

**THE EFFECT OF USING IMPROMPTU SPEECH TECHNIQUE  
TOWARD STUDENTS' SPEAKING ABILITY AT THE  
SECOND YEAR OF STATE SENIOR  
HIGH SCHOOL 12  
PEKANBARU**



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PEKANBARU  
1433 H/2012 M**

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(S.Pd.)



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## Abstract

Siti Munawarah (2012) : “The Effect of Using Impromptu Speech Technique toward Students’ Speaking Ability at the Second Year of SMAN 12 Pekanbaru.”

Based on school based curriculum (KTSP), speaking is one of skills in mastering English that must be taught and learned in senior high school. SMAN 12 Pekanbaru is one of schools that uses it as a guide in teaching learning process. After doing preliminary observation at SMAN 12 Pekanbaru, some of the students of the second year still have low ability in their speaking. The researcher interpret that they have low ability in speaking were indicated because they have lack of self confidence in expressing their ideas in English. Thus, the researcher interested to conduct the research entitle The Effect of Using Impromptu Speech Technique toward Students’ Speaking Ability at the Second Year of SMAN 12 Pekanbaru

The type of the research was quasi-experimental research. The main focus of this research was to find out a significant difference of improvement of students’ speaking ability at the second year of SMAN 12 Pekanbaru between students who were taught by using impromptu speech technique and who were taught by using natural approach as the conventional way. The subject of this research was the second year students of SMAN 12 Pekanbaru. 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.

Finally, 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 technique and who were taught by using conventional way; natural approach so, the difference on mean indicate that the use of impromptu speech technique is better than natural approach.

## Abstrak

Siti Munawarah (2012): Pengaruh Penggunaan Teknik Impromptu Speech Terhadap Kemampuan Siswa Dalam Berbicara Kelas Dua SMAN 12 Pekanbaru

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA. SMAN 12 Pekanbaru merupakan salah satu pengguna kurikulum tersebut dalam proses belajar mengajar. Setelah melakukan study pendahuluan di SMAN 12 Pekanbaru, sebagian siswa pada kelas dua masih memiliki kelemahan dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut ditunjukkan kurangnya percaya diri dalam mengemukakan ide-ide mereka dalam bahasa Inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul pengaruh penggunaan teknik impromptu speech terhadap kemampuan siswa dalam berbicara bahasa Inggris kelas dua SMAN 12 Pekanbaru.

Jenis penelitian ini adalah penelitian kuasi. Fokus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa Inggris kelas dua SMAN 12 Pekanbaru antara siswa yang diajarkan dengan teknik impromptu speech dan yang diajarkan dengan Natural approach sebagai metode konvensional. Subjek dalam penelitian ini adalah siswa SMAN 12 kelas dua. Pada penelitian ini, peneliti mengambil enam kelas; kelas eksperimen dan control dari 9 kelas yang terdiri dari 91 siswa sebagai sampel dari sejumlah populasi 334 secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes dan lembar observasi. Tes yang digunakan adalah oral presentasi. Dalam menganalisis data, peneliti menggunakan SPSS 16.

Akhirnya, peneliti menemukan bahwa angka signifikan  $0.000 < 0.5$ . dan penerapan teknik impromptu speech sangat bagus (95.83). maksudnya masih ada prosedur yang belum terlaksana secara lengkap. berdasarkan hasil signifikansi tersebut,  $H_a$  diterima dan  $H_0$  ditolak. Selain itu, dapat pula dibuktikan dari nilai mean post-test kemampuan berbicara siswa pada kelas experiment adalah 61.20, sedangkan nilai mean post-test pada kelas control adalah 51.20. lebih jauh lagi, rata-rata peningkatan kemampuan siswa berbicara pada kelas experiment adalah 12.61 (26.75%) sedangkan pada kelas control adalah 2.90 (7%) jadi, ada perbedaan peningkatan yang signifikan kemampuan siswa dalam berbicara bahasa Inggris antara siswa yang diajarkan dengan teknik impromptu speech dan siswa yang diajarkan secara konvensional; natural approach. Perbedaan pada mean tersebut menunjukkan bahwa penggunaan teknik impromptu speech lebih bagus daripada natural approach.

