

CHAPTER II

THEORETICAL OF FRAMEWORKS

A. Theoretical Frameworks

1. Speaking

a. Definition of Speaking

Luoma (2004:9) states that speaking is an integral part of people's daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria.¹

According to Thornbury (2005:1)

Speaking is so much a part of daily life that we take it for granted. The average person produces tens thousands of words a day, although some people may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability. We have to learn how to do it all over again in a foreign language.²

On the other hand, Liao (2009:11) claims that speaking is the skill that the students will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly.³

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak (Ur, 2009:120).⁴

¹ Sari Luoma, *Assesing Speaking* (Cambridge University Press, 2004), 9.

² Scoot Thornbury, *How To Teach Speaking* (Person Longman, 2005), 1.

³ Guoqiang Liao, "Improvement of Speaking Ability through Interrelated Skills" *Forum Journal English Language Teaching*, Vol.2, No.3, (September, 2009), 11.

⁴ Penny Ur, *A Course in Language Teaching* (Cambridge University Press, 2009),120.

So, the researcher concludes that speaking is an important part of all aspects of the language learned in school. Then the student should be able to master speaking skill.

b. Principles for Teaching Speaking

Brown (2007:331-332) states that the following principles for teaching speaking that should be done by the teacher as follow: ⁵

- 1) Focus on both fluency and accuracy, depending on your objective.
In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciations tips. We need to bear in mind a spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be."
- 3) Encourage the use of authentic language in meaningful contexts.
It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer.
- 4) Provide appropriate feedback and correction.
Students are totally depend on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even than you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
- 5) Capitalize on the natural link between speaking and listening.
Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals many naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.
- 6) Give the students opportunities to initiate oral communication.
A good deal of typical classroom interaction is characterize by teacher initiation of language. We ask question, give directions, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations,

⁵ H. Douglas Brown, *Teachig By Principle: AN INTERACTIVE APPROACH TO LANGUAGE PEDAGOGY* (Pearson Longman, 2007),331-332.

and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7) Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as:

- a) Asking for clarifications (*what*)
- b) Asking someone to repeat something (*huh? excuse me?*)
- c) Using fillers (*Uh, I mean, Well*) in order to gain time to process
- d) Using conversation maintenance cues (*Uh, Right, Yeah, Okay, Hm*)
- e) Getting someone's attention (*Hey, Say, So*)
- f) Using paraphrases for structures one can produce
- g) Using mime and nonverbal expressions to convey the meaning

What Brown said is true about principles for teaching speaking that the teacher should pay attention on both fluency and accuracy of the students when they speak English, is it good or not in the term of how to produce utterance? Is the comprehension meaning accurate or not? These are important to know the students' fluency and accuracy. Besides that, gives the students motivation in order to make the students interest in learning. On the others side, the teacher say something in the term ungrammatical, then students should try to change into correct order, it need to measure the students' comprehension in grammar. Other than it, the teacher should give a good feedback and correction in order to know the students' mistake in learning.

Brown (2007:326-327) states the following characteristics of spoken language can make oral performance easy as well as in some cases difficult: ⁶

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2) Redundancy

⁶ H. Douglas Brown, *Teachig By Principle: AN INTERACTIVE APPROACH TO LANGUAGE PEDAGOGY* (Pearson Longman, 2007),326-327.

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

- 3) Reduced forms
Constructions, elisions, reduced vowels, etc., all form special problems in teaching spoken English.
- 4) Performance variable
One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.
- 5) Colloquial language
Make sure your students are reasonably well acquainted with the words, idioms and phrases of colloquial language and that they get practice in producing these form.
- 6) Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, rhythm, and intonation
This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- 8) Interaction
Learning to produce waves of language in a vacuum would rob speaking skill of its riches component: the creativity of conversational negotiation.

Based on of those, the researcher conclude that to make speaking in English easier to do is minimize those cases difficulty in speaking in order to make students act through their idea orally.

c. Teaching Speaking

Harmer (2001:87), there are three basic reasons why it is good idea to give students tasks which provoke them use all and any language at their command : ⁷

- 1) Rehearsal
Getting students to have free discussion gives a chance to rehearse having discussion outside the classroom.
- 2) Feedback
Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students.
- 3) Engagement
Good speaking activities can and should be highly motivating.

⁷ Jeremy Harmer, *How to Teach English* New Edition. (Pearson Longman, 2001),87.

