DEVELOPING THE STUDENTS’ ENGLISH SPEAKING ABILITY THROUGH IMPROMPTU SPEAKING METHOD.

A Lumettu¹, T L Runtuwene²

¹Lecturer, Manado State Polytechnic, Department of Tourism, Manado, Indonesia. agus.lumettu@gmail.com
²Lecturer, Manado State Polytechnic, Department of Accounting, Manado, Indonesia. treesje.runtuwene@gmail.com

Abstract: Having multi-purposes, English mastery has become necessary for us. Of the four language skills, speaking skill should get the first priority in English teaching and speaking skills development cannot be separated from listening. One communicative way of developing speaking skill is impromptu speaking, a method sudden speaking which depends only on experience and insight by applying spontaneity or improvisation. It is delivered based on the need of the moment of speaking using simple language. This research aims to know (1). Why impromptu speaking is necessary in teaching speaking? (2). How can impromptu speaking develop the students’ speaking skills. The method of this research is qualitative method and the techniques of data collection are: observation, interview and documentation. The results of data analysis using Correlation shows a strong relation between the students’ speaking ability and impromptu speaking method (r = 0.80). The research shows that by using impromptu speaking method, the students are trained to interact faster naturally and spontaneously and enrich their vocabulary and general science to support speaking development through interview, speech, presentation, discussion and storytelling.

Keywords: Developing, Speaking Ability, Impromptu.

1. Introduction

As a means of communication, language plays a key role in human life. English is one of these most widely used languages in the world. As a tool of International communication, English is used for many purposes such as bureaucratic, academic, social, cultural, economic, religious, and many other purposes.

Mastering English means being proficient in the four language skills, namely: Listening, Speaking, Reading and Writing which cannot be separated from one another considering that the development of one skill will contribute to the development of the other skills. Basically, the development of the four skills is integrated. However, for an efficient delivery of the teaching material for a certain time allocation, there are often accentuations of certain skills, for example, the teaching of speaking even though there are also times when the teaching of the four skills is done in the same time integrated. Sometimes, two skills are taught in the same time. When teaching speaking, for example, listening is involved. To understand someone speaking, the interlocutor needs to listen to what he or she is saying.

Of the four skills, speaking skill usually gets the first priority in English teaching. In relation to this, Danielson et all (1) state: “the scientifically valid procedure in language learning involves listening first, to be followed by speaking than comes reading and finally the writing of the language” It means that English teaching in earlier stages should be focused on the development of listening and speaking skills. Here, the written wants to emphasize the teaching of speaking which is, of course, cannot be separated for listening.
Speaking skill, as Lado puts it, is the ability to express oneself in life situations, or the ability to report acts of situations or phrase words, or the ability to express a sequence of ideas fluently (2). This shows that the teacher’s first task in teaching speaking is to encourage the students to express their ideas and feeling’s freely while motivating them to be involved in constant practices of English communication.

There are many ways of teaching speaking. One communicative way of developing this skill is using impromptu speaking, that is, a method of speaking or making a speech without preparation or with very little preparation and depends only on experience and insight. With this method, the speaker applies spontaneity or improvisation. This sudden speaking is delivered based on the need at the moment of speaking using simple language.

2. Theoretical review

2.1 Language Teaching.
In the teaching and learning of a language as a means of communication, a teacher has a key role. Besides providing the students with a set of patterns, he or she also equips them with the practices of the patterns in oral form. And this involves two or more parties as can be seen from what Tan says (3): “communication means the sending and receiving of a message between a speaker and a hearer in oral communication or between the writer and the reader in written form”.

From the definition given by Tan, it is evident that teaching English as a means of communication is teaching the learners to understand and interact one another both in oral and written forms using English. One is said to communicate successfully when he or she is able to express what he or she feels and thinks with meaningful utterances or expression or when he or she is able to understand what someone expresses. A communication occurs when there is a transmission of a message from one person to another person, which is understood by the receiver as intended by the sender.

In teaching and learning activities, the teacher and the student do communicate about the subject matters using language. In relation to this, Skinner (4) says: “Teaching is a process of giving the students experience in creative understanding.” It means that teaching is meant not only to provide the students with the things to understand but most importantly with opportunities to use them in meaningful contexts and situations. Therefore, teaching must involve the students in the activities using things they learn.