تقنيات كالم : (2012)

نويه الحكوميه

بالاضافه الى KTSP, الكلام أحد من مهارة اللغة الإنجليزیه لابد ان يع  
يتعد الثانية SMAN 12 باكانبارو هو احد من مدرسة التي يستخدمه  
بعد ان يفعل بال . SNAM 12  
ليس عندهم المهارة في الكلام .  
الإعتماد على النفس في بيان افكارهم وأر هم في اللغة الإنجليزیه . , تريد الباحثة ان  
تقنيات كالم  
نويه الحكوميه الثاني عشر باكانبارو

كان نوع البحث هو . النص الهدف الأولى من هذا البحث هو لبيحث عن  
المخالفة الكبرى في مهارة كلام الطلاب في SMAN 12 باكانبارو بين  
الطلاب الذين يعد طريق كلمة مرتجلة الذين يعد . من هذا هو  
SMAN 12 . الباحثة في هذا البحث 91  
334 وفي جمع البيانات  
الباحثة التدريبيه من الدفتر. التمرينة التي تستخدم هي التمرين الشفوي في تحليل البيانات  
SPSS 16

وأخيرا, يظهر البحث أن النمرة الكبرى هي  $0,05 < 0,000$  .  
المرتجلة بطريقة جيدة, لا توجد من بعضها المتركة. كل من هذه ترتيب الطريقة قدمرت  
(95.83%). المراد هناك الضف الذي لم يعمل كاملا  
Ho Ha  
مهارة الكلام من Post -test في فصل التدريبي هو. 61,40 انما مهارة الكلام الطلاب  
Post -test في فصل المحاسبي هو 20, 51. أبعد من ذلك, مهارة القراءة تقريبا في  
12 61 (26.75%) 2,90 (7%) , كان فيه  
المخالفة الكبرى بين مهارة كلام الطلاب الذين يعلم بطريق كلمة مرتجلة وهم الذين لا يعد  
به يعنى بطريق العادة. فلهذه المخالفة يظهر أن استخدام طريق كلمة Impromptu  
natural approach speech technique استخدام طريق العادة.

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## CHAPTER 1

### INTRODUCTION

#### A. The Background of The Problem

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.

Speaking is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you are speaking, you cannot edit and revise what you to say, as you can when you are writing.<sup>1</sup> One's ability in language can be sized by his or her speaking proficiency. It needs more practice.<sup>2</sup> Language without practice is nothing. Mastering speaking should be supported by many aspects. They are: mastery of grammar, vocabulary, reading motivation, and mastering in expressing ideas. They are interrelated each others.

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<sup>1</sup> David Nunan. *Practical English Langue Teaching*. Sydney: Mc Graw Hill. 2003. P.48

<sup>2</sup> H. Thompson Fillmer. *Patterns of Language*. New York. Litton Educational publishing, Inc. 1977. p64

Language learners need to recognize that speaking involves three areas of knowledge:<sup>3</sup>

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
2. Function (transactional and interactional): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and culture rules and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

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. SMAN 12 Pekanbaru is one of schools that also uses School Based Curriculum (KTSP) as their guidance in teaching learning process. In this school, the basic competence stated in the syllabus of SMAN 12 Pekanbaru for second 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, spoof, and hortatory exposition.<sup>4</sup> 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.

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<sup>3</sup> Kalayo Hasibuan. *Teaching English As a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha Press. 2007. p.101

<sup>4</sup> Siti Rohana, S.Pd. *Syllabus of SMAN 12 Pekanbaru 2010-2011*. ( Pekanbaru : Unpublished, 2010) . P. 3-12

Based on preliminary observation on 23<sup>th</sup> December 2010 in SMAN 12 Pekanbaru, speaking has been taught by using natural approach. In this approach, there is an emphasis on exposure (input) rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input.<sup>5</sup> It means that this approach made the students just produce the language based on what the teacher had given to them; spoon feeding. Then the students more like to pronounce it.

So, by using impromptu speech technique, the researcher expects to improve students' speaking ability. In elaborating a theoretical rationale for the natural approach, the teacher did her teaching enjoyably. She lets the students express their ideas free as much as they can, and sometimes they mix either bahasa Indonesia or the target language. The students may speak without judge them on grammatical order by the teacher. 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.

