

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the research. It consists of background of the research, the setting of the research, limitation of the research, formulation of the research, the purpose of the research, the significance of the research, and the definition of the key terms. The researcher in this chapter explains more deeply to make easy the readers understand this research.

A. Background of the Research

English is an international language that used as a tool of communication not only for the students, but also for a businessman and people who have a job in other countries. English is also as a foreign language in Indonesia and English has been introduced to students started from Basic Education or Elementary school, Junior High School (SMP/MTS), Senior High School (SMA/MA/SMK) the last in University Students.

There are four skills in English; Listening, Reading, Writing, Speaking. From all of the skills, people can measure the student's abilities in understanding and knowledge of the English. Following discussion in this research mainly focuses on impromptu speech. It means that the students can produce something in their mind and making real in their society well.

According to Clark and Clark (1977:233), speaking is fundamentally an instrumental act. In addition, Watson (1984:58) argues that speaking is the active or

productive skill. Based on these two definitions it can be concluded that speaking is an interaction between two people or more. Moreover, Sparrt, et.al, (2005:34) say that speaking is a productive skill, such as writing. It involves using speech to express meanings to other people. In addition, Harmer (1990:41) divides purposes of someone doing communication into three. They are: 1). He wants to speak, 2). He has some communicative purpose the selects from his language store, 3). He wants to listen to something and he is interested in the communicative purpose of what is being said.

Indeed, the achievement of good speaking activity is when the people who interact can understand each other. Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well. In this case the students' experiences and interest are very needed to make the process of their understanding more easily. Some students in Senior High School are not able to practice English well. Some students still use their language as their family's habit or mother tongue language. Sometimes, the students are not confident to practice thier English in outside the class.

Moreover, impromptu speech in usual situation such as in front of the class is different in a competition. In competition, the students more enthusiastic in delivering speech. The students want to become the best participant or the winner of the competition. Meanwhile, a competition cannot become a place to practice in speaking, but the students can show up their ability in impromptu speech. So, the researcher was interested to conduct the research to know how was the students' skill in impromptu speech at English vaganza competition. English Vaganza Competition is an event that

organized by ESSA (English Students Section Association) of University of Pasir Pengaraian. It can make students to be interested in studying English. Moreover, English Vaganza Competition have made a variation of competition about English. Such as: speech, debate, storytelling, drama, singing competition and so on. Especially for impromptu speech competition, students of Senior High School can explore his/ her ability in impromptu speech.

Based on that phenomenon, the researcher was interested to conduct the research on the impromptu speech of senior high school students of Rokan Hulu who participated on impromptu speech competition in University of Pasir Pengaraian.

B. The Setting of the Research

There are some phenomena that happens in speaking, especially for students in senior high school. Sometimes, the students in senior high school were not confident in public speaking. English Vaganza Competition is an event that organized by ESSA (English Students Section Association) University of Pasir Pengaraian. It can make the students to be interested in studying English. There are 46 of senior high schools and 13 of vocational high schools in Rokan Hulu. The researcher focused on impromptu speech competition that have 11 of senior high schools whose registered in that competition and it consists 19 of senior high school students at the impromptu speech competition. The competition held on February 15th 2016. The procedure of the competition was participants chose one of nine themes provided by committee.

Dealing with the phenomenon, the researcher conducted this research to study how was the impromptu speech of senior high school students of Rokan Hulu at English Vaganza Competition in University of Pasir Pengaraian.

C. The Limitation of the Research

Based on the setting of the research describe in the previous session, the researcher focused on “Students’ Impromptu Speech at English Vaganza Competition organized by University of Pasir Pengaraian”.

D. The Formulation of the Research

Based on the focused of the phenomenon above, the researcher formulated the study in a question “how is the students’ impromptu speech at English Vaganza Competition in University of Pasir Pengaraian.

E. Purpose of the Research

The general purpose of this research was to find out the impromptu speech of senior high school students of Rokan Hulu at English Vaganza Competition in University of Pasir Pengaraian. The result of this research gave a contribution to students in senior high school to conduct an impromptu speech theoretically and get some of ways or strategies to deliver impromptu speech in a competition and the students can practice it greatly later.

F. The Significance of This Research

The researcher expects that the findings of this research are:

1. Theoretically

The result of this study is expected to find out how is the strategy in delivering impromptu speech from the winner at English Vaganza Competition in University of Pasir Pengaraian.

