students' speaking skill which will be able to give good result as an effort of applying the speech exercises as the students' problem solver. This teaching strategy also involves and asks students to be more attractive, creative, and courage in communicating one another which engaged the students' interest in having spoken English. This method might be a little bit difficult to apply in the first time of learning. But, writer assumed that students would be adapting on to the learning strategy.

STATEMENT OF THE PROBLEMS

Based on the explanation above, before having this research be done, the writer proposed 2 questions as the questions research were discussed in this study. The research questions should be answered:

1. Is there any significant effect of using One-way Impromptu Speech Exercises in improving students' oral ability at eighth grade of SMPN 6 Mataram in Academic Year of 2016/2017?
2. How can one-way impromptu speech exercises improve students' oral ability at eighth grade of SMPN 6 Mataram in Academic Year of 2016/2017?

OBJECTIVE OF THE STUDY

The objective of this study is to find the effectiveness of using one-way impromptu speech exercise in improving the students' oral ability at eighth grade of SMPN 6 Mataram in Academic Year of 2016/2017.

SIGNIFICANCE OF THE STUDY

In doing this study at SMPN 6 Mataram, the writer's performances are expected to be purposely useful:

- For students, this study is hopefully able to help students to find out the interest in learning speaking through one-way impromptu tasks activities.
- For Teacher, this study is hopefully able to help teacher to get the more effective teaching model in teaching oral/speaking. Moreover, this strategy is hopefully able to be an alternative strategy to improve the students' speaking skill and, on bigger scope, ought to be the answer of the goals study.
- For school, this study can be a good alternative strategy in increasing the quality of teaching and learning in the school itself. The improvement of productivity and professionalism is attempted in this strategy implementation.

THE SCOPE AND LIMITATION OF THE STUDY

Writer claims the scope and limitation of the study is only at improving the students' oral ability through one-way impromptu speech exercises takes place at SMPN 6 Mataram. The writer should limit the scope and the study because writer assumes that various factors can involve within this trial effort. But the writer only focused on using one-way Impromptu speech exercises activities.

RESEARCH METHOD

As the first discussion of the research data, this research took place at SMPN 6 Mataram. This research applied experimental research which was run through the teaching – learning process. The aim of this research was to deal one-way

impromptu speech exercises activities in order to know how much the teaching model can affect the students' oral skill improvement. Speaking was also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests (Clifford, 1987), since the writer ran this study as an experimental research, the result might be different with what writer expected. The design of the research described in the graphic below :

Group	Pre-Test	Treatment	Post-Test
X	X ¹	O	X ²
Y	Y ¹	-	Y ²

Description of the table :

X = Experimental Group

Y = Control Group

X¹ = experimental group pre-test

Y¹ = control group pre-test

O = class treatment –impromptu speech task– is given

- = class treatment is not given

X² = experimental group post-test

Y² = control group post-test

POPULATION AND SAMPLE

The writer was counting the total population data of eight grade students at SMPN 6 Mataram which were 392 students. Those students were divided into 10

classes. Arikunto (2006) states about population regarded as the whole number of subject in a research. As what writer has learnt, population is a full set of all elements processing one attribute of interest. By the definition mentioned above, regards on what Arikunto has stated about population study, if the population is more than 100 individuals therefore the sample taken will be 10% - 25%.

The samples of the total population amount in this research were chosen by using random sampling technique since all classes in this place of study had the same standard of speaking proficiency. 2 classes were directly be set as the sample of experimental group and control group of study which consist of 76 students.

DATA COLLECTION

In this study, the data would be quantitative and qualitative data. In quantitative data, the researcher would use oral test (speaking) as instrument. The students were tested by asking them to make a speech by using Telling opinion about a topic. In assessing the students test, the writer used scoring rating and the assessment showed the improvement of students' oral ability. In qualitative data the writer would use students' speaking script. The procedure of data collection of the study were collected within 3 meetings in 8 hours of learning.

TESTING HYPOTHESIS

1. If $t\text{-test} \geq t\text{-table}$ at the confidence level of .05 (95%) and .01(99%), we stated the null hypothesis (H_0) : "the use of impromptu speech exercises is not significantly effective in teaching speaking skill" is rejected.