In outside of classroom the teachers also support it by providing other programs such as debate, English club, and English day. Those are proposed to

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<sup>5</sup> Jack C. Richard and Theodore S. Rodgers. *Approach and methods in language teaching: a Description and Analysis*. New York: Cambridge University Press Cambridge. 1979. P.129

improve students' speaking ability. Ideally, the students are able to speak English well as well as speaking activities applied to the students are to assist them to speak English well. But, what is expected from the teaching and the activities is contrary to the reality.

Referring to the description above, actually the students have been taught speaking maximally. In fact, some of the students in SMAN 12 cannot speak English very well. It can be seen from the following phenomena:

- a. 16 students (42 %) of the students are not able to understand what the speaker says.
- b. 17 students (44 %) of the students are not able to pronounce English words well.
- c. 19 students (50 %) of the students are not able to express their ideas in English.
- d. 12 students (34%) of the students have difficulties in differentiating part of speech.
- e. 24 students (63%) of the students are afraid of making mistakes to speak English.
- f. 15 students (39 %) of the students are not able to choose vocabulary accurately in expressing oral language.
- g. 26 students (68 %) of the students have lack of self confidence when they were speaking with each others.

To improve the students' ability in speaking, it is necessary for language teacher to foster speaking skill on their students, it needs an appropriate technique to be used as a solution in teaching and learning process. There is actually a technique that can help teacher to improve the students' speaking ability, called impromptu speech-speaking without preparation.<sup>6</sup> According to Jef Menguin, there are some benefits of an impromptu speech technique: it can improve oral expression of thought, develop confidence in public speaking, think quickly on your feet, and develop leadership and communication skills.<sup>7</sup> Those are supported by Dale on page 29 of this thesis. In addition, referencing to Dr. Cecilia B-Ikeguchi, this technique is very challenging activity for his English students who would, at the end of the year, say: "this class really taught me how to speak in English."<sup>8</sup> Also an 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. The material given is something that related to a variety of everyday words, phrases and topics. Besides, there are some disadvantages of this technique: for those who do not have much knowledge and insight, they will make the speaker's pivotal speech turmoil.

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<sup>6</sup> Cathrine Flanders. *The Challenge of Effective Speaking*. United States America: Wadsworth Publishing Company, Inc. 1979. P.99

<sup>7</sup> Jef Menguin. *Speaking off the cuff*. Retrieved on December 18<sup>th</sup> 2010. P.1  
[www.shtm.org.au/pdfs/ImpromptuSpeakingHints.PDF/http://www.scribd.com/mobile/documents/search?query=Speaking+Off+the+Cuff&commit=Search](http://www.shtm.org.au/pdfs/ImpromptuSpeakingHints.PDF/http://www.scribd.com/mobile/documents/search?query=Speaking+Off+the+Cuff&commit=Search)

<sup>8</sup> Cecilia B-Ikeguchi. *The Internet TESL Journal*, Vol. II, No. 9, September 1996. P.1. retrieved on November 24<sup>th</sup> 2010. <http://iteslj.org/Techniques/Ikeguchi-Speaking.html>.

Therefore, the researcher is interested to carry out the research entailed: **THE EFFECT OF USING IMPROMPTU SPEECH TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR OF SMAN 12 PEKANBARU.**

### **B. Reason for Choosing The title**

1. This topic is essential to be discussed because impromptu speech technique is expected to improve students' ability in speaking.
2. The researcher is very interested in carrying out this research to know the effect of using impromptu speech technique toward students' ability in speaking.
3. This research is relevant to researcher's status as English student of English Education Department of State Islamic University SUSKA Riau.
4. This title has not been researched yet by the other researchers.

### **C. The Definition of the Term**

#### a. Impromptu speech technique

Impromptu speech technique is a speech done on the spur of the moment, without previous specific preparation.<sup>9</sup> In addition, according to Mulyana, impromptu means "in readiness".<sup>10</sup> It refers to someone that ready to speak whenever and whatever topic given based on their

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<sup>9</sup> Lok.cit. Cathrine Flanders. P.99

<sup>10</sup> Yayan G. H. Mulyana. *English for Public Speaking*. Jakarta: Kesaint Blanc. 2007. P. 67



prior knowledge. In this context, it is not difficult for those who has wide insight and knowledge.

In this research, Impromptu speech technique meant a technique used by researcher to know its effect toward students' ability in speaking.