Another definition about teaching is given by Brown (5) as follows: “Teaching is showing or helping someone how to do something, provide with knowledge, causing to know or understand.” This definition shows three kinds of activities or purposes that teaching can offer: (1) showing or helping someone how to do something, (2) providing with knowledge, and (3) causing to know or understand.

Sheik (6) says that: Teaching a language means being able to guide the learners in their journey to understand, communicate and think in another language.

In teaching a language, a teacher not only explains the rules, but also gives them various topics about the language functions such as introducing someone, telephoning, requesting, interrupting, thanking, forgiving, apologizing, commanding, inviting, greeting, parting, etc. and more importantly, teaching a language is an activity to help the learners to speak the language using various language functions and think in that language. Langley Steve (7) suggest, using easy and effective ways to get students involved in speaking to the class with a minimum of fuss and lot of fun and the bonus that it involves everyone in the class.

2.2 Speaking skill development
Speaking as aforementioned is one of the four main language skills. It is described by Lado (2) as the ability to express oneself in life situation or the ability to express sequence of ideas fluently. It is through speaking that we can utter our ideas and feelings to others. Similarly Alexander (8) says that “The great majority of overseas students learning English are primarily interested in speaking the language.
In Indonesia, however, there have been too heavy stresses on the teaching of grammar and reading during the Junior and Senior High School years. Speaking and listening are given the least attention and time allocation and this has resulted in the passive mastery of English. After six years of English study in Junior and Senior High Schools, the majority of graduates are unable to speak English even using simple expressions. So, it can be said that English teaching in Indonesian schools has not been significantly successful.

To have a deeper understanding of the natural speaking, let us look at Gritter’s statement (9) “Speaking is a productive skill which requires the learners to retrieve almost instantaneously the precise sound, from, word-order, arrangement and content vocabulary which will express what he wants to say in unanticipated situations.” It is clear that speaking comprises unpredictable matters. The natural conversation automatically flows out of the mouth of the speaker, not memorized or learnt like poems. Therefore the hearer cannot always anticipate the speaker’s utterances. Successfully coping with such unanticipated situations means mastering both linguistic aspects and language functions for certain situations.

This notion is in accordance with that of Tan T(3) which says that speaking is a way of learning the word in relation to major language function categories. It means that in real communication, it is the language functions that are used to express and find out ideas. In natural communications, the speaker and the hearer express the ideas that they have and in the same time they also find new ideas. People, who discuss, for example do this. In conducting a discussion, it is not sufficient for the speaker and the hearer just to express what they have already had before they commence the discussion. They are also required to find new ideas with the help of the language functions. Burke Annie (10) suggest collaborative activities that help the student construct their own knowledge. A develop speaking skill is characterized by fluency (as can be seen conversation, discussion, group work, role play and games, accuracy (as can be proved through good functions, grammar and vocabulary), pronunciation (as can be identified through segmental phonemes, supra segmental phonemes and speaking ability in specific contexts such as oral presentation, spoken English for academic purposes, interviews and questioning Bailey et all (11).

2.3 Integration of speaking and listening

These two skills are inseparable and therefore the teaching and the learning of speaking cannot be separated from that of listening. We can imagine when speaking is done without a listener. Interaction will not take place and therefore it is not a communication in a real sense. In addition, a good oral communication is a real interaction between the hearer and the speaker. Tarigan (12) says that sound or voice is an important factor in increasing the learner’s vocabulary. Therefore, the learner will have advantage when they listen to good utterances from the teacher, qualified recordings, and qualified stories, etc.

In oral communication, a hearer will receive various sounds in the form or words or sentences which can be delivered from different sources such as dialogs, stories and songs. Adequate practices and experiences in listening from various sources will contribute to the building of speaking skill. Hence the teaching of speaking should also involve listening activities as suggested by Tarigan (12).

2.4 Impromptu speaking

2.4.1. What is impromptu speaking?

Merriam Webster (13) defines impromptu as:
1. Made, done or formed on or as if on the spur of the moment, improvised.
2. Composed or uttered without previous preparation. Collins English Dictionary (14) defines: “Impromptu is applied to that which is spoken, made or done in the spur of the moment to suit the occasion and stressed spontaneity.”
3. publicspeakingpower.com says that: Impromptu speaking is being able to speak on the spot or any given topic. You need to be able to deliver it with ease and with confidence, but impromptu speaking is something that you can learn over time and you can become better at.

