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The Effect of Impromptu Speech Technique to Speaking Ability at Grade IX Students of SMP N 3 Padangsidimpuan

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Abstract This study intended to investigate the effect of Impromptu Speech Technique to speaking ability at grade IX students of SMP N 3 Padangsidimpuan. The purposes of this study were to examine students' speaking ability before using Impromptu Speech Technique, to examine students's speaking ability after using Impromptu Speech Technique and to examine whether there is significant effect of Impromptu Speech Technique to students' speaking ability at the grade IX students of SMP N 3 Padangsidimpuan. This study used experimental quantitative method with pre-test and post- test control group design. The population was all of the students at the IX of SMP N 3 Padangsidimpuan. The samples were IX-3 grade as experimental class consisted of 31 students and IX-5 grade as control class consisted of 31 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula. The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using Impromptu Speech Technique. The mean score of experimental class in pre-test was 29.83 and the mean score of control class in pre-test was 29.19. Moreover, the mean score of experimental class in post-test was 64.68 and the mean score of control class in post-test was 36.77. In addition, after doing T-test, this study found that $t_{\text{count}} > t_{\text{table}}$ ($10.542 > 2.00030$). Therefore, alternative hypothesis (H_a) of this study was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was a significant effect of Impromptu Speech Technique to speaking ability at grade IX students of SMP N 3 Padangsidimpuan.

Keywords: Impromptu Speech Technique, Speaking Ability, Experimental Quantitative Method,

INTRODUCTION

Speaking is one of the language skills that students use to communicate in their target language. The process of creating and disseminating meaning through verbal and symbol form in given context is known as speaking. To communicate an idea is to speak. (Zainuddin et al, 2017:58). Speaking is one method of communication that is utilized frequently and is easier to comprehend. It is common practice to talk about and share our feelings, opinions, desires, and thoughts.

Based on the researcher, there are the important things in speaking skill or that should be noticed when speak English, such as fluency, intonations, pronunciation, and gesture, accent, grammar and accuracy. All of the important things of speaking should be learned and should mastered.

Beside that there are also the difficulties that make speaking difficult these are, clustering, redundancy, reduced forms, performance variables, colloquial language, and rate of delivery, the stress, rhythm, intonation and interaction. (Brown, 2007: 356).

Impromptu speech technique can serve several purposes in oral skill class. It makes the students more actual practice with speaking the language, but it also forces them to think, and speak in gaining ideas without any notes or memorizing. (Tetuko, 2018:63) , This technique makes the students more actual practice with speaking if suddenly the teacher asks something to make statement.

Actually, there are some previous researchers that conducted similar researches with this research. The first, it was conducted by Pratiwi's research, she found there is a significant effect of using impromptu speaking activity on students' speaking achievement and the students who were taught with impromptu speech got higher than used conventional technique. (Pratiwi, 2021) . The second previous was conducted by Masfufah's research, she found that there is significant effect on applying impromptu speech technique on speaking ability in SMAN 01 Tulang Bawang. (Masfufah, 2020)

The third previous was conducted by Panggabean's research, she found there is a significant effect of impromptu speech technique on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year.(Panggabean, 2020). The fourth the previous research as follows, the first thesis of Munawarah, in this thesis she found the result that this technique is most well done to implement to speaking ability in SMA 12 Pekanbaru. (Munawarah, 2012).

The last is from Heinz's research. In this journal, he found that impromptu speech improves the most of students' speaking ability and impromptu speech was implemented in

public speaking of the students. (Heinz, 2013) . These five researches stated that Impromptu Speech Technique gave significant effect on speaking ability.

Speaking is the ability to speak in a productive way. The learners speak effectively to convey information from the information from the informant's mind to listeners, demonstrating the learners's skill through their own ability to apply language rules. (Siahaan, 2008:2). This ability has includes all the correct grammatical aspect of the language the informant is speaking, the types of the information is transferring, and rhetoric she or he is conducting in a communicative event.

“Siregar said speaking is a way of communication are used by speakers to express their ideas, opinions, and feelings to others by using verbal form. Good speaking skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative. In doing a good speaking, a speaker should consider several components of speaking (Siregar, 2016:36).”