2. Practically

- a. To the students of senior high school who join in impromptu speech at English Vaganza Competition, the result of the study can give advantages as this is being the English learning experience, especially in improving the student's ability in delivering impromptu speech and the students will be easy to understand about how to deliver an impromptu speech in front of the adjudicator greatly.
- b. To the English teachers of Rokan Hulu, the result of the study can give information about the speaking skill each of their students in delivering impromptu speech on English Vaganza Competition with some indicator of assesment. Thus, the teacher can get advantages from this research.
- c. To the students of English Department in University of Pasir Pengaraian, the result of the study can give advantages as this is being one of considerable sources or reading materials either to enrich their reference in speaking thesis or to improve the knowledge of the impromptu speech.

- d. To the researcher, the result of the study can be an aware of the senior high school students' impromptu speech skill at English Vaganza Competition in University of Pasir Pengaraian and give experiences in doing the research and working with other people as well.

G. The Definition of the Key Terms

The following definitions are used to avoid misunderstanding and misinterpretation about the terms used in this paper than make clear about all that to control the point, the researcher defines them as in the following :

1. An impromptu speech is a relatively simple formal speaking exercise of a limited duration of time and with limited formal preparation (Don Henderson 1982). So, the researcher conclude when the students want to deliver the idea about something or a topic must deliver short in time (brief) and has related by the topic with the subject at the time of meeting.
2. English Vaganza Competition (EVC) is an event that held by English Study Program and ESSA every year. It involves senior high school students in Rokan Hulu regancy. English Vaganza Competition in this research is taken from the second period and it started on february 15th -16th 2016. English Vaganza Competition have many categories of the competition. Such as : Debate, Speech, Scrabble, The Voice of Rokan Hulu, Malay Dance and Education of Ambassador and soon.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discussed about the theoretical review of literatures. It consists of review of related theories, review of related findings, and conceptual framework. In review of related theories, the researcher discussed about the nature of speaking, component of speaking, type of speaking, and teaching speaking, the nature of impromptu speech, component of impromptu speech, structure of impromptu speech, procedures of impromptu speech, and how to measure impromptu speech.

A. Review of Related Theories

1. The Nature of Speaking

Chaney in Kayi (2006) adds that Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means speaking is interaction between speakers with a listener. Moreover, Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. So, the researcher can conclude that speaking skill is a process to give and get some information from one to another meanwhile it is orally or use gesture or speaking is particular skill that has many functions in daily life.

In other words, Widdowson (1984:58) adds that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. It means that an activity such as conversation that happen between

someone with others directly to make an interaction. Furthermore, Lawtie (2007) states that speaking is fundamental to human communication. It means that by speaking we can share our ideas, feeling, and intentions that we are able to interact with ones others.

2. Component of Speaking

Speaking is making use words Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing one self in words; making speech. Meanwhile skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 1995: 826)

Moreover, Harris(1974:81) says that thereare five components of speaking ability. *pronunciation*, including the segmental features vowels and consonants and the stress and intonation patterns; *grammar; vocabulary, fluency*; the ease and speed of the flow of speech; *comprehension*; requires a subject to respond to speech as well as to initiate it. Here, the explanation of five components of speaking ability :

a. Pronunciation

Pronunciation is very important in speaking. If a speaker cannot pronounce the words appropriately, it can influence the meaning of word. Hornby (1995:928) states that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. Moreover,

Gerard (2000:11) says that a speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Based on two explanation above, pronunciation is the one important thing in speaking English. In addition pronunciation is about how we can pronounce the word well. Because if the pronunciation is wrong, the meaning will be wrong.

b. Grammar

Grammar is important role to master the spoken of the language. Fromkin and Rodman in Candra (2015:16) grammar is the sound and the sound pattern, the basic unit of the meaning such as words, and the rules combine them to form a new sentence. In addition, Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Based on the experts, the researcher knows that mastering grammar knowledge will help someone in speaking English, because he / she will know how to arrange word in sentence, what tense will be used, how to use utterance appropriately. So, grammar is one of the part of structure to make a good sentence and has one meaning.

c. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words (Ur,1997;60). So, vocabulary is very

important and it is a basic part of English. Because students can know more about what of the English from many things and make it to good speaking with good grammar. Mastering vocabulary is first step to speaking English if students do not master vocabulary he / she cannot utterance what is our purpose.

d. Fluency

Hornby (1974:427) states that fluency is able to speak or write a language or perform an action smoothly or expressed in a smooth and accurate way. So, in speaking students must speak fluency because listeners are able to response what he / she says and it must clear in order the listener know what the meaning of it.

e. Comprehension.