2. if $t\text{-test} \leq t\text{-table}$ at the confidence level of .05 (95%) and .01 (99%), writer stated the alternative hypothesis (H_a): “the use of impromptu speech exercises is effective in teaching speaking skill” is rejected

FINDINGS AND DISCUSSION

This study was done in 5 meetings; 1 meeting for pre-test, 3 meetings treatment given, and 1 last meeting for post-test. The students’ oral skill were improving in terms of vocabulary mastery and speaking confidence. the first time they were asked to give an opinion telling, they were so stuck with vocabulary and had no courage to do speaking. But by the time goes by, students were able to speak more and try more. Score of Pre-Test and Post-Test in Both Experimental and Control Group:

EXPERIMENTAL GROUP				CONTROL GROUP			
NO	Sample	Pre-Test (X1)	Post-Test (X2)	NO	Sample	Pre-Test (Y1)	Post-Test (Y2)
1	AAP	40	44	1	ACD	44	48
2	AS	32	40	2	ADAR	40	48
3	AR	36	36	3	ABP	36	40
4	ADP	20	24	4	ABSN	20	20
5	AR	36	44	5	ADMP	56	56
6	ASS	36	40	6	AIS	24	32
7	DAW	32	40	7	ASN	76	80
8	DQS	48	48	8	BAKA	72	76
9	DMF	28	36	9	BEN	88	88
10	IADMP	44	48	10	BKPW	76	76
11	IKGP	32	40	11	BKB	36	40
12	IMBHT	52	52	12	DHA	52	52
13	KSS	48	56	13	DSTL	48	52
14	KOST	56	56	14	DGWW	52	52
15	KDAM	48	48	15	EAP	40	44
16	KVPM	60	64	16	GBAS	32	32

17	LAA	48	52	17	IDPDA	32	32
18	LDAT	32	40	18	IGYSY	48	52
19	MSu	68	68	19	IGAAP	32	40
20	MSi	40	44	20	IMKT	28	36
21	MAF	40	40	21	IMRS	68	72
22	MHK	24	32	22	IMYAB	68	68
23	ML	36	40	23	KDSA	52	56
24	MMAP	52	56	24	LKPW	60	64
25	M	48	56	25	MSD	44	44
26	NA	32	40	26	MGA	48	52
27	NLMP	44	48	27	MI	48	56
28	NMGOP	28	36	28	NPL	32	32
29	NNTR	56	56	29	N	80	80
30	RHS	32	40	30	NLPL	32	36
31	RAP	48	60	31	NLTA	76	80
32	RWM	24	32	32	RGH	20	20
33	RJY	76	80	33	RD	44	52
34	S	36	40	34	RAPR	24	28
35	SANS	48	48	35	REV	44	52
36	SAD	56	60	36	SHU	40	44
37	WM	52	56	37	SA	40	48
38	ZKR	60	60	38	TEP	48	48
	Total	1628	1800		Total	1800	1928
	Max	76	80		Max	88	88
	Min	20	24		Min	20	20
	Mean	42,84	47,36		Mean	47,37	50,74

The table above showed that both experimental and control group got some improvement, most of students got points improvement. And table below showed the students' speaking skill scores percentage which were distinguished:

Experimental group's score categorization (Pre-test)

No.	Category	Score	Frecuency	Percentage
1.	Very Good	80-100	0	0%
2.	Good	70-79	0	0%
3.	Satisfied	56-69	11	28.95%
4.	Poor	46-55	7	18.42%
5.	Very Poor	0-45	20	52.63%

Experimental group's score categorization (Post-test)

No.	Category	Score	Frecuency	Percentage
1.	Very Good	80-100	0	0%
2.	Good	70-79	0	0%
3.	Satisfied	56-69	13	34.21%
4.	Poor	46-55	7	18.42%
5.	Very Poor	0-45	18	47,37%

By looking at the data above, we can see the mean score of pre-test which the experimental group reached was 42.84. Further, we can see the post-test result had got by students in experimental group which is 47.36 point. In this case, the improvement of the mean score of pre-test into post-test of the experimental group was 4,53 point even though the students' speaking skill were not significant or dramatically improved. The experimental group scores percentages were improved on "satisfied" category from 11 students (28.95%) to 13 students (34.21%), and the

students' scores on "very poor" category were decreased from 20 students (52.63%) to 18 students (47.37%). Besides, the control group was also assessed and categorized into the same counting as showed below:

Control group's score categorization(Pre-test)

No.	Category	Score	Frecuency	Percentage
1.	Very Good	80-100	2	5.26%
2.	Good	70-79	2	5.26%
3.	Satisfied	56-69	10	26.32%
4.	Poor	46-55	7	18.43%
5.	Very Poor	0-45	17	44.73%

Control group's score categorization (Post-test)

No.	Category	Score	Frecuency	Percentage
1.	Very Good	80-100	3	7.89%
2.	Good	70-79	2	5.26%
3.	Satisfied	56-69	13	34.21%
4.	Poor	46-55	7	18.42%
5.	Very Poor	0-45	13	34.21%

The control group had 47.37 point as mean score of the pre-test result. And further, they got 50.74 point on the post-test. The improvement on control group was 3.37 point. As the categorization tables showed, some members in control group got some improvement in speaking. The categorization table showed 17 students (44.73%) who got "very poor" score decreased into 13 students (34.21%).

Further, 10 students (26.32%) who got “satisfied” on the pre-test increased become 13 students (34.21%).

The result which showed in the data above based on the analysis of the data obtained, could be assumed that it was not significantly improve the students’ oral skill at grade eighth of SMPN 6 Mataram academic year of 2016/2017. In fact, the experiment class was higher than what the control group got. Experimental group got 4.5263 point, in mean deviation score. And control group could reach at 3.3684 point. Nevertheless, still experimental group had no significant effect in effort to improve students’ oral skill. Furthermore, since this study was using to tails research, therefore the value of the t-test in this study was in the level of .05 (95%) in degree of freedom 74, and the t-test could be seen on the following table :

Table 4.3.1 t-test and t-table Scoring

t-test	t-table		
	Df	0.05 (95%)	0.01 (99%)
1,5767	74	1,9925	2,6439

$$\begin{aligned}
 \eta^2 &= \frac{t^2}{t^2 + df} \\
 &= \frac{(1,5767)^2}{(1,5767)^2 + 74} \\
 &= \frac{2,486}{2,486 + 74} \\
 &= \frac{2,486}{76,486} \\
 &= \mathbf{0,0325}
 \end{aligned}$$

$$\begin{aligned}
 R &= \eta^2 \times 100\% \\
 &= 0,0325 \times 100\% \\
 &= 3,25 \%
 \end{aligned}$$

Based on the t-table above, writer could state that impromptu speech exercises gave low significant effect in the confidence level of .05 since the t-test was lower than the t-table. The t-test result was 1.5767 and the t-table at confidence level of .05 (95%) was 1.9925. Besides, eta score stated 0.0325 point with significant role (R) showed only 3.25% significant which was meant very low significant effect.

CONCLUSION AND SUGGESTION

It could be stated that impromptu speech exercises was not giving significant effect to the students' speaking skill because the writer looked at the script that students' improvement posited very small improvement. Moreover, students' speaking test resulted very low score improvement. The way students improved their speaking ability through this method was on the effort to have more vocabulary list and get more confidence to do speaking.

The result showed low improvement students got was known from the deviation of students' mean score of the experimental group who were taught by using impromptu speech exercises was 47,26 with deviation score at 4,37. Even though it was higher than deviation mean score of students who were taught by using role-play simulation strategy in the control group which was 49,53 with

deviation score at 3,16. Besides, from the data analysis it was found that the t-test value was 1.5767. It was lower than the t-table at the confidence level of .05 (95%) equals to 1.9925, in degree of freedom (df) 74, with eta score 0.0325, the significant role (R) was only 3.25% significant.

The result of this study showed that the use of impromptu speech exercises could improve little students' speaking achievement. The following suggestions are offered:

1. For Teacher

Teacher should create a good atmosphere in teaching learning process. Teacher should be more creative and innovative in designing a teaching strategy and media. Teacher needs more pre-planned speaking activities to make the treatment be successful. The materials which can be referred as more suitable materials for impromptu speech are kinds of text such as narrative, recount and descriptive texts. Teacher also should be more communicative to students in order to find and share about students' lacks in learning English. Teacher also can make some various speaking actions into the treatment.

2. For Students

Students are expected to be able to improve their motivation in speaking English. Students are the centered of activity, students are the people who need practices not teacher and students also need to be braver and more confident in telling or uttering their words. Students can learn speaking more by losing their anxiety and try more in doing speaking action.

3. For School

School has a great deal in an effort to improve the teacher creativity in creating new strategy, productivity and professionalism.

4. For Future Researcher

The future researcher is expected to use this strategy on different types of subject material and different sample. With hope, for next researcher who wants to do a further observation about impromptu speech, fitter subject will considerably be more valuable to get successful result of study. And last, future researcher needs to consider some combination as like visual media with impromptu speech to make the treatment be more fun and successful.

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