

I. INTRODUCTION

A. Background of Study

In modern era, English is the most important language in the world because it is an international language and almost people in the world use English language to communicate each other. In human life, everyone use English when they have an international relation, such as politic, economic, and education.

Talking about English, it has four skills, they are speaking, writing, listening, and reading. One of the skill that will discuss in this paper is speaking. Speaking is a one of the productive skill in English which should be mastered by people to communicate well, not only in formal but also in non-formal education.

Speaking is an important skill to communicate with the people because it is used in human interaction, such as to express their idea and give information to the people in their life. Furthermore, by mastering speaking skill the people can get interactive processes of conversation in order to get something or exchange the information with others.

In learning, students should acquire of speaking properties, such as comprehension, vocabularies, pronunciation, grammar, and fluency. Many students who learn English have a little vocabularies and mastering the grammar, but they still have difficulty in speaking. This problem also is happened to the students at the eleven year of SMA 3 Pandeglang.

The students' difficulties is deal with how to organize their idea orally. This caused by students' limitation in mastering the component of speaking. Beside of it, students practice speaking English rarely. They only have a little chance to practice speaking English out of class because most of their friends speak Indonesian.

The problems in speaking can be solved by giving students a lot of chance to practice English either in the classroom or out of the classroom. The English teacher should provide opportunity for students in order to practice English in the classroom. Further, the teacher should use appropriate technique to encourage students to speak and the process of learning enjoyably. One of the technique can be used in teaching speaking is by using impromptu speech.

Impromptu speech is the short speech about anything with short preparation and delivered spontaneously. Impromptu speech can provoke students to speak English in the classroom based on the key word or clue which is given by the teacher. Impromptu speech can encourage the students to organize the process of sending, receiving, constructing and how to deliver their idea to another.

Based on the description above, the researcher decides to carry out a research entitled “The Implementation of Impromptu Speech as a Method Deals with Students’ Speaking Skill.” In order to get complete data about the implementation of impromptu speech in the setting of the study.

B. Identification of the Problems

Based on the background of the problems explained above, the researcher identifies some problems as follow:

1. Students have less motivation and lack of vocabulary
2. Teacher gives little chance to the students to speak.
3. Teacher does not use varied teaching technique.
4. Students are related to practice speaking English because most of their friends speak Indonesian.
5. Students get difficulty to organize their idea orally.

C. Limitation of the Problems

In line with the identification of the problems above, the researcher focuses the problem on “The Implementation of Impromptu Speech as a Method Deals with Students’ Speaking Skill at the Eleven Year Students of SMA 3 Pandeglang in 2015/2016 Academic Year.”

D. Research Question

Based on the limitation of the problems, the researcher determines research question related to “What are the role of both teachers and students in Implementing Impromptu Speech as a Method Deals with students’ Speaking Skill at the Eleven Year Students of SMA3 Pandeglang in 2015/2016 Academic Year?”

E. The Objectives of the Research

The researcher conducted the research to investigate the Implementation of Impromptu Speech as a Method Deals with Students’ Speaking Skill at the Eleven Year Students of SMA 3 Pandeglang in 2015/2016 academic years.

F. Advantages of the Research

This research is expected to give advantages for:

1. Teacher; to give additional information about teaching technique especially in teaching speaking by using impromptu speech.
2. Students; to introduce the interesting technique in learning speaking by using impromptu speech.

3. Researcher, with underlying theories, it can guide him in order to conduct the research more effectively.

G. Organization of Writing

In this study, the researcher organizes this paper as follow :

Chapter one is introduction which consists of the background of the study, identification of problem, limitation of the problem, statement of the problem, aims of research, significances of the study, organization of the writing and the previous of study.

Chapter two is Theoretical Framework. It discusses about writing : Definition of writing, the purpose of writing, the writing process, teaching writing text, Definition of the text and about procedure, definition of procedure text, social function of procedure text, generic structure of procedure text, significant Lexicogrammatical Feature, the example of procedure text. About video: definition of video, uses in language teaching, the advantages using video.

Chapter three is Methodology of Research. It includes, setting and participant, research design, procedure of the research, the method of collecting data, instrument, technique of analyzing data.

H. Previous of Study

Previous Research of Impromptu Speech

In order to get related information about the technique, there were some relevant researches which had been conducted by other researchers, they are:

1. The first research was conducted by Tusino entitled “Enhancing the Students’ Speaking Skill through Impromptu Speech at English Education Department of Muhammadiyah University of Purworejo”

He used qualitative and quantitative analyses to find means of pre-test and post-test. The research finding showed that there was an improvement on the students’ speaking skill which indicated the positive direct impact of impromptu speech. The mean of students’ achievement in the pre-test was 66.5, and the mean of students’ achievement in the post test was 72.1; therefore, the improvement was 5.6 points (8.4%). All aspects of speaking could improve where the significant improvement was in the aspects of fluency (2.2 points) and vocabulary (1.8 points). The other aspects (content, grammar, and pronunciation) did not improve significantly (0.3-0.8 points). Most students (90%) showed positive responses to the impromptu speech process and believed that impromptu speech motivated them to practice their English. Impromptu speech is a good method to teach speaking skill.

2. The second research was conducted by Mega Sari Trismianti entitled “The Implementation of Impromptu Speech Method in Teaching Speaking Hortatory Exposition Text to the Eleventh Graders at SMAN 1 Krian”

In her research, she used descriptive qualitative was used in this study. Field notes, structured questionnaire, and students’ hortatory exposition speaking performance results were applied as research instruments to obtain the data. Based on the collected data, the results showed that the impromptu speech method was successfully used to teach speaking hortatory exposition text to the eleventh graders of SMAN 1 Krian. Meanwhile, the students were also interested in learning speaking hortatory exposition text by using impromptu speech method. Finally, the use of impromptu

speech method could help the eleventh graders in learning speaking hortatory exposition text.

3. The third research was conducted by Siti Munawarah entitled “The Effect of Using Impromptu Speech toward Students’ Speaking Ability at the Second Year of SMAN 12 Pekanbaru.”

She used quasi-experimental research, in this research, the researcher took six classes; experimental and control class from the nine classes. It meant that 91 students as the sample from 334 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test and observation list. The test used was oral presentation test. In analyzing the data, the researcher used SPSS16. The research found that the significant number was $0.000 < 0.05$, and the implementation of impromptu speech technique well done (95.83%). It means that there were still any missing item procedures. Based on the significance result above, H_a is accepted and H_o is rejected. Besides, it can be proved from mean score of students’ speaking ability of post-test at experimental class was 61.40, while students’ speaking ability of post-test at control class was 51.20. Furthermore, the mean score improvement of students’ speaking at experimental class was 12.61 (26.75%) while in control class only 2.90 (7%). In conclusion, there is a significance difference of improvement of students’ speaking ability between students who were taught by using impromptu speech and who were taught by using conventional way; natural approach so, the difference on mean indicate that the use of impromptu speech is better than natural approach.