Comprehension is an understanding (Swan,1996). Comprehension is needed in speaking. If not, misunderstanding will happen between speaker and listener and the communication cannot run well. So, the speaker and the listener must have good vocabulary, good pronunciation, and good grammar.

3. Type of Speaking

According to Brown and Abeywickrama (2010, p. 184-185) before assessing speaking, we need to acknowledge five basic types of speaking). In addition, Brown Douglas in Candra (2015:17), there are five basic types of speaking, they are :

- a. Immitative, someone who interested only what is labeled by “pronunciation”.
Immitatives a native speaker’s pronunciation. Moreover, This type of speaking requires the test takers to copy a word, phrase, or a sentence, Brown and Abeywicakrama (2010, p.184-185).

- b. Intensive, it is someone's ability to gain the meaning of the conversation based on the context.
- c. Responsive, it refers to someone's comprehension of the short conversation, standard greeting, small talk, simple request and comment.
- d. Interactive, interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.
- e. Extensive, oral production includes speech, oral presentation, and story telling, during which the opportunity for interaction from listener is either highly limited.

From all of the theories above, researcher assumed that speaking had some way to make the learners understand and comprehend the type of speaking, because the five aspects above are the basic ways to speak and the students can speak easier.

4. Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. In addition, Burnkart (1998:2) says that the goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They

should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. So, the researcher concludes that teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech. They are :

A. The Activities to Promote Speaking Skills

According to Kayi (2006: 2) There are some activities to promote speaking as follows:

1. Discussion

Fauziati (2002:134) states that the main aim of group discussion is to improve fluency, grammar in probably best allowed to function as a naturally communicative context. So, the students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. The teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class.

2. Role Play

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while (Richard, 2003: 222). In addition, the teacher can tell the student as stated by Harmer (1984) "You are David, you go to the doctor and tell him what happened last night, and...". It means that, students pretend they are in various social contexts and have a variety of social

roles. So, in role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each students can present the result to the class.

4. Reporting

In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

5. Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script (Harmer, 2001: 274)

6. Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogues also increase students' vocabulary. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue

(short and long), the students are motivated by the teachers question to reason rather than to recollect. Dialogues is two sides communication, it means we just not have to express. Something but we should have to understand what another peoples said (Podo and Sulaiman,1995: 25).

7. Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

B. Characteristics of Successful Speaking Activities

Again, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as: Learners talk a lot, and so on.

5. The Nature of Impromptu Speech

An impromptu speech is a simple formal speaking exercise of a limited duration of time and with limited formal preparation(Don Henderson, 4:1982). It means that when

the students deliver their idea or their opinion, they must mastery the material. Because the idea will be delivered by spontaneously without many preparation. So, the students should have many vocabulary, good grammar and so on.

Moreover, Randy in Irwandi (2015) says that impromptu is a limited preparation event which requires the student to prepare a speech based upon the examination of a quotation, object, or anecdote. In other words, impromptu speaking can help advanced ESL students in their confidence in formal speaking situations while improving their general ability to communicate on all levels. The impromptu speaking activity discussed here teaches the students to focus his / her speaking and listening skills as well as teaching them how to organise their ideas in a logical fashion.

It means, how is the best students can analyze the topic very well and fluently or it can improve the student's ability to communicate effectively on all levels and generate.

6. The Component of Impromptu Speech

According to Cox (2009) the component of impromptu speech are :

1. Read

Even though impromptu speech do not have prepared the material and have the limited time, but should read event stuff and try to think like impromptu.

2. Develop diversity

Develop diversity is to take the genre of example to support the main topic to make clear and simple understand about the topic.

3. Clarity

When delivering impromptu speech try to clarify the topic with the example that has real connection with the topic.

4. Justification

After develop the material try to justify the topic exactly. How your interpretation is correct and what that mean for us are necessary to explain.

In addition, Schleter in Irwandi states that the component impromptu speech are:

1. Define the purpose and objectives of the speech
2. Choose a spesific illustration, experience or example
3. Conclude.

7. The Structure of Impromptu speech

According to Williams, Carver & Hart (1993) Structure of the impromptu including:

a. Introduction

1. Attention-Getting Device (example, anecdote, statistic, etc)
2. Link to the general topic/theme
3. Statement of significance (why it is relevant to the audience)
4. Verbatim statement of topic/quotation
 - a. Thesis: definition or interpretation of the topic/quotation
 - b. Justification of interpretation (these are your main points supporting the thesis)