Based on the Harmer's theory in teaching speaking, the researcher concludes that the teacher as a facilitator should give more chance and opportunity to the students to explore their idea in the term of re-explain after discussion based on their own word in order to organize and sending the idea to another. Besides that, the teacher ask some question to the students in order to give feedback towards lesson which is done. It is important to measure the students' comprehension of the material. So, the last one is the teacher give motivation to the students in order to make students active to speak in the classroom through stimuli from the teacher.

d. Speaking Skill

Speaking skill that mastered by students can be seen from their successful of the speaking performance. According to Ur (2009:120), there are many kinds of characteristics of a successful speaking activity as follow: ⁸

- 1) Learners talk a lot.
As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participation is even.
Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high.
Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level.
Learners express themselves in utterances are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In my opinion, what Ur said is right that to make successful speaking activity, the students should speak more in the classroom. It makes the students are trained in speaking English and there is a good chance for students to active. The teacher should

⁸ Penny Ur *A Course in Language Teaching*. Series Editors: Williams, M. & Wright, T. (Cambridge University Press, 2009),120.

give a turn to all students to speak. In addition, the teacher need provoke students motivation in order they are eagerly to speak based on the context.

e. Assessing Speaking

Analytic descriptors of spoken language by Luoma (2004:72-74) that will use by the writer to assess students' speaking skill. It divides into three items, they are accuracy, fluency and coherence.⁹

a. Accuracy

There are six levels in accuracy, they are:

1. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.
2. Uses some simple structures correctly, but still systematically makes basic mistakes.
3. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
4. Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.
5. Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.
6. Maintains consistent grammatical control of complex language, even while attention is otherwise engaged.

b. Fluency

There are six levels in fluency, they are:

1. Can manage very short isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
2. Can make him/ herself understood in very short utterance, even though pauses, false starts and reformulation are very evident.
3. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
4. Can produce stretches of language with fairly even tempo: although he/ she can be hesitant as he/ she searches for patterns and expressions. There are a few noticeably long pauses.
5. Can express him/ herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
6. Can express him/ herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.

⁹ Sari Louma, *Assesing Speaking* Series Editor: Alderson, J. C. & Bachman, L.F. (Cambridge University Press, 2004), 72-74.

c. Coherence

There are six levels in coherence, they are:

1. Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
2. Can link groups of words with simple connectors like 'and' and 'but' and 'because'.
3. Can link a series of shorter discrete simple elements into a connected, linear sequence of points.
4. Can use a limited number of cohesive devices to link his/ her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
5. Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.
6. Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.

The scale of oral testing criteria by Ur (2009:135) that will use by the researcher to assess students' speaking skill: ¹⁰

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5
Total Score Out of 10: _____			

¹⁰ Penny Ur, *A Course in Language Teaching* Series Editors: Williams, M. & Wright, T. (Cambridge University Press, 2009), 135

Moreover, Harmer (2007:381-382) states about speaking assessment:¹¹

He divides test into direct and indirect test items. Direct test is a test where students are asked to perform communicative skill, while indirect test is a test where students' knowledge is measured by getting what lies beneath their receptive and productive skills. Indirect test can be formed in multiple choice questions or grammar transformation items. In short, assessing speaking can also be done by using direct test.

In my sight, assessment in speaking is important, why? Because to know the successful of speaking, give the students test. Both direct test and indirect test are the way to measure the students' ability in speaking.

d. Teaching Speaking at Senior High School

According to SK and KD of syllabus, especially on the speaking section, the eleven year students of senior high school should be able to express meaning in the functional oral text and simple monolog in the form of descriptive and recount to interact with their environment. Students' also must be able to express meaning in the simple monolog with the use of variety of language accurately, fluency, and acceptable to interact with their environment.

Teachers need to play a number of different roles during the speaking class in Senior High School. The teacher's roles below have particular relevance if teacher is trying to get students to speak fluently (Harmer, 2007: 347-348). *

1. Prompter
Teachers help students when they get lost or cannot think what to say by offering discrete suggestions without disrupting the discussion or forcing students out of role. Teacher as prompter is also in line with the teacher's role in the genre-based approach where teacher gives model to the student in modeling construction stage.
2. Participant
Teachers may participate in discussions or role plays. However in such circumstances they have to be careful that they do not participate too much. Teacher as participant is also done especially in joint construction stage, where teacher must participate in discussions or certain activities.
3. Feedback provider

¹¹ Jeremy Harmer, *The Practice of English Language Teaching 4 ed* (Pearson Longman, 2007), 347-348.

Teachers provide feedback in speaking activities by considering the effect of possible different approaches. Where students are in the middle of a speaking task, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Teacher's feedback is one aspect that is important in the genre-based approach. Hence teacher as feedback provider is also in line with the principle of the genrebased approach.

In this case, the teacher as a facilitator should encourage the students to practice speak English either in the classroom or out of the classroom. Give the students motivation in order to make students have a big eager in learning English, that's way can encourage students to speak. Give the students chance in order to get a turn all of the students to express their idea through speaking.

2. Impromptu Speech

a. Definition of Impromptu Speech

According to Williamson (2004:218) argues that an impromptu speech is a short speech, varying in length, with little or no specific preparation. The speaker may or may not be an expert on the topic.¹² The speech includes an attentions getter, thesis, main points and conclusion. Henderson (1982:75-76) states that:¹³

Impromptu speaking can aid 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 their speaking and listening skills as well as teaching them how to organize their ideas in a logical fashion. The reasons for teaching formal speaking procedures are discussed in addition to suggestions on how to organize an impromptu speaking lesson. Examples of topics and speech frameworks are given along with suggested preliminary exercises to help the student understand the mechanisms of an impromptu speech.

Impromptu speaking is a relatively simple formal speaking exercise of a limited duration of time and with limited formal preparation. Impromptu speaking is a much neglected tool to aid the advanced second language speaker

¹² Lynette William, *Speaking Across the Curriculum* (The Internatioanl Debate Assosiation Press ,2004),218.

¹³ Don Herderson, *Impromptu Speaking as a Tool to Improve Non-Native Speakers' Fluency in English* (ELIS Language Centers Wagner Colledge, NYC 2013),75-76.

in skills such as thought organization and development. It improves the student's ability to communicate effectively on all levels and generates poise and confidence. Such as peaking activity can also expand functional vocabulary and provide increasing opportunities for vocabulary use. Above all, impromptu speaking is a technique for improving command of spoken English and listening comprehension and, therefore its principal objectives are fluent and accurate speaking skills.

Williamson (2009:17) says that impromptu speaking is the most direct way to provide both efficiently. "In the impromptu speech, event, participants are given a quotation as a prompt, given as little as thirty seconds to prepare, and then asked to give a speech of around 5 minutes that may be in favor of the prompt, opposed to the prompt, or an analysis of the prompt."¹⁴ (Heinz, 2013:389). Reynolds and Fay (Heinz, 2013:389) also describe "the ideal impromptu competitor as possessing, abilities of poise, humor, organization, and synthesis, combined with invention and memory."¹⁵ On the other hand, Lehtonen (Ardito, p.177) argues that "a classification of speaking types in terms of the immediacy of planning: a speech may be impromptu, in other word delivered spontaneously without prior preparation."¹⁶

For all the theory and explanation above, it clear that impromptu speech technique enable students to organize one's ideas quickly and prepares students to communicate without any specific preparation and delivered spontaneously. So, this technique can helps the learners think and recall a list of insight and experience in their mind-topics that they were studying in school, books and so forth what they were reading.

b. The Implementation of Impromptu Speech

¹⁴ Lynette Williamson, *On Demand Writing: Applying the Strategies of Impromptu Speaking to Impromptu Writing* (The Internatioanl Deabate Association Press ,2009),17.

¹⁵ Michael Heinz, "Competitive Impromptu Speaking" *Journal of Internatioanal Education Research* Vol.9, No.4. (2013), 9.

¹⁶ Lethonen, *Non-Verbal Aspect of Impromptu Specch 1982. In the Journal extract is from Giuliana Ardito, The Systematic Use of Impromptu Specches in Training Interpreting Studen.* (SSLMIT, University of Trieste 1998),177.

Here are the procedures to implement impromptu speech in the classroom according to Williamson (2004:217), as follow:¹⁷

1. Distribute the impromptu speech reference speech and discuss the elements of impromptu speaking.
2. Hand out the impromptu speech scoring guide and review.
3. Tell the student that they will have a given amount of time (perhaps 2-5 minutes) to prepare and a given amount of time to speak (2-5 minutes works best).
4. To alleviate anxiety, employ the warm up exercises from appendix 7 before the first speaker draws a topic.
5. Give a speaker a topic slip containing one of the following: three words, three quotations, or three topics of current interest. For example:
 Abstract words:
 - Hate
 - Anger
 - Fear
 Quotations:
 - "That's one small step for (a) man, one giant leap for mankind." (Neil Armstrong)
 - "Never look back-something might be gaining on you." (Satchel Paige)
 - "Ask not what your country can do for you, ask what you can do for your country." (John F. Kennedy)
 Topic of current interest:
 - Should the federal government give financial aide to victim of natural disaster?
 - Should Supreme Court justices be elected?
 - Have high school proms become too extravagant?
6. Ask each student to speak on one of the topics on their topic slip.

Here are how to organize an impromptu speech in the classroom According to Henderson (1982:81-82) as follow:¹⁸

- 1) Introduction: The students must understand the necessity of an outstanding introduction. The aim of the introduction is to arouse interest and to convince an audience that the speech is worth listening to. If an audience is lost in the introduction it is never regained. A number of alternatives the student might choose in developing a strong introductions are:
 - a) State speaker intention e.g. "I wish to explain exactly why the pollution (topic) situation in this city is intolerable!"
 - b) Ask a rhetorical question which sets the theme by implication e.g. "I ask you, is the pollution situation in this city sufferable?"

¹⁷ Lynette Williamson, *Speaking Across the Curriculum* (The International Debate Association Press, 2004),217.

¹⁸ Don Herderson, *Impromptu Speaking as a Tool to Improve Non-Native Speakers' Fluency in English*. (ELS Language Centers Wagner College, NYC 1982), 81-82.

c) Outline the theme or problem in point form.

These are just a few suggestions; there are many ways the students can open their speech topics. Other methods include stories, quotations, personal experiences, definition of terms or even a rewording and emphatic delivery of the topic sentence (question). Whichever method the student chooses, the theme must be clearly stated and the topic clearly out-lined.

- 2) Body: Once the student understands the necessity of capturing the audience's attention at the outset he/she must then have enough material on the preparation card to carry him/her through the speech. Using the journalistic technique of answering the how, when, where, why questions is an invaluable asset to aid student idea organization and development. In this way points can be logically linked, one to another, in support of the student's overall premise. So, for example, if the topic is 'money' the student could first draw on the "speed thinking" exercises and could refer to Shakespeare's "The Merchant of Venice" or the last class English. Reader or a recent newspaper article on inflation (the source doesn't have to be an English language news-paper) or an economic text. If this exercise fails then the student can use the journalistic approach. All such ideas provide "meat" (evidence) to support the premise and to develop the body of the speech.
- 3) Conclusion: This part of the speech is naturally very important and there are a number of ways to teach the students how to handle it. As with the other sections these recommendations are far from complete and only suggested as a guide to the introduction of formal speaking as a valid and worthwhile activity for the ESL classroom.

If time is pressing, a simple and effective method is to re-state the original premise of the introduction. A second method is to restate each major point made through the body of the speech drawing to a concluding statement. A third method is to end with a quotation or reference. This does not have to be exact or very complex; for example, if the topic were "freedom" a student might recall the reader (novel) *Call of the Wild* by Jack London and say "In concluding I'd like to refer to Jack London's famous book, *Call of the Wild*, which emphasizes my point that freedom and life are synonymous." The student may equally prefer to end with another story, statistic or fact. Once a student has made a conclusion he/she should pause a moment to say thank you and then sit down.

By contrast, according to Williamson (2004:218) an impromptu speech follows the same format as other speeches as follow:¹⁹

1. Introduction: Include attention getting device and thesis. You may want to give a sign-posting sentence. For example attention getter:
 - A brief story/anecdote
 - A relevant joke or humorous story
 - A startling fact or quotation
 - A personal experience

¹⁹ Williamson, *op.cit.*, 218.

2. Body: Discuss main point. Main points should cover two to four main ideas leading to the conclusion. Give examples, facts, and stories, whatever you can. Always expand and prove your ideas, but do not wander. Personal stories are always good if credible and relevant.
3. Conclusion: Reference the attention getter, perhaps resolving it, summarize the main points or call for action. Your speech has taken us on a journey. Restate the introduction, but take into account what we have learned along the way.
4. End: Say what you planned to say and sit down, even if your speech is to short. You do not need to get repetitious. It is quality, not quantity.

c. Teaching Speaking by Using Impromptu Speech

According to Henderson (1982:76-77) there are several steps to teaching speaking by using impromptu speech as follow:²⁰

First, the teacher must explain what impromptu speaking is and then outline the speaking procedure, in other word establish the rules. The rules are briefly, as follows: a student is given the choice of two topics which have not been seen previously. The student has thirty seconds to choose a topic. Then, one, two or three minutes should be allowed for the thinking and writing that constitutes the preparation. The optimum preparation time is one minute (three minutes is for very slow students). The choice of time is at the teacher's discretion.

Impromptu is disarming in its seeming simplicity. It is difficult enough for a native speaker to give a unified and logically developed talk on a topic of consequence. Second language speakers therefore, need to be concise, methodical and prepared. Students should use the preparation time to make a sketchy, yet functional, outline of the speech they intend to deliver.

The objective then, is to train the students so they can select and organize a topic in the optimum 1.30 minutes (thirty seconds selection, one minute preparation) so they can then deliver a well organize, interesting speech for at least two minutes. It should be considered an equal problem (organizational or otherwise) if the student speaks either under or over time. Maintaining these rules is important if the overall objectives are to be reached.

The teacher will have to determine which organizational technique is best in selecting the topics. Since each student gets the choice of two topics they can either all have the choice of the same two topics and the remaining speakers wait outside the room or a number of topics can be put in a "hat" and each student selects two. This latter process is perhaps better in the initial stages since then all students participate in both the speaking and the listening comprehension exercises.

²⁰ Don Henderson, *Impromptu Speaking as a Tool to Improve Non-Native Speakers' Fluency in English* (ELS Language Centers Wagner College NYC, 1982), 76-77.

d. The Advantages of Impromptu Speech

According to Henderson (1982:85), there are several advantages of teaching speaking by using impromptu speech as follow:²¹

- 1) Students will acquire the ability to organize and confidently deliver thoughts in English.
- 2) Students develop the ability to distinguish between main and supporting ideas, to detect implications, interpret facts and reach conclusions.
- 3) 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.
- 4) Students will learn to determine relevant information and to recall facts when necessary. They will also develop a sense of the need for organization.
- 5) Impromptu speaking develops the appropriate use of facial gesture and body language as well as developing other non-technical language aspects such as cross-culture awareness and socio-linguistically appropriate usage.
- 6) Writing should improve in organization while at the same time writing reinforces and expands the patterns acquired in speaking and listening.

B. Frame of Mind

Speaking is a productive language skill. It consists of producing systematic verbal utterance to convey meaning. Spoken language and written language are differing in much significant ways. In speaking, we have to share an idea directly, without thinking for its writing. It means that it is totally natural and there is limited time for planning and editing speech during conversation even managing the components of language that must work together when we speak is very demanding indeed. It is unlike writing. We have the chance to plan what we are going to share in unlimited time and doing either editing or revision. Speaking is one of core for success in education.

In order to accomplish students' needs toward speaking, School Based Curriculum (KTSP) provides speaking as one of skills in mastery English that must be taught and learned in senior high school. SMA 3 Pandeglang is one of schools that also uses School

²¹Ibid., 85.

Based Curriculum (KTSP) as their guidance in teaching learning process. In this school, the basic competence stated in the syllabus of SMA 3 Pandeglang for eleven grade refers to the capability of students to express the meaning of monologue texts or essays that use various oral language accurately, fluency, and contextually in the form of text such as monologue of narrative, descriptive, and hortatory exposition. English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes for one lesson hour.

This research based on the problems that the researcher found in the school. Essentially, the students have difficulties on mastering the elements of speaking such as vocabulary, grammar, pronunciation and fluency. Furthermore, by using impromptu speech, the researcher expects to get comprehensive data about students' speaking ability. In addition, English is taught by professional teachers of English. They have tried to teach their students maximally in order to make their students interested in and habituated to expressing their ideas by using the target language.

There are some the advantages of using this method. Actually, besides encourage students to speak, it can also improve their listening, they are:

1. The impromptu speech can reveal the student's ability to organize thoughts quickly, confidently, naturally and logically. However, it can make them creative and imaginative interpretation of the designated topic, supported by varied materials.
2. The impromptu speech allow students to work on both fluency and presentation skill.
3. It enables students to be more independent learners because there has been a process of learning to think aloud what they have to speech spontaneously.

In my opinion, impromptu speech is very effective to encourage or provoke students to speak either in the classroom or out of classroom, why? Because some reason as follow:

1. Impromptu speech can make the students get a turn to speak English;
2. Impromptu speech can encourage the students to organize their idea and delivering idea spontaneously;
3. Impromptu speech can motivate students to practice speaking English.

In this term, these are simple procedure to manage impromptu speech in the classroom as follow:

1. The teacher explains the material
2. The teacher prepares some topics, clue or key word that related with the material.
3. The teacher divides students into some groups that consist of four or five students or more.
4. The teacher assigns each group a topic, clue or key word to each group randomly.
5. The students just have 2-5 minutes to prepare or organize the main point.
6. After that, the students should explain orally to the other about the topic, clue, or key word that has been given by the teacher.

Based on the previous explanation, the researcher concludes that impromptu speech is an effective way to encourage, motivate, provoke, and give a lot of chance to the students to speak English orally based on their comprehension about the topic, clue, or key word that has been given by the teacher. The researcher believes that students will automatically encourage and provoke through implementing impromptu speech as a method in the classroom.