Based on these definitions we can conclude that:

1. Impromptu speaking is done with no or little preparation. This is a very high quality speaking. It is not learned and memorized but spontaneous and natural. Sometimes the speaking is so sudden that there is no time to think about the main points to deliver. It can happen in a real-life situation when you are suddenly asked to deliver a speech or talk about something or it can also happen in a test situation like in an IELTS speaking test where you are given only one minute to prepare for talking about a certain topic for a certain length of time. The most important thing to do in such a test is to have main points in mind.

2. Impromptu speaking suits the occasion

Because impromptu speaking is done without or with very little preparation and because it is done spontaneously in the spur of the moment, it depends on the basic knowledge of the topic and understanding of the situations where the speech is delivered. Because it is spontaneous, the language used is usually simple both from the point of view of vocabulary and sentence structure used.

2.4.2. Structure of impromptu speaking

Like other kinds of speaking, impromptu speaking has the introduction, main points and conclusion. (Chodounsky (15).

Further, the whole structure of the speech is suggested as follows:

I. Introduction
   a. Open the speech
   b. State the thesis
   c. Preview the main points.

II. Transition to main points

III. Main point I
   a. State it
   b. Explain it
   c. Prove it
   d. Conclude it

IV. Transition to main point II

V. Main point II
   a. State it
   b. Explain it
   c. Prove it
   d. Conclude it

VI. Transition to conclusion

VII. Conclusion
   a. Restate thesis and main points
   b. Conclude the speech

2.4.3. Impromptu speaking delivery tips

1. Go Slowly
   Hurrying increase any feelings of unease you have, take your time, breathe deeply, get up from chair slowly, walk to the front calmly.
2. Take your time to begin
   Look around and smile. Make your eye-contact with one or two people in the rooms.
3. Stand tall.
   Make sure you are standing on both feet about a shoulder width a part. Resist the urge to
   slump or fiddle or put hands in your pocket and remember to breathe!
4. Use your notes as reminders only
   Trying to remember the whole speech is not suggested. Why not? if you forget one part,
   you’ll forget the whole thing.
5. Talk conversationally
   Consider that your impromptu speaking is a conversation with a friend. By doing this, you
   will keep your language natural simple and flowing.
6. Watch the words
   Do not use vocabulary or jargons which are not familiar to your audience.
7. Keep it short and to the point
   The audience will be more interested in listening if you stay on target and be brief.
8. Personalize your speech
   It is good to use examples/stories from your experience. It has two advantages. First it lets
   the audience see you as a real person. Second, it gives you authenticity or a right to speak
   on the subject. It makes you credible.

2.4.4. Possibilities of applying impromptu speaking method in preparing other kinds of speaking.
Based on the definitions given by Merriam Webster Dictionary and Collins English
Dictionary, impromptu speaking refers to wider activities than just speech. It can include
many kinds of speaking activities such as presentation, debating, interview and even
conversation.

3. Research methodology
3.1. Research Method
   The method used in this research is qualitative method. According to Moleong (16)
   qualitative research is a research which is intended to understand the phenomena of what is
   experienced by the subject of research such as behavior, perception, motivation, holistic
   actions qualitatively using words and language in a natural special contexts by using various
   scientific methods.

3.2. Location of Research
   The location of research is Tourism Department which was selected purposively.

3.3 Sources of Data
   Nasution (17) states that in qualitative research, only the sources that can provide information
   are chosen as the sample. Thus sample can be things, events, people or situations. The
   researchers collect data based on the natural observation of situations. Lofland and llofand in
   Moleong (16) says that the main sources of data in a qualitative research are actions, words
   and others are additional such as documents etc.

3.4 Research Instruments
   In this research, the research instruments are the researchers as the planners, executors, data
   collectors, data analysts and interpreters and finally become the discussers and the reporters
   of the research results.

3.5 Data Collecting Techniques
   In this research, the researchers use some techniques of collecting data, namely:
   1. observation
2. interview
3. documentation (w.w.w. Eureka pendidikan.com (18) Teknik pengumpulan data dalam penelitian kualitatif.

3.6 Data Analysis Technique

Data analysis starts from the beginning of the research and during the whole process of research. In this research, 3 techniques of analysis were applied, namely: data reduction, data presentation. And conclusion.

3.7. The Stages Of The Research Are As Follows:
1. Pretest (speech, interview and storytelling) is conducted for the whole class
2. The class is divided into two smaller groups: one experimental group and one control group
3. Treatment is done for both groups using different methods. Impromptu speaking method is used for the experimental group and full text memorization method is used by the control group.
4. Post test is done using the same test for both groups.
5. Analysis is done to compare the data of the two groups.
6. Finally the conclusion is drawn from the various data obtained.
7. Research results are reported.

4. Discussion and results.

Tourism Department Of Manado State Polytechnic consist of 4 Study Programs, namely: DIII Tourism Study Program, DIII Underwater Ecology Study Program, DIII Tour and Travel Business Study Program and DIV Hotel Management Study Program. Of these 4 Study Programs, the DIV Hotel Management consisting of semester I, III, V and VII. The object of this research was semester VB considering that the students have learnt English for 4 semesters which means that they have got enough background to participate in impromptu speaking. Besides, this class is at the main building of Tourism Department where the principal researcher has his most activities. Further, these activities were planned to be done at the Tourism Department Park in order that when practicing during the break time, they would not be late for the next class. They rush into the classroom before their lecturer arrives. Other classes are at the other buildings and therefore it was hard for the students to join this practice. With this practice, it is expected that the students are able to speak English Fluently and naturally when they do their job training at hotels in North Sulawesi or in other cities or in foreign countries. Further, these students are expected to be able to grab job opportunities in foreign countries to become foreign exchange contributors for Indonesia. The number of five semester students of DIV Class C is 20 as can be seen from following table.

| No | NAMA               | NIM    |
|----|--------------------|--------|
| 1  | Riandy Wantalangi  | 15064002 |
| 2  | Jeinnancy Kakomole | 15064004 |
| 3  | Maurend O M Mende  | 15064006 |
| 4  | Astriani Luntungan | 15064010 |
| 5  | Andrew N Datanganis | 15064013 |
| 6  | Eirene pui         | 15064016 |
| 7  | Yosua Yefa Manembu | 15064019 |
| 8  | Desiana Grace Mamole | 15064021 |
| 9  | Frisico A Sumampouw | 15064026 |
| 10 | Reymon Prince Gosal | 15064027 |
| 11 | Yula Fila Garing   | 15064031 |
| 12 | Yustiro R.O Malaghanda | 15064033 |
| 13 | Juanly Glend Lendeng | 15064035 |
All the students were included in the pre – test and then the class was randomly divided into two consisting of 10 students in each smaller group. The first group was the experimental group applying impromptu speaking method and the other group was the control group using full text memorization. The following are the names of students who were the members of experimental group and control group in table 2.

Table 2. Participants of Experimental Group and Control Group

| No | Experimental Group                   | Control Group                  |
|----|--------------------------------------|--------------------------------|
| 1  | Riandy Wantalangi (A1)               |                                 |
| 2  | Juanly Glend Lendeng (A2)            |                                 |
| 3  | Maurend O M Mende (A3)               |                                 |
| 4  | Astriani Luntungan (A4)              |                                 |
| 5  | Andrew N Datangmanis (A5)            |                                 |
| 6  | Eirene pua (A6)                     |                                 |
| 7  | Yosua Yefa Manembu (A7)              |                                 |
| 8  | Yustira R Malagherda (A8)            |                                 |
| 9  | Frisco A Sumampouw (A9)              |                                 |
| 10 | Reymon P Gosal (A10)                 |                                 |
| 11 | Yulia Filia Garing (B1)              |                                 |
| 12 | Desiana G Mamole (B2)                |                                 |
| 13 | Jeinnancy Kakomole (B3)              |                                 |
| 14 | Jenris Marinu (B4)                   |                                 |
| 15 | Marlina Rumengan (B5)                |                                 |
| 16 | Aline Suciati Awaeh (B6)             |                                 |
| 17 | Drevi Tamedia (B7)                   |                                 |
| 18 | Yandri Rondonuwu (B8)                |                                 |
| 19 | Rocky Rumagit (B9)                   |                                 |
| 20 | Fatria K. Solang (B10)               |                                 |

Further, the names in experimental group will be changed with A1,A2 and so on according to the order of names in the list, while the names of the students in control group will be changed with B1, B2, and so on.

The kinds of speaking material taught to both groups were speech, interview and storytelling. The difference lies on method in preparing them. The experimental group did the preparation with very little preparation. They practiced speech, interview and storytelling with only points or keywords, while the control group practiced using full text. The students in the experimental group with only important points, developed the speech, interview and storytelling creatively using their own sentences. The students in control group prepared their speaking by memorizing the text. After 5 weeks of practice, the post tests for the two groups were conducted with the following results.
From the table above we can see that the students who practiced using impromptu speaking method (experimental group) were more successful than those who practiced with conventional method (control group) as can be seen from the experimental class mean score which was 96 points while that of the control group was only 71.7 points. There was a difference of 24.3 points. From the data in table 3 above, we can calculate the correlation between the correct and natural speaking ability and the impromptu speaking method in English teaching. The score of correlation obtained is 0.80 which shows that the relation between speaking ability and impromptu speaking method is very strong and significant.

5. Conclusion

1. The first group of students who applied impromptu speaking method was better in speaking more fluently and naturally because they have learnt to use their own sentences and their creativity to develop their speaking.
2. The second group of students who applied full text memorization mostly failed because of feeling nervous when they forget one sentence or even one word that made them forget the whole text.

6. Suggestion

1. It is suggested that impromptu speaking method be applied in developing the students’ speaking ability, because by using this method the students are taught to use their creativity in developing the ideas and arranging sentences based on main points or keywords.
2. Impromptu speaking motivates the students to expand their vocabulary, improves their pronunciation and develop their ideas that is closely related to speaking skills.

7. Acknowledgments

The authors would like express their sincere gratitude to all of the parties who have helped them in preparing this journal. Great thanks are extended to DRPM Ditjen Penguatan Risbang for the research fund and opportunities given to them to do this research.
In this occasion, the authors would also like to render special thanks to the Director of Manado State Polytechnic, Ir. Ever N Slat, MT, the head of Tourism Department, Octavianus Lintong, SPi and the head of Accounting Department, Stevi Kalgis, SE., MM.Ak for their support in conducting the research.

On this occasion, we wish to deliver deep thanks for the assistance given by Prof. Dr. Debby Willar, ST., M.Eng.Sc and Benny Towoliu, SE., M. Par, Dr. Tineke Saroingsong, SST., M. Eng in the writing of this journal.

The authors would also like deliver their warmest thanks to the students of Tourism Department, especially class VB for their willingness to be the participants of the research.

Last but not least we also have to acknowledge the help of the administrative staff of Tourism Department for providing the authors with some necessary documents.

God Bless Us All!

8. References

[1] Alexander L.G 1978 Question And Answer-Graded Comprehension Exercise Logman London, viii.

[2] Anonymous 1992 Collins Cobuild English Language Dictionary Harper Collins Publisher London 679

[3] Anonymous 1996 Webster New World College Dictionary A Simon & Schuster Macmillan Company New York 731

[4] Brown H.D 1980 Principles Of Learning And Teaching Prentice Hall New Jersey 70

[5] Bailey and Savage 1994

[6] Burke Annie, 2004. Speak, Listen and Learn: Pembroke Publisher, 96p

[7] Danielson and Hayden 1963 Reading English For Students Of English As a Second Language Prentice Hall Inc USA 3

[8] Eurka pendidikan.com/2014/11.Teknik Pengumpulan Data Dalam Penelitian Kuantitatif.

[9] Gritter F.M 1969 Teaching Foreign Language Harper And Row Publisher New York 245

[10] Lado, R. 1977 Lado English Series PT Indra Jakarta 240

[11] Langley Steve, 2012 No h h- hesitation, deviation and repetition: English in Aotearoa No.76, p.45.

[12] Moleong J.L 2011 Metodologi Penelitian Kualitatif PT Remaja Rosdakarya Bandung 6

[13] Publicspeakingpower.com become a better impromptu speaker

[14] Sheik W. Cockey 2015 Teaching World Language English 2nd Edition, National Capital Language Resource Center Washington DC 204

[15] Skinner, Ch, 1958. Essential Of Education Psychology, Prentice Hall Inc, Englewood Cliffs, New York.

[16] Tan Thomas 1979 Using Dialogue For Real Communication Activities MC(P) 9/8/70 Singapore 20