#### b. Speaking Ability

Speaking ability is a proficiency of using the language orally.<sup>11</sup>

The speaking ability in this study meant that the ability of the second year students of SMAN 12 as judged by his/ her teacher or the other students in his/ her class and school. It can be seen on students' ability in expressing their ideas in real time spontaneously and so forth because speaking is a nature. In some condition, it does not need preparation.

### **D. The Problem**

#### **1. The Identification of the Problem**

Based on the explanation above, the researcher identifies the problems as follows:

- a. To what extent students' speaking ability at SMAN 12 Pekanbaru?
- b. Why some of the students are not able to understand what speaker says?

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<sup>11</sup> Scott Thornbury. *An A-Z of ELT: A Dictionary of Terms and Concepts used in English Language Teaching*. Malaysia: Macmillan. 2006. P.208

- c. Why some of the students are not able to pronounce English words well?
- d. What are the paces of conducting impromptu speech technique?
- e. Does impromptu speech technique influence students' speaking ability at SMAN 12 Pekanbaru?
- f. Is impromptu speech technique effective to help the students express their ideas in English?
- g. Why some of the students are lacks of self confidence when they are speaking with each others?
- h. How is impromptu speech technique implemented?
- i. Is there any significant difference of the improvement of students' speaking ability between those students who are taught by using impromptu speech technique and those who do not?

## **2. The Limitation of The Problem**

The researcher will not study all the problems above. The study of this research only focuses on the effect of using impromptu speech technique toward ability in speaking at the second year students of SMAN 12 Pekanbaru. The material discussed in this research actually was about hortatory exposition. Because it was the material when the researcher conducting the research. But the most important thing was students' speaking ability of English.

### **3. The Formulation of the problem**

The problems of this research will be formulated in the following questions:

- a. How is impromptu speech technique implemented?
- b. Is there any significant difference of the improvement of students' speaking ability between those students who are taught by using impromptu speech technique and those who are not?

## **E. The Objectives and the Significance of the Research**

### **1. The Objective of The Research**

- a. To know how impromptu speech technique be implemented.
- b. To find out the significant difference of improvement of students' speaking ability between those students who were taught by using impromptu speech technique and those who were not.

### **2. The significance of the Research**

The research activity is significantly carried out for the following needs. They are:

- a. To give some information to the teacher and the school about the effect of using impromptu speech technique toward students' ability in speaking.
- b. To give some contributions to the students in order to improve students' ability in their speaking.
- c. To enhance the researcher's knowledge about teaching speaking by using impromptu speech technique.

- d. To fulfill one of the requirements to finish the researcher' study in English education department of state Islamic university SUSKA Riau.

## CHAPTER II

### REVIEWING OF RELATED LITERATURE

#### A. Review of Related Theory

##### 1. The Nature of Speaking

Speaking is a key of communication. It plays a very crucial part in peoples' daily life. Almost of every aspects in our life is covered by speaking. Speaking is either as interaction or a social and situation-based activity.<sup>1</sup> It means that the participants need to negotiate meaning contained the ideas, feeling and information. Among the four skills: listening, speaking, reading and writing, speaking is very important for the students in learning language because it is used to communicate with other people naturally in real time. It can improve students' pronunciation, grammatical structure, and vocabulary. Douglas brown<sup>2</sup> said that learning a foreign language is long and complex undertaking. It means that the students have to have good proficiency and hard effort in order to achieve it.

The successful speaking of students can be characterized by talking a lot, participation is even, motivation is high, and language is one of an

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<sup>1</sup> J carles Alderson. *Assessing Speaking*. New York: Cambridge University press. 2004. P.9

<sup>2</sup> H. Douglas Brown. *Principle of language learning and teaching* , fourth Ed. New York: Addison Wesley longman.inc, 2000. P.1

acceptable levels. There are five basic types of speaking or oral production.

They are:<sup>3</sup>

a. Imitative

It is someone interested only what is labeled by “Pronunciation”. She/he imitates a native speaker’s pronunciation.

b. Intensive

It is someone ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.

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 (monologue)

Extensive oral production includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from

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<sup>3</sup> H. Douglas Brown. *Language Assessment: principle and Classroom Practices*. New York: San Francisco State University. 2004.P.141

listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

All the five components above can sign how far students' speaking proficiencies are. To achieve these speaking purposes, we need to activate a range of appropriate expression. People may often form judgments about our language competence from our speaking rather than from any of the other language skills.<sup>4</sup> In other words, speaking is as the high measurement of successful students of language besides three skills that the students should master them at the end of their learning process; they are listening, reading and writing. In conclusion, speaking skill will play a large part in the overall competence.

In conclusion, speaking is as the measurement to determine someone's proficiency in using language. In the other words, having good proficiency in speaking illustrate one's proficiency in mastering language skill. Especially in this research is English language. The students are expected having extensive level of speaking type that has near interrelated to the impromptu speech technique where the students are able to speech; present; retell their talking orally without any specific preparation.

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<sup>4</sup> Jo McDonough. *Materials and Methods in ELT: A Teacher's guide*. Australia: Blackwell Publishing. 2003. P.133

## 2. Speaking Ability

Students' speaking ability can be determined by their communication orally and their taking part in spoken language activities directly. According to Hughes as cited by Cyril J. Weir that attention to the growing realization that processing in speech may differ from processing in writing in terms of cognitive functioning and cites work from speech pathology and memory in support.<sup>5</sup> It means that the process of speaking is harder than writing in term of expressing ideas. It needs thinking directly while speaking. Besides, the speaker has to activate his/ her memory related to the topic discussed in time. As regard executive processes, in order to be able to speak a foreign language, it is obviously necessary to encode syntactically and phonologically and to asses lexical form. (I.e. operate at the grammatical level in terms of phonology, lexis and syntax). So, the way in matching the entire component when someone speaking can be said a successful speaker. However, in this era of modernization and globalization the students as educated people need it to survive day to day life.

Besides, there are two categories of speaking ability.<sup>6</sup>They are:

### a. Micro skill of speaking

The micro skill refers to producing the smaller chunks of language such as:

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<sup>5</sup> Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach*. England: Palgrave Macmillan. 1990. P.102

<sup>6</sup> *Op.cit.* H. Douglas Brown. P.142



### 1) Phonemes

A phoneme is the smallest contrastive unit in the sound system of a language.<sup>7</sup> An example of a phoneme is the /k/ sound in the words *kit* [k<sup>h</sup>] and *skill* is not.

### 2) Morphemes

The smaller part of word generally is called Morphemes.<sup>8</sup> It consists of root, affixation and combining form. Besides, there are free and bound morphemes.

### 3) Words

It is as the basic units of the language.

### 4) Collocation

Collocation is about how the speakers can match the function of the word. It concerns to the use of “The Passive with Get”. It means that the sentence is active, but the meaning is passive. Here, the word “Get” may be followed by certain adjectives. Some of the common adjective that followed by *get* are: angry, anxious, bald, better, big, busy, cold, dark, dizzy, sleepy, well, wet, old, rich, late, worse and so forth.<sup>9</sup> For an example is that I stopped working because I got sleepy.

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<sup>7</sup> <http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsAPhoneme.htm>. retrieved on march 11<sup>th</sup> 2011. P.1

<sup>8</sup> Andrew Carstairs. *An Introduction to English Morphology: Words and their structures*. Edinburgh: Edinburgh University Press. 2002. P. 16

<sup>9</sup> Betty Schramper Azar. *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents. 1989. P. 138

Besides, *get* may also be followed by a participle. The past function as an adjective; it describe the subject. For example is that I stopping working because I got tired. In conclusion, collocation is pairing words.

5) Phrasal units.

Someone's ability in speaking can be determined by the way and the words that used that might be phrasal noun, phrasal verb, idiom and anything deal with that complex words.

The brief explanation of those micro speaking skills is as follows:

Micro skills

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitors one's oral production and use various strategic devices pauses, fillers, self-correction, backtracking to enhance the clarity of the message.
- h) Use grammatical word classes (noun, verb, etc.) systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

- i) Produce speech in natural constituent: in appropriate phrases, pause, groups, breath groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

b. Macro skill of speaking

The macro skill implies the speaker's focus on the larger elements such as fluency; how fluent and smooth someone speak up, functions; knowing the aims and situation of a talk, style; to what extent the speaker look like the native speaker, cohesion (unity; all of the sentences of saying are about the same topic or it discuss only one main idea. After finishing, just come to the other parts)<sup>10</sup> So, the speech will be well organized and understood. There are also will be Nonverbal communication; the way someone to convey the meaning to be understood by the others and strategic options. The brief explanation of those macro speaking skills is as follows. They are:

Macro skills

- a) Appropriately accomplish communicative functions according to situations, participants and goals.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation roles, floor-keeping and –yielding, interrupting, and others sociolinguistic features in face to face conversations.
- c) Convey links and connections between event and

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<sup>10</sup> M. Syafi'I S. Et al. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*. Pekanbaru: LBSI. 2007. P.8

communicative such as relation as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In doing conversation or speak to the others, someone needs to do an improvisation in order to make the process of interaction looks like natural in real time because speaking is a natural processes. According to Bygate (1987), he defines that there are two kinds of improvisational skill: negotiation of meaning and management of interaction.<sup>11</sup>

#### 1) Negotiation of meaning

It refers to participants understanding during the process of interaction. It includes the procedures which speakers follow to ensure that understanding take place. It can be in the form of conversational adjustments to maintain contact and knowledge of clarification procedures. This set of skill focuses on the negotiation of meaning and covers broadly the monitoring of understanding.

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<sup>11</sup> C. J. Weir. *Understanding and Developing Language Tests*. New York: Prentice Hall. 1993. P.31

## 2) Management of interaction

It refers to participants to take on responsibility for managing the interaction.

According to Penny Ur, there are some problems with speaking activities:<sup>12</sup>

- a) Inhibition. The students are afraid about making mistakes and shy of the attention that their speech attracts.
- b) Nothing to say. Even though they have no inhibition but they have no ideas to express something.
- c) Low or uneven participation. It can be caused by some students dominate the talking so the others speak very little or not at all.
- d) Mother-tongue use. The students feel easy to use the mother tongue language and lack of motivation and discipline in using the target language.

In order to solve the problems above, the speakers have to talk a lot as much as possible in doing interaction to the others by using an acceptable language. They have to think freely and easily motivated to keep to the target language.

Referring on the theory and explanation above, speaking ability is very complex and challenge one. It requires the students to produce

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<sup>12</sup> Penny Ur. *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press. 1991. P.121

acceptable oral language. Speaking can-not be produced without the mastery of vocabulary, grammar, ideas and etc had by the speaker. Furthermore clear pronunciation, accuracy and fluency have to be considered. Without the mastering of some aspects above, the speaking produced by the speaker will be difficult to be understood by the listener. Speaking ability is the most important one to be mastered to determine someone's ability in mastering English language. It needs so many requirements beside we have to mastery micro skills that refer to smaller part of language and macro skills that refers to large element of English, we also have to able to managing and negotiating the meaning, felling and expression thorough verbal utterance in doing interaction activity.

### **3. Teaching Speaking**

Teaching is a complex and controversial profession. Teaching speaking is not an easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge that related in and technique used. Brown argued that teaching consists of those activities (techniques and exercises) related to delivery of information.<sup>13</sup> It refers to how the teacher transfers the information or knowledge to the students by using technique and exercise. In this research,

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<sup>13</sup> James Dean Brown. *The Elements of Language Curriculum*. Boston: Heinle and Heinle Publisher, 1995. p. 179

the research used impromptu speech technique as tool to teach speaking to the students.

Teaching speaking here was about hortatory exposition text that is a text designed to persuade the readers or listeners that something should or should not be the case.<sup>14</sup> In this research, hortatory exposition text tends to persuasive text by giving thesis at the first paragraph, arguments that support the thesis, and recommendation at the end of text as the reinforcement of the arguments.

Speaking skill is one of components involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' ability in interacting success of the language is that English and involving comprehension as well as production.<sup>15</sup> Besides, Speaking also is a crucial part of the language learning process.<sup>16</sup> It is as a tool in delivering or presenting thought or ideas in spoken language. The successful of a teacher can be decided by the way of the presenting the material whether the language is acceptable and easy to understand by the students or not. In edition, there are five principles for teaching English. They are:<sup>17</sup>

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<sup>14</sup> Th. M. Sudarwati and Eudia Grace. *Look Ahead; for senior high School Students year Xi*, Erlangga. 2006.P. 204

<sup>15</sup> Arthur Hughes. *Testing for Language Teacher*. United Kingdom: Cambridge University. 2003. P.113

<sup>16</sup> *Op.Cit.* Kalayo Hasibuan. P.104

<sup>17</sup> *Loc.Cit.* David Nunan. P 54-56

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking task that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target language at their command to perform some kinds of oral task.<sup>18</sup> Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language.

According to I. S. P. Nation Jonathan Newton, the aims of a beginners teaching speaking are:<sup>19</sup>

- a. To help the learners be able to cope with meaning focused output as soon as possible.

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<sup>18</sup> Jeremy Harmer. *How to Teach English: An Introduction to the Practice Language Teaching*. England: Longman. 1998. P.87

<sup>19</sup> I. S. P. Nation Jonathan Newton. *Teaching ESL/ EFL Listening and Speaking*. New York: Routledge. 2009. P. 17



- b. To motivate them in their language study by getting them to engage in successful speaking.
- c. To make the early learning as relevant as possible to their language use needs.

The logical starting place of any language teaching is oral work. There are some usefulness of oral language. They are:<sup>20</sup>

- a. To suggest new ideas: when the teacher wants to increase students' speaking. Firstly he has to introduce new ideas to the students so that they will discuss or talking among them on the topic. The topic given is according to experiences and interests of students.
- b. When the new ideas are introduced, the students' vocabularies would be improved.
- c. When the students learn new ideas and vocabulary, they must be given the knowledge of way of arranging words properly so they can apply them in their speech.
- d. When students learn way of arranging words properly, the teacher should develop students' habit in speaking. He can develop it by asking questions and receiving answers from students so the habit of speaking can be developed among to the students.

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<sup>20</sup> Dr. M. F. Patel and Praveen M. Jain. *English Language Teaching: Methods, Tools and Technique*. Jaipur: Sunrise Publishers Distributors. 2008. P. 102-103

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. According to Christina Bratt Paulston, communicative competence is taken to be the objective of language teaching that is the production of speakers competent to communicate in the target of language.<sup>21</sup> Also, in this teaching speaking, the researcher teaches the students deal with the students' text books and their prior knowledge added by supplement material that still correlate to syllabus by applying impromptu speech technique.

In this case, Wah suggests that many kinds of technique are use to improve students speaking ability in order to deliver effectively that involves:<sup>22</sup>

- a. **Impromptu speaking** is calling for student to speech up by given time that they typically get no time to prepare what they are going to say.
- b. **Extemporaneous speaking** is assigning for students to speak with some prior preparation.
- c. **Manuscript speaking** is asking for students to prepare a complete manuscript, right down to the sentence patterns and detailed study of the audience as well as the speaking situation.

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<sup>21</sup> Christina Bratt Paulston. *Teaching English as a Second Language: Techniques and Procedures*. Cambridge: Winthrop Publisher. 1976. P.55

<sup>22</sup> *Loc. Cit.* Ho Sook Wah, et al. P.88

Based on the various techniques of teaching speaking explained above, the technique used in this research is impromptu speech technique, felt as technique, able to encourage the students to speak naturally and spontaneously.

In teaching speaking as well as teaching other skill such as listening, reading and writing, the teacher should assess students' speaking ability to measure how well students' achievement in speaking. In this research, for assessing and scoring students' speaking, there ere some components those have to be considered. They are: accent, grammar, vocabulary, fluency and comprehension.<sup>23</sup>. They have typical scale where each component has a set of qualities (level) to be rated and a series of possible rating. Hughes describes the rating as follow:

**a. Accent**

**TABLE II.1**

Score	Requirement
1.	Pronunciation frequently unintelligible.
2.	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
3	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.
4	Marked "Foreign accent" and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous, mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation, with no trace of "foreign accent"

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<sup>23</sup> Op.cit. Arthur Hughes. P.131

**b. Grammar****TABLE II.2**

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrase.
2	Constant errors showing control of view major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

**c. Vocabulary****TABLE II.3**

Score	Requirement
1	Vocabulary inadequate for even the simple conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

**d. Fluency****TABLE II.4**

Score	Requirement
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's.

**e. Comprehension****TABLE II.5**

Score	Requirement
1	Understands too little for the simplest types of conversation.
2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Note: for non-native speaker, 5 is the highest score.

The speaking result was evaluated by concerning five components, and each component had score or level. Each component had 20 as the highest score, and the total of all components is 100. The specification of the test is as follow:

**TABLE II.6**

**The Specification of the Test**

No	Speaking skill	The highest score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

**TABLE II.7**  
**The Achievement of Student's Form**

<b>Score</b>	<b>Rating</b>
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
72-82	3+
83-92	4
93-99	4+

#### **4. The Concept of Impromptu Speech Technique**

##### **a. The Definition of Impromptu speech technique**

Impromptu speech technique is one teaching technique that is very useful for teaching speaking. This technique enables students to develop their capability to think on their feet, organize ideas quickly, and speak informatively and confidently about variety of topics. In addition, "Impromptu speech" also called thinking on your feet. It

refers to being able to organize one's ideas quickly and speak about a subject without an advance time to prepare.<sup>24</sup> People actually use it all of the time in most of conversations with friends, parents, teachers, and others that are really short impromptu talks. Besides, answering question, giving opinion, or sharing knowledge about many things on daily bases also can be called an impromptu speech.

According to Preston as cited by David E. Williams that impromptu speaking provides more than an exciting form of competition for students.<sup>25</sup> In addition, **impromptu speaking** is a speech and debate consolation event that involves eight minute speech, with up to three of these eight minutes available for use as preparation time (known as prep time, or simply prep).<sup>26</sup> In other words, Impromptu speaking is the same as impromptu speech. Actually, this technique can be utilized improving either student's ability in speaking or listening but in this research the researcher focuses to use this technique for improving speaking ability only.

According to Wah, to gauge the success of our speech, impromptu speech is important to be constantly on guard for feedback

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<sup>24</sup> Loc.cit. Paulette Dale and James C. Wolf. *Speech Communication made simple; Third Edition.* USA: Longman, 2006. P.209

<sup>25</sup> David E Williams at all. *Is It Time for a Change in Impromptu Speaking.* 1992. P. 3. Retrieved on December 3<sup>rd</sup> 2011

[cas.bethel.edu/dept/comm/nfa/journal/vol11no1-3.pdf](http://cas.bethel.edu/dept/comm/nfa/journal/vol11no1-3.pdf)

<sup>26</sup> [http://en.wikipedia.org/wiki/Impromptu\\_speaking](http://en.wikipedia.org/wiki/Impromptu_speaking) Retrieved on 5<sup>th</sup> January 2011



while we are delivering.<sup>27</sup> This technique will have to choose if we are suddenly asked to “say a few words”. There are two kinds of situation in which we are take a part in speaking, they are<sup>28</sup> : the first is planned speech, where the speakers have prepare and possibly rehearsed their presentation in advance, or they express well though-out points and opinion, which they may have voiced many times before. The second is unplanned speech, in kontras, is spoken in the spur of the moment, often in reaction to other speakers. Impromptu speech technique is one forms of unplanned speech.

According to Williamson, impromptu speaking is the most direct way to provide both fluency and confident effectively in deriving the ideas.<sup>29</sup> As the spontaneous speech, it is very different from the structure of phrases and clauses in written language.<sup>30</sup> There are many types of phrase and clause construction that occur frequently in writing but very rarely in speech and other types that occur frequently in speech; representation of conversation but never in writing. These might be seen to the person who has high education. However, before students speak, the teacher invites them to think even the topic is unknown variable. For example if there is a student asked

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<sup>27</sup> Ho Sook Wah. *Interactively speaking*. Slangor Darul Ehsan: Malindo Printers SDN BHD. 2006. P.88

<sup>28</sup> *Op.cit.*. J carles Alderson P. 12-13

<sup>29</sup>Lynette Williamson. *On Demand Writing: Applying the Strategies of Impromptu Speaking to Impromptu Writing*. USA. Idebate Press. 2008. P. 17

<sup>30</sup> Jim Miller. *Spontaneous Speech*. United State: University Oxford Press. 1998. P. 1-2

to follow speech competition or debate contest by giving unknown topics because impromptu speaking require that the students develop a theses, illustrate with specific examples from their reading, personal experience and current event that they organize their information to allow for a meaningful conclusion, 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 fort what they were reading.

Furthermore, impromptu speech technique can serve several purposes in an oral skill class.<sup>31</sup> It makes the students more actual practice with speaking the language, but it also forces them to think, and speak in gaining ideas without any notes or memorization. They should keep talking even thought using hesitations; *um, well, eh, sort of, and etc.*, because those are an acceptable speaking strategy.

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 intelligently on the spur of the moment beyond the classroom into society. In this research, it is meant a very challenging technique used by the researcher to improve students' speaking ability of the second year of SMAN 12 Pekanbaru.

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<sup>31</sup> Marianne Celce and Murcia. *Teