

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

#### **A. Research Findings**

##### **1. Teacher Role**

In this case, the role of teacher as facilitator where the teacher just accustom students to speak English. The teacher provoke students to be active in the classroom. Besides that, the teacher encourage students to explore students' proficiency in speaking.

###### **a. Method**

When the learning in progress, the teacher used impromptu speech as a method and the teacher explained impromptu speech as a method to students. The teacher believes that impromptu speech can encourage, provoke and motivate students to speak, because this method can gave a lot of chances to students to speak English. As a facilitator, the teacher just gave a clue, or keyword to students in order to encourage students to think, organize and deliver their own idea orally and students must explore their own idea, comprehension or knowledge about the clue or keyword.

###### **b. Strategy**

The teacher gave a clue or keyword about "Love" and gave 5 minutes to students to think what the clue or keyword is about? After that, the

teacher try to give stimuli about clue. The teacher reminded students to think and organized carefully. When the time is over, the teacher called students one by one based on attendance in order to students practiced speaking English in front of the class directly. The teacher suggested that students to use appropriate their gesture to support their meaning of the speech. In this case, the teacher gave a chance to all of students to speak. Meanwhile, sometime the teacher gave a comment during learning in progress.

## **2. Students Role**

As a students, they feel there were encouragement in speaking English because the teacher used impromptu speech as a method. Sidelong, students were motivated to speak and enthusiastically, they more active in the classroom.

### **a. Learning Style**

The students were motivated and more active in the classroom when the teacher used impromptu speech as a method in teaching speaking such as asked a question, little discussion with their friend, asked vocabularies, sometime students went to in front, behind, left and right in the classroom looking for idea with their friend.

### **b. Cognitive Style**

The students thought and organized their idea seriously, it looked from their activity in the classroom. The students seem focus in arranging their idea about the clue that were given by the teacher. Furthermore, the students more carefully and focus to thought and organized idea when the teacher gave short preparation to prepare their idea about a clue. In short, the students could delivered their idea spontaneously.

The researcher classified students result into three groups they are first group which got high proficiency in speaking, second group which got middle proficiency in speaking and third group which got low proficiency in speaking.

**Table 4.1**

**First Group which Got High Proficiency in Speaking**

<b>Students' Code</b>	<b>Descriptions</b>
S-1	The students have a good motivation and active in the class, they can thought, organized and delivered their own idea through impromptu speech accurately. When the teacher gave a topic, clue or keyword they try to prepare their own idea with short preparation. On the other hand, the students got a good perform in the term of practice speak English. Besides that, the
S-2	
S-3	
S-4	
S-5	
S-6	

S-7	students can spoke English more than two utterance and longer
S-8	than before. Furthermore, the students more active in the
S-9	classroom such as asked a question to the teacher.
S-10	For example, Dede Melawati said <i>I from class science two,</i>
S-11	<i>I want to tell about love. Love is the feeling between someone</i>
S-12	<i>girl and someone man, or love is a give from god or love is</i>
S-13	<i>honest from heart. Expressing love: I love you, love you so</i>
S-14	<i>much, oh! I love you honey. Love is you. Yola Millanda said I</i>
S-15	<i>stay here, I want to tell about love, my opinion love is someone</i>
S-16	<i>feeling who cannot know when is wings up coming, and love</i> <i>need have to all people. Love can feel someone happy or relief</i> <i>and love can feel someone broken heart if this love is playing.</i> Adin Solahudin said <i>I want to tell about love. Love, I think, love</i> <i>is a feel that to have by someone. But, love lot of every time</i> <i>always good. Aliza Pratami Ramadhan said I stand in here I</i> <i>will talking about the knowledge. Knowledge is what which</i> <i>man know and what which man don't know. The characteristic</i> <i>of the knowledge is very respective that a low position math</i> <i>from him. Yoga Ardiansyah said I want to tell about love,</i> <i>according to me, love is more kind but what is very save and</i>

	<i>internal. Is love which come from the door of sweet heart.</i>
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**Table 4.2**