Speaking is communication way which is use to express their idea and feeling and the ability to stand fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot.(harmer, 2001: 269). Nunan also state “speaking is an ability to carry out a conversation in the language.”(Nunan, 1998:39). It explained speaking is a skill that used by someone to communicate and carry out the conversation.

From the several definitions of speaking, the researcher can take the conclusion that speaking is the productive skill or the way for someone to communication that involve expressing ideas and opinion and that can be used to daily conversation and socialize with other person.

“Impromptu speech usually lasts 1-3 minutes, its components are significantly shorter than in a prepared speech (Sadniev, 2013:38). ” This statement is explained about the time of impromptu speech process. “Impromptu speech technique can serve several purposes in oral skill class. It makes the students more actual practice with speaking the language, but it also forces them to think, and speak in gaining ideas without any notes or memorizing.” This technique makes the students more actual practice with speaking if suddenly the teacher asks something to make statement.

Impromptu speech is delivered on the spur of the moment, which minimal preparation or the way you do most of your speaking with other people. In an impromptu speech, the learners are relying entirely on previous knowledge, your skill in talking with others, and if the learners respond the questions. For the best results, try to focus the impromptu remarks on single idea, trying in details to explain or reinforce your point (German, 2017: 157).

From the definition above, the researcher conclude that impromptu speech is one of the teaching techniques that is very useful for teaching speaking. This technique is the spontaneous direct speech that usually lasts 1-3 minutes, its components are significantly shorter than in a prepared. The teacher only gives the material and the students make the shorter speech in front of the class.

While there are some procedures of Impromptu speech that used in this research, as follows:

1. Begin by illustrating a fact or statistic that is stated creatively has a better chance of being remembered than one that is just stated.
2. Explain that the class will learn how to introduce facts effectively by giving short impromptu speeches in which they are asked to incorporate a fact creatively.
3. Ask students to read the direction under your turn and then turn over the hand out. Distribute index cards or scraps of paper for the students to make notes on during their preparation time.
4. Pass around the envelope with the topics and remind the class that each one is to pull 5 strips but can choose the one topic on which she or he wants to speak.
5. Give each student at least 2 minutes to prepare his or her speech after drawing a topic.
6. You can ask for a volunteer to demonstrate a sample impromptu speech.
7. Give each student 5 minutes to speak. Do not assess a penalty if less time is used.
8. Ask the students to analysed the text, and reread the text that have analysed by the students.
9. Remind students that only these who incorporate the fact into their speech in a creative, memorable way eligible for the best grade. (Williamson, 2008:20).

This research used this procedure of impromptu speech when collecting the data and it made the researcher easy to collecting the data. This procedure must be followed sequentially to facilitate learning. Actually, there are several advantages of Impromptu Speech Technique, there are as follows:

1. Speaking before write adds fluidity to the expression of ideas and eventually comes to be a natural part of the writing process.
2. They had rehearsed numerous organizational strategies and had a palette of examples from which to choose.
3. Encouraging students to speak before they write makes sense.
4. To think aloud with teachers and peers leads to the internalization of procedures, processes, and patterns of thinking that result in better written products.
5. It insists that they organize their information to allow for a meaningful conclusion.
6. It is imperative.
7. All of this practice makes constructing a flawless presentation in 2 minutes possible.
8. The most direct way to provide both efficiently.
9. This is actually quite a humorous activity that students enjoy.
10. Students practice their pronunciation and intonation. (Templement and Bridges, 2010:2).

There are several advantages of impromptu speech, there are the students has rehearsed numerous organizational strategies, students think aloud with teacher and to encouraging

students to speak before they write the text and the most direct way to provide both efficiently.

METHOD

This research used experimental quantitative method with pre-test post-test control group design. The population were all of the students at the Grade IX Students of SMPN 3 Padangsidempuan. The sample were IX-3 as experimental class that consisted of 31 students and IX-5 as control class that consisted of 31 students. In this research the sample took by using simple random sampling. The researcher made like lottery system. First, provided three pieces of small paper contained of the name of three classes, then rolled the paper and put the paper into a box. After that, the box was shaken. The researcher then took the first paper for the experimental class and took the second paper for the control class at last.

The data were collected through pre-test and post-test in speaking test. completion form and analyzed by using t-test formula. The researcher gave the speaking test like pre-test and post-test to the students. The experimental group and the control group gave the same materials. Then the researcher analyzed the data by using T-test formula that calculated in SPSS v.21.

RESULT AND DISCUSSION

Based on the student's answers in post- test in experimental class and control class, the researcher had calculated the students score and most of students both of classes increased. In experimental class consist of 31 students (IX-3), most of them got raising score and their score increased very significant. In control class consisted of 31 students (IX-3), most of students score also increased but not significant or it can be said that their score increased slightly.

The researcher found that the total score in experimental class was higher than the total score in control class in post- test. The highest score of experimental was 85 and the highest score in control class was 50. The lowest score of experimental in post- test was 45, meanwhile in control class was 25. To make the easier in seeing the comparison of the data, the researcher make them in this following table.

Table 1 The Comparison Data of Experimental Class and Control Class in Post Test

Description	Experimental Class	Control Class
Highest score	85	50
Lowest score	45	25
Mean	64.68	36.77
Median	64.38	36.78
Modus	70	40
Range	40	25
Interval	7	5
Standard deviation	11.82	8.01
Variant	139.82	64.24

To get the data description of both of classes, the researcher presented them into this following histogram.

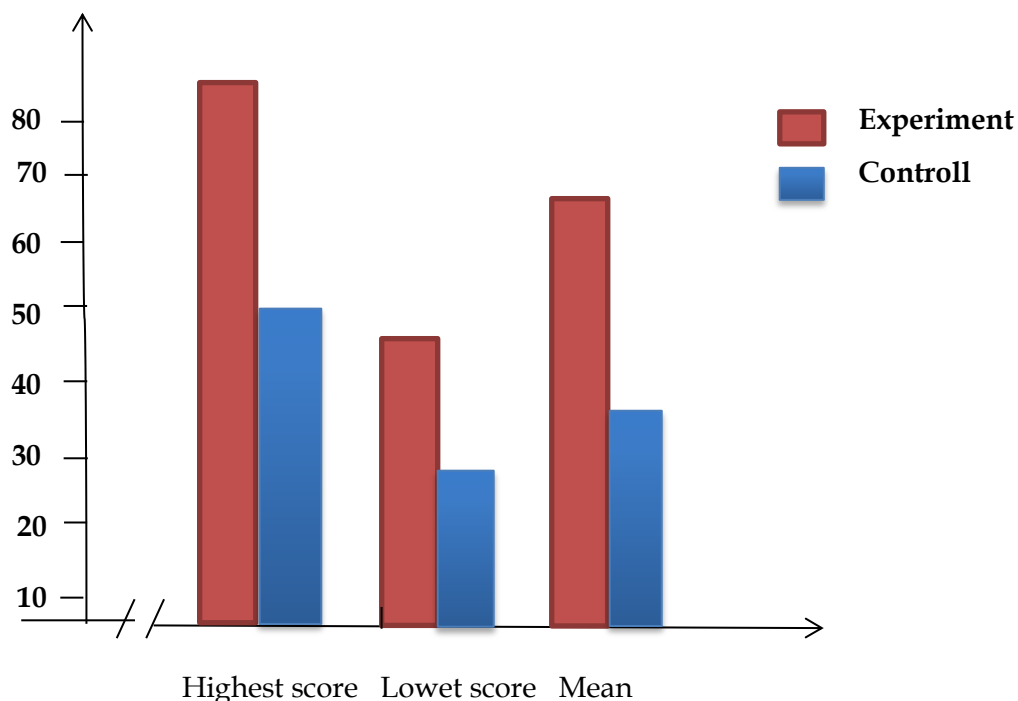


Figure 1 Comparison data Post- Test between Experimental Class and Control Class

The figure above described the students score, it was found the lowest score was 45 in experimental class and 25 in control class, highest score was 85 in experimental class, the highest score was 50 control class. While the mean score was 64.68 in experimental class and 36.77 in control class.

The researcher also using parametric test by T-test by using SPSS v.21 to analyze the hypothesis. After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Hypothesis alternative

(H_a) of the research was “There was significant effect of Impromptu Speech Technique to Speaking Ability at the Grade IX Students of SMP 3 Padangsidempuan”.

The results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.21. The hypothesis that tested as follows: If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of Impromptu Speech to speaking ability at grade IX students of SMPN 3 Padangsidempuan. If $H_a : \mu_1 \neq \mu_2$ means there is a significant effect of Impromptu Speech technique to speaking ability at grade IX students of SMP N 3 Padangsidempuan.

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $10.542 > 2.00030$ Based on the test criteria, H_0 is rejected and H_a is accepted. So, there was significant effect of Impromptu Speech technique to speaking ability at grade IX students of SMP N 3 Padangsidempuan. The result of t-test was as follow:

Result of T-Test from the Both Average

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Result of Equal variances assumed	3.688	.060	-10.542	58	.000	-27.95328	2.65169	-33.26121	-22.64535	
Result of Equal variances not assumed			-10.665	53.797	.000	-27.95328	2.62098	-33.20849	-22.69807	

This research found that there was a significant effect of Impromptu Speech to speaking ability at grade IX students of SMPN 3 Padangsidempuan. In fact student's speaking ability using Impromptu Speech technique is higher than using the usual technique by the teacher. It can be seen from the research hypothesis that there was

significant effect of Impromptu Speech to speaking ability at grade IX students of SMPN 3 Padangsidimpuan.

Based on the result of data analysis, this research got that the mean score of experimental class in pre-test was 29.83 and in post-test was 64.68, the mean score of control class in pre-test was 29.19 and then in post-test was 36.77. So, based on the result of data analysis, it can be concluded that the improvement of experimental class was higher than control class.

This research also provided the similar cases with this research. The first research by Munawarah, from analysis of Independent Sample T-Test formula, there is a significant difference of improvement of students' speaking ability who were taught by using impromptu speech technique at the second year students of SMAN 12 Pekanbaru. The H_0 is rejected and H_a is accepted because $0.000 < 0.05$. Besides, Mean students' score in pre-test at experimental class is 48.79. Mean students' score in post-test at experimental class is 61.40. And the mean improvement of students speaking ability at experimental class is 12.61. From the calculation above, clear that students' speaking ability in experimental class increases 26.75%. While, Mean students' score in pre-test at control class is 47.89. Mean students' score in post-test at control class is 51.20. and the mean improvement of students' speaking ability at control class is 2.90. From the calculation above, clear that students' speaking ability in control class increases 7%. It means that the effect of impromptu speech technique is better than natural approach as the conventional way. (Munawarah, 2012).

The second research by Pertiwi, based on the result of the pre-test and post-test the researcher found there was a significant effect of using Impromptu Speaking Activity on students' speaking achievement, which is proven from the result of the test $t_{\text{observed}} > t_{\text{table}}$ or $32.20 > 2.30$. The fact hypothesis H_a was accepted. (Pratiwi, 2021).

The third was conducted by Masfufah, after the researcher analyzed the data by using independent sample test, it was found that the result of Sig. (2-tailed) of the equal variance assumed was 0.001. The result then was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig. (Pvalue) was lower than $\alpha = 0.05$ so H_0 was rejected. In other words, it could be concluded that there was influence of Impromptu Speech Technique towards students' speaking ability. The objective of the research is to find out whether there is an influence of Impromptu Speech Technique towards students' speaking ability at the first semester of eleventh grade of SMAN 01 Tulang Bawang Tengah in the academic year of 2019/2020. (Masfufah, 2020).

CONCLUSION

Based on the result of the research, the conclusion of this research stated that Impromptu Speech Technique significantly affects to Speaking Ability at the Grade IX students of SMPN 3 Padangsidempuan, it was proved by $t_{hitung} > t_{tabel}$, the hypothesis is tested by using T-test formula. The significant effect of Impromptu Speech Technique to speaking ability at the grade IX students of SMPN 3 Padangsidempuan is performing T-test.

Before using Impromptu Speech Technique, students speaking ability was still low. It can be seen from the mean score of pre-test for experimental class which was 29.83 and the mean score of pre-test for control class was 002029.19.

After using Impromptu Speech Technique, the mean score of experimental class is higher than control class which taught by using usual strategy from the teacher. The mean score of post-test of experimental class was 64.68 and the mean score of control class in post-test was 36.77.

There was a significant effect of using Impromptu Speech Technique at grade IX students of SMP N 3 Padangsidempuan. This research found the result where $t_{count} > t_{table}$ or $10.542 > 2.00030$. So, it means that Impromptu Speech Technique can effect the students's speaking ability at grade IX students of SMP N 3 Padangsidempuan.

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