5. Preview of points (taglines)

Based on the structure above, students can write and give a sign on his / her notebook and organize it and give the fact or the real example from the topic and explain about the definition. After that, students are doing preview of points to remember them about the topic.

b. *Body Sections*

1. Topic sentence (statement of first point)
2. Link/Example 1
 - a. Analysis of example (explanation, significance, relevance)
 - b. Explicit link to the topic/quotation
3. Link/Example 2
 - a. Analysis of example (explanation, significance, relevance)
 - b. Explicit link to the topic/quotation
4. Summary sentence (restate first point/examples)

So, the researcher can conclude after students give a statement and explanation from the first step, the speaker must analyze the example and deliver it directly or in other words, make it to the point and give a summarize. A few easy frameworks include:

1. P.R.E.P. (Point. Reason. Example. Point) – Start off by clearly stating your point. Share the primary reason (or reasons, if you have more time). Then, share an example (where your main point or reason is supported. Finally, conclude by summarizing your central point again. The template works well in many situations, and is easily adapted.

2. Issue, Pros vs. Cons, Conclusions – Start off by framing the issue. Talk about the benefits, and then talk about the drawbacks. Conclude with your recommendation.
3. 5W – In this pattern, you cover your topic by addressing the Who, What, When, Where, and Why elements. For example, if you've been asked to speak briefly about a general election, you could talk about *who* started it, and *who* is involved now; *what* the goals are; *when* it started, and the schedule for the future; *where* does it take place; and *why* are you involved. This template works nicely, largely because the “why?” comes last, because this is often the most critical information.
- c. *Conclusion* : Restate topic/quotation, Restate thesis and main points (review examples), Revisit Attention-Getting Device

8. The Procedures of Impromptu speech

According to Henderson (1982) explains the rules are briefly, as follows:

- a. A student is given the choice of two topics which have not been seen previously.
- b. The student has thirty seconds to choose a topic.
- c. Then one,two or three minutes should be allowed for the thinking and writing that constitutes the preparation.

The optimum preparation time is five minute, the choice of time is at the teacher's discretion.

Moreover, Williams, Carver & Hart (1993) say that Basic Rules of impromptu speech :

- a. One to three topics; speaker chooses one, preps for 30 seconds (no notes)
- b. 5 minute speech (30 seconds grace)
- c. No notes allowed during the delivery (may use the topic slip)
- d. Speakers cannot listen to speakers before them, but may remain after they speak

From the explanation above, researcher can conclude that impromptu speech only have a limited time to prepare the topic. The students can make a note to remember point of the topic to delivered in public.

9. How to Measure impromptu Speech

According to Lim (2001) the public speaking competencies contained in the Communication Competency Assessment Instrumen. Students felt their English skill and public speaking can improve with using exercise. He/she used pre-Exercise and post-Exercise to know the students' self-assessment in impromptu speech. In addation, Wagner (1968) in Professional Studies, is the coordinator and can also collect rubrics and answer questions. to begin, interpreters abviously require a high-level by using some indicators. The researcher use indicator from Wagner (1968) because the researcher used quantitative research. So, the researcher did not use pre and post-Exercise. Every effort was made to ensure that the instrument is consistent with research and literature in the communication discipline concerning the nature of communication competence and current policy concerning its assessment. A few of the more significant

characteristics of the competent speaker instrument relevant to this objective include the following:

1. Content (States the purpose, Organizes the content, Supports ideas, Incorporates stories and examples, Summarizes the main idea). Chooses and narrows topic appropriately communicates thesis/ specific purpose and provides appropriate supporting material (includes presentational aids) then, uses an effective organizational pattern
2. Delivery (Demonstrates awareness of listener's needs, Speaks clearly with appropriate vocabulary and information, Uses tone, speed, and volume as tools, Demonstrates complexity of vocabulary and thought, Appears comfortable with audience). It means, in delivering impromptu speech, the students should have language appropriately, uses vocal variety in rate, pitch, and intensity, uses appropriate pronunciation, grammar, and articulation and uses physical (nonverbal) behaviors that support the verbal message

B. English Vaganza Competition (EVC)

English Vaganza Competition (EVC) is an event that held by English Study Program and ESSA every year. It involves senior high school students in Rokan Hulu regency. English Vaganza Competition in this research is taken from the second period and it started on February 15th -16th 2016. English Vaganza Competition have many categories of the competition. Such as : Debate, Speech, Scrable, The Voice of Rokan Hulu, Malay Dance and Education of Ambassaador and soon. This program have the

aim to introduce University of Pasir Pengaraian especially for English study program to public and make students in Senior High School are interesting to continue their study in University of Pasir Pengaraian. Moreover, there are 46 of senior high school and 13 of vocational high school in Rokan Hulu and the researcher focuses in impromptu speech competition that have 19 of senior high school students from 11 of senior high school whose registered in that competition including : SMAN 1 Kunto, SMA 1 Kepenuhan Hulu, SMAN 1 Kabun, SMAN 1 Rambah, SMAN 1 Kunto Darussalam, SMA Khalid Bin Walid, SMAN 1 Tambusai, SMAN 1 Bangun Purba, SMAN 1 Rambah, SMAN 2 Rambah Hilir and SMAN 1 Ujung Batu.

Each of schools sent 1 or 2 students to participate impromptu speech competition . The competition held on february 15 th 2016. The procedure of the competition is choosing one topics from nine (9) themes that the official given at the time. The themes were given by adjudicators including:

1. What I do to make reading a habit?
2. How to become a young entrepreneur?
3. What I dream about Indonesia?
4. The bad impacts of using cell phone.
5. Social media and its impacts on youth.
6. The benefits of extracurricular activities for students.
7. The simple ways youth can do to save the nature.
8. What do you mean by a good leader?
9. How to prevent bullying at school?

Based on all of the title in impromptu speech and transcript in appendix 2, the researcher found the students who got title of impromptu speech number one there are two students, title number two there are three students, title number three, there are two students. Meanwhile title number four there was no students, but students who got title number five, there are one student, title number six, there are five students, title number seven, there is no student. Title number eight, there are two students and title number nine there are four students. From all the title, the researcher can conclude that the hot title that got by the students was “The benefits of extracurricular activities for students”.

The students who join at English Vaganza, especially in impromptu speech competition have English Vaganza Competition had been already held by ESSA in twice. The location of the competition in University of Pasir Pengaraian. First, in 2015 including Speech competition, Debate, Rising Star, The Ambassador of Education, Drawing. But, the researcher focuses on English Vaganza Competition in the second period at 2016, ESSA made more amazing competition. So, many students of Senior High school in Rokan Hulu interest to join this competition. The competition in this year including Debate, Speech, Scrabble, The Voice of Rokan Hulu, Malay Dance and the Education Ambassador. The researcher discussed about impromptu speech competition. Every schools sent about 1 or 2 students. After the competition finished the adjudicators announced the winner from the competition. They are : the winner was from SMAN 1 Kunto and he got trophy, certificate, and a free ticket to Pekanbaru-Malaysia. The second winner was from SMAN 2 Rambah Hilir and she got trophy, certificate and cash.

C. Review of Related Finding

There are many studies related to this research. First, Gusni (2014) entitled “Teaching Speaking by Combining Critical Incident and Storytelling Techniques At Eight Grade Of Junior High School Students”. This research found that teaching by combining two techniques in one method which critical incident and storytelling is increasing students’ ability in speaking and the students can work well to communicate and share ideas each others.

Second, Anggun (2012) entitled “ Communicative Approach in Improving English Speaking Skills Toward Student Motivation “. That research is finding an influence to improve english speaking skills with using communicative approach and ekspositori. The result of that research is an active learning using communicative approach is more effective to apply in improving english speaking skill and with using communicative approach, student’s motivation toward speaking skill is higher than ekspositori approach.

Third, the study which has relevance with this research was conducted by (2013) entitled “ Increasing Students Speaking Ability Through Board Game For The Eight Graders of MTs NW Majidi”. The research design that used by the researcher was classroom action research and used many kinds of data collection like questioner, interview or test. The result of the research showed that there is a significance’s score of the students . If the students got 70 of learning achievement so, he/she reached successful in mastery learning.

Fourth, Irwandi (2015) entitled “ An Analysis On The Third Semester Stusents’ Speaking Skill In Delivering Impromptu Speech At English Study Program In University Of Pasir Pengaraian”. The result of the research is many students of the third semester English Program have lack in speaking skill. Actually in delivering an impromptu speech about one topic. Meanwhile, the research focused in speaking by delivering impromptu speech. It means that the indicators of speaking was explained by experts.

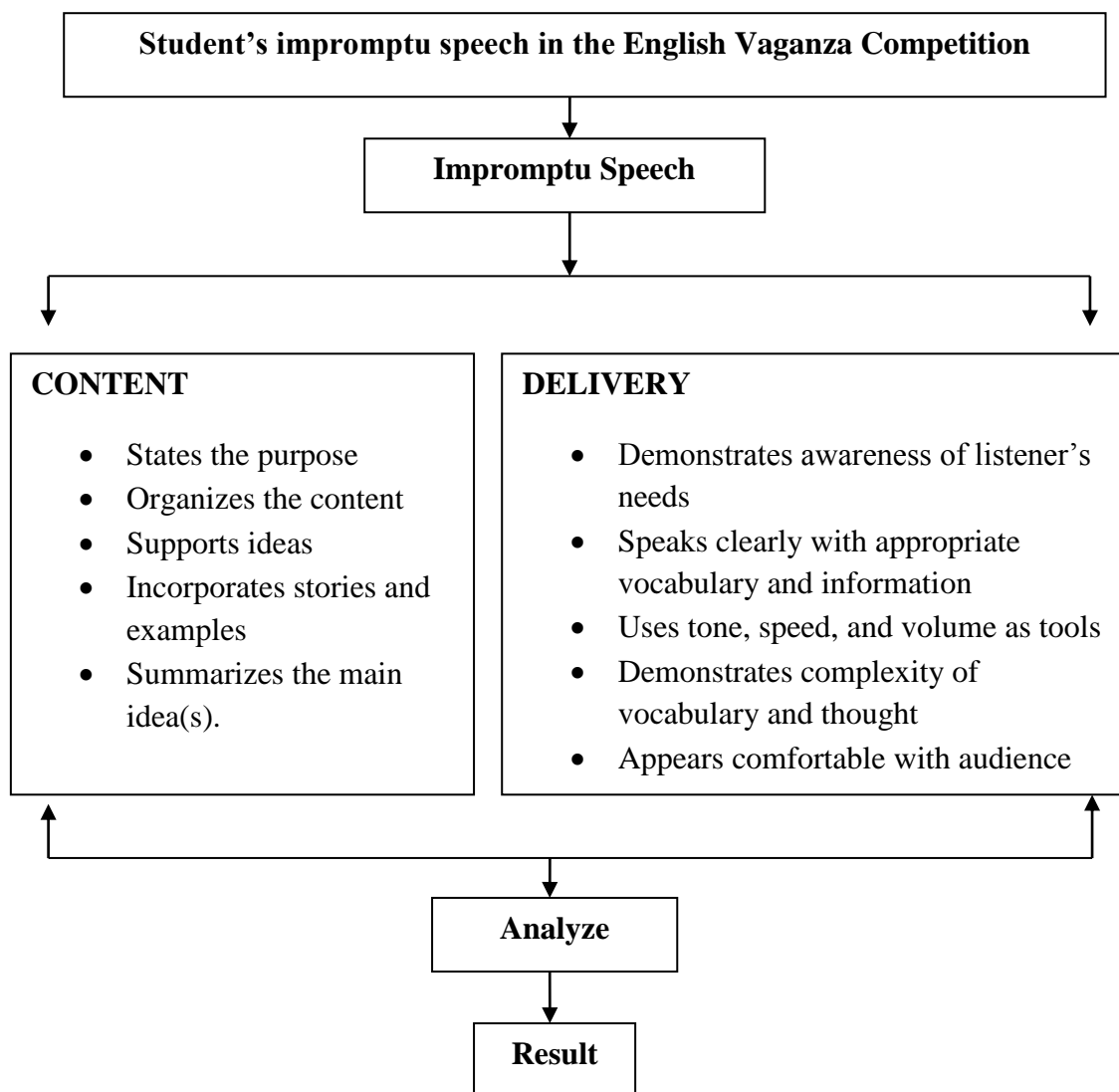
The last, Jalt Journal volume 4 by Henderson (1982) entitled “Impromptu Speaking As A Tool To Improve Non-Native Speakers' Fluency In English “. This journal explained so many ways to conducts the impromptu speech or in other words, how to organise an impromptu speech. The expected of the result in this research there are six elements. Included the first, students will acquire the ability to organise and confidently deliver thoughts in English. The second, students develop the ability to distinguish between main and supporting ideas, to detect implications, interpret facts and reach conclusions. The third, Impromptu speaking provides skills that go beyond merely speaking with accuracy. These skills include an extensive and appropriate vocabulary which develops as the speaker grows more confident. The fourth, students will learn to determine relevant information and to recall facts when necessary. They also develop a sense of the need for organisation. The fifth, impromptu speaking develops the appropriate use official gesture and body language as well as developing other non-technical language aspects such as cross-culture awareness and socio-linguistically appropriate usage.

From all the related findings of the previous research, in this research only focuses in impromptu speech skills' students of senior high school at English Vaganza Competition. The researcher do not discuss about combining two techniques in one method in teaching speaking as Gusni's research or improving speaking skill and motivation. Others researcher analyzed speaking skill and game, but the researcher not use game in this research. The researcher interested to analyzed impromptu speech skill's students of senior high school. The last, this research is different with Irwandi's study. In Irwandi's study, he analyzed impromptu speech on the third semester students who perform in front of the class. Therefore, this research analyzed student's impromptu speech of senior high school who perform in a competition.

D. Conceptual Framework

Conceptual framework is the concept that researcher use the plan the research. A conceptual framework include some of the ways to organize ideas.

Figure 1 : conceptual framework of delivering impromptu speech



The researcher was interested to analyze student's impromptu speech at English Vaganza Competition in University of Pasir Pengaraian especially in impromptu speech competition. The researcher measured student's impromptu speech with two indicators include: 1). Content. In content, there are some sub indicators such as states the purpose, organizes the content, supports ideas, incorporates stories and examples, and

Summarizes the main idea(s). 2). Delivery. Both of the indicators have some sub indicators such as demonstrates awareness of listener's needs, speaks clearly with appropriate vocabulary and information, uses tone, speed, and volume as tools, demonstrates complexity of thought and vocabulary, and appears comfortable with audience. By using some indicators, the reseracher also used some raters that from English lecturer University of Pasir Pengaraian to analyze a video of the performances' students who participate in impromptu speech competition. After collecting the data, the researcher analized to find the result.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the description of the research method. It presents research design, setting of the research including population and sample, instrumentation, procedure of this research, technique of collecting the data and technique of analyzing the data. The researcher in this chapter, expects to measures and to provide trustworthiness are also discusse.

A. Research Design

The researcher used descriptive quantitative, (elliford woody:2008). Research was an intensive and purposeful search for knowledge and understanding of social and physical phenomena. Research was scientific activity undertaken to establish something, a fact, a theory, a principle or an application.

Quntitative research is the systematic empirical investigation of observabel phenomena via statistical, mathematical or numerical data or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypothesis pertaining phenomenal.

B. Setting of the Research

The population of this research are all the students of Senior High School who join in English Vaganza Competition. It consists 11 of Senior High School which have registered to participate at English Vaganza Competition. They are: SMAN 1 Kunto,

SMA 1 Kepenuhan Hulu, SMAN 1 Kabun, SMAN 1 Rambah, SMAN 1 Kunto Darussalam, SMA Khalid Bin Walid, SMAN 1 Tambusai, SMAN 1 Bangun Purba, SMAN 1 Rambah, SMAN 2 Rambah Hilir and SMAN 1 Ujung Batu. Each of schools sent 1 or 2 students to participate on impromptu speech competition. According to Gay (1987: 107) population is a group to which the researcher would like the result of the study to be generalized and sampling is the processes of selecting a number of represent one the large group from which they selected. It means population is a total number of people in a certain area that living a variety people to make a new one.

For the sample, the researcher chose all the participants who join on impromptu speech competition or using total sampling technique. It consists of 19 participants from 11 of Senior High Schools in Rokan Hulu. All of the participants became the object of this research, because the population is less tahn 100 people. According to Riduwan in (2015:20) sample is a set of population to take the data and that can to represent of population. If population less than 100 people, take the all students.

C. Instruments

The instrument for this research used a video of performance from senior high school students of Rokan Hulu who join in impromptu speech competition at English Vaganza Competition as much as possible.

D. Technique of Collecting the Data

Technique of collecting the data is very important part of scientific study because without doing this, a researcher cannot be gathered the data. In collecting the data, the researcher used a video. The researcher analyzed all the video of impromptu speech competition by using data from raters. The raters are three English lecturers from University of Pasir Pengaraian.

E. Technique of Analyzing the Data

Based on data collection techniques above, the researcher used raters for analyzing video to know how is the student's impromptu speech at English Vaganza Competition. To analyze the data, the researcher used quantitative description. This research used a rubrics to analyzed impromptu speech skill of students in senior high school. Below are descriptions of some of the range according to Wagner (1968). In order to analyze the data, the reseacher used the following criteria :

1. Content

a. States the purpose

Students should state the purpose clearly and get the listener's attention so, the students will get high score that is five (5) point. If the students can deliver the purpose is clear but the students can not captures the listener's attention, they will get average score, that is three (3) point and the students will get low score if they can not deliver the purpose evidently, that is one (1) point.

b. Organizes the content

Students should be able to organize the content logically with fluid transitions to capture and hold listener's attention throughout the entire presentation so, the students will get high score (5). If the organization of the content is congruent; transitions are evident but the listener are not interesting and do not give their attention so, the students will get average score (3). Therefore, if the content of organization are lack meanwhile the transitions are not polite and distracting. So, the students will get low score (1).

c. Supports ideas

Supports ideas are influence in delivering of the content in impromptu speech performance. The students should make an important details add to the interest and depth of the presentation; details work to connect the listener to the speech. So, the students will get high score. If the students only provide the basic details or the general necessary for the listener to understand the reason of the presentation, they will get average score. The last, if the majority of ideas are unsupported by additional information or explanation. So, the students will get low score.

d. Incorporates stories and examples

When delivering the content the students should have many relevant examples or stories work to interest the listener and further develop main ideas in order they get high score. If the students only have some stories and examples obviously relate to the content of the speech. So, the students will get average score. But if the students don't give an example or unrelated, so they will get low score.

e. Summarizes the main idea(s)

The students should give a summary of the topic. If the conclusion unites the important points of the presentation and encourages future discussion, the students will get high score. Therefore, if the conclusion summarizes the main idea but not clearly, so the students will get average score. The last, if the students ends the speech without a summary, so the students will get low score.

2. Delivery

a. Demonstrates awareness of listener's needs

Demonstrate awareness of listener's is the students able to choices of language, examples, and aids work together to heighten the listener's interest and connection to the topic greatly, the students will get high score. But, if the speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated, they will get average score. The last, if the presentation of students is uninteresting, so they will get low score.

b. Speaks clearly with appropriate vocabulary and information

When deliver a topics, students should speak clearly and the vocabulary is descriptive and accurate, engaging the listener throug imagery of the topic in order the students will get high score. Therefore, if the vocabulary provides clarity and avoids confusion eventhough it is not clear, the students will get average score. But, if the student's vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand. So, the students will get low score.

c. Uses tone, speed, and volume as tools

The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention. So, the students will get high score. Therefore, if the speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation, they will get average score. The last, if the vocal fillers of the students are present throughout the presentation. Speed and volume are inappropriate for the presentation. So, the students will get low score.

d. Demonstrates complexity of thought and vocabulary

If the speaker or the students have variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and descriptions, the students will get high score. If the students use a sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas meanwhile there is no multiple example, the students will get average score. The last, if the sentence structure and word choice are monotonous and uninteresting. So, the students will get low score

e. Appears comfortable with audience

This indicator, also called by gestures. If the students use eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation greatly, the students will get high score. Therefore, the students use eye contact, interaction with aids, and physical gestures are natural and fluid but not support to demonstrate in delivering of the content

greatly, so the students will get average score. The last, if the student do not use eye contact with the audience is lacking or do not have an interaction. Then, gestures are missing or awkward and the speaker depends heavily on the written speech or notes. So, the students will get low score

Eddie Wagner, (1968) in Professional Studies, is the coordinator and also collect rubrics and answer questions. Below are descriptions of some of the range. A score of 4 or 2 are in the middle. For #1, for example, a “4” would be “somewhat” clear; a “2” would be somewhat evident but not entirely.

Table 1 : Tracking purposes

Content

		High		Average		Low
1.	States the purpose.	5	4	3	2	1
2.	Organizes the content.	5	4	3	2	1
3.	Supports ideas.	5	4	3	2	1
4.	Incorporates stories and examples.	5	4	3	2	1
5.	Summarizes the main idea(s).	5	4	3	2	1

Table 2 : Tracking purposes

Delivery

		High		Average		Low
1.	Demonstrates awareness of listener’s needs.	5	4	3	2	1
2.	Speaks clearly with appropriate vocabulary and information.	5	4	3	2	1
3.	Uses tone, speed, and volume as tools	5	4	3	2	1
4.	Demonstrates complexity of vocabulary and thought.	5	4	3	2	1
5.	Appears comfortable with audience.	5	4	3	2	1

(Eddie Wagner, 1968)

In tracking purpose, Edie Wagner explained that high score or point five is giving when the students can fulfill each of the indicator perfectly, middle high score or point four is giving when the students can fulfill each of the indicator well, but sometimes the students do a mistake. In average score or point three, will be got by the students when they can fulfill each of the indicator in middle or standart of assessment. Therefore, middle low score or point two is giving when the students can fulfill each of indicators in average but sometimes the students do a mistake, and low score or point one is giving when the students can not fulfill each of the indicator well.