**Second Groups which Got Middle Proficiency in Speaking**

<b>Students' Code</b>	<b>Descriptions</b>
S-1	In the second one, the students little bit to spoke when they practiced which caused lack of proficiency in speaking, but they can spoke English to short even no more than two utterances. By the other side, the students still lack on explore their own idea, still confuse how to thought, organized and delivered through impromptu speech.
S-2	
S-3	
S-4	
S-5	For example, Alwa Siyami said <i>love is the nice story, but we are can the feeling broken heart</i> . Ratu Ilis Solihah said <i>I think, love is feeling want heart and deep to someone and love can in feeling and time</i> . Tia Tazqiatunnisa said <i>love is nothing to beloved is something to love and beloved is everything</i> . Surya Jaya said <i>love is beauty, but not every beauty have a love</i> .
S-6	
S-7	
S-8	

	Muhammad Fajar Adiyasa said <i>love is a feeling or lovely from someone which come from the door of sweet heart.</i>
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**Table 4.3**

**Third Groups which Got Low Proficiency in Speaking**

<b>Students' Code</b>	<b>Descriptions</b>
S-1	In the last group, the students lack of knowledge in order to organize their own idea even though the teacher provoke or encourage them clearly. They just spoke to short and incomprehensible these caused by students limit in vocabularies, lack of motivation and there is no desirability to speak English. On the other hand, they attitude in the classroom quietly, there is no significant interactive in the classroom.
S-2	
S-3	
S-4	
S-5	
S-6	
S-7	
S-8	For example, Yatini said <i>love is honesty and love is allegiance</i> . Siti Bayinah said <i>love is feeling which come from heart to someone</i> . Resti Ayu said <i>love is feeling that have everyone</i> . Heliyana Indrianingsih said <i>love is feeling to</i>
S-9	
S-10	
S-11	

S-12	<i>someone nominalizing very fight. Ima Maspupah said love is</i>
S-13	<i>feeling from heart to someone that something a very delivered.</i>
S-14	

We can see that the researcher found a phenomena or activity in the classroom based on the real situation. In this term, the teacher's role is important in order to more provoke students to speak in the classroom based on their own idea, because the students need encouragement or stimuli to organize their own idea. It proved that when the teacher gave a topic, clue or keyword than students must think what is topic, clue or keyword about, the students response and try to looked for idea and gathered on their mind than arranged their own idea, and delivered spontaneously. By contrast there are many students who still difficult to practice, it caused by students problems in mastering elements of speaking.

## **B. Discussions**

Based on the previous explanation, the researcher discuss the reasons that related with research finding. The result of research finding there are three classification group of students which different proficiency. To more detail, the researcher explained as follow:

## **1. First Group which Got High Proficiency in Speaking**

For the first reason, the students thought that learning English is fun it's mean that students enthusiast when they learning English. The students motivation is good, they really want to be able to speak English deal with their desire to mastery speaking English proficiency. Despitefully, the students supported by their proficiency on mastering the parts of speaking. They have a lot of vocabularies because the teacher usually gave them exercise of vocabularies like memorizing vocabularies. The students be able to pronounced word by word accurately and doesn't found difficulties to produce utterances.

The second reason, the students active asked to the teacher deal with got interactive process in learning. The teacher also encourage students to speak such as gave students chance and students took its chance to train their speaking proficiency. Furthermore, the students have braveness to try even though sometime they found difficulties but they solve it. While, the students also prepare their self before learning in the classroom such as study at home first. Thus, these reasons above as a support for students to train their proficiency in speaking.

## **2. Second Groups which Got Middle Proficiency in Speaking**

In this part, students motivation doesn't constant it's mean that sometime they have good eagerness, sometime lack of motivations. It clear that students need more motivation and encouragement. Mostly, the students at least



produce utterances no more than two utterances. Commonly, the students still confuse how to organize their idea, they spoke little nervous and slight blocked by feeling shy to spoke in front of the class and its result made students blank.

On the other hand, the students unaccustomed practice speaking English until students spoke lack of proficiency. The students found difficulties when they arranged utterance by utterance, it caused by students little had of vocabularies, still confuse of pronunciation, grammar and so on.

### **3. Third Groups which got low Proficiency in speaking**

In this case, the students unmotivated in learning English, because they disliked English. Mostly, the students lack in mastering parts of speaking, they limited vocabularies, could not pronounce English words and lack of knowledge. Commonly, the students practice English speaking very short even no more than one utterance, the students could not active in the class just sat quietly. On the other hand, the students could not knew more about the topic or clue that has given by the teacher even though the topic or clue were easy. Based on the problems above, it could be seen that students cannot spoke English well.

### C. Data Analysis

The researcher analyzed the result of the implementation of impromptu speech as a method to teach speaking at the Eleven Grade Students of MAN 3 Pandeglang. Based on the result of three attendances on October 22<sup>nd</sup>, 23<sup>rd</sup>, and 26<sup>th</sup> 2015, it could be seen that the implementation of impromptu speech as a method could encourage students to speak, develop their confidence in public speaking, think quickly and develop their communication skill. The students have to determine a goal clearly, adapt topic or clue to the audiences, gather information and then organize the topic or clue.

The teacher firstly provided several topic based on the students' interest level. Then the teacher asked to the students to made speaking performance by using impromptu speech as a method. Before doing that, the teacher explained to the students about impromptu speech as a method and the steps of doing impromptu speech such as determine a goal clearly adapt topic or clue to the audiences, gather information and then organize the topic or clue. For example the teacher gave a topic or clue about "Love and Knowledge".

First group, Dede Melawati said *I from class science two, I want to tell about love. Love is the feeling between someone girl and someone man, or love is a give from god or love is honest from heart. Expressing love: I love you, love you so much, oh! I love you honey. Love is you.* Besides, Yola Millanda said *I stay here, I want to tell about love, my opinion love is someone feeling who cannot*

*know when is wings up coming, and love need have to all people. Love can feel someone happy or relief and love can feel someone broken heart if this love is playing. On the other hand, Adin Solahudin said I want to tell about love. Love, I think, love is a feel that to have by someone. But, love lot of every time always good. While, Aliza Pratami Ramadhan said I stand in here I will talking about the knowledge. Knowledge is what which man know and what which man don't know. The characteristic of the knowledge is very respective that a low position math from him. Besides of it, Yoga Ardiansyah said I want to tell about love, according to me, love is more kind but what is very save and internal. Is love which come from the door of sweet heart.*

The students from first group spoke more than two utterances, contain introduction and main point, got more idea variety on diction, they speak clearly and comprehensible. It prove that impromptu speech could encourage and provoke students to speak English. Furthermore, the students can thought, organized and delivered their idea.

Second group, Alwa Siyami said *love is the nice story, but we are can the feeling broken heart*. Next, Ratu Ilis Solihah said *I think, love is feeling want heart and deep to someone and love can in feeling and time*. While, Tia Tazqiatunnisa said *love is nothing to beloved is something to love and beloved is everything*. By contrast, Surya Jaya said *love is beauty, but not every beauty have*

*a love. Moreover, Muhammad Fajar Adiyasa said love is a feeling or lovely from someone which come from the door of sweet heart.*

The students from second groups spoke no more than two utterances there were no introduction and just simple main point, they still lack in explore their knowledge or comprehension about the clue. It caused by students' limitation in vocabularies. Mostly, students spoke incomprehensible, they still lack of motivation or desirability and still confuse how to thought, organized and delivered their idea spontaneously.

Third group, Yatini said *love is honesty and love is allegiance*. While, Siti Bayinah said *love is feeling which come from heart to someone*. And then, Resti Ayu said *love is feeling that have everyone*. Sidelong, Heliyana Indrianingsih said *love is feeling to someone nominalizing very fight*. Besides it, Ima Maspupah said *love is feeling from heart to someone that something a very delivered*.

Commonly, the students from third groups spoke at least produce one utterance, there were no introduction but just short main point. It caused by students unmotivated in English learning, students limitation in vocabularies and untrained in English speaking. The students still have difficulties in thought, organized and delivered their idea spontaneously because they limitation in knowledge and explore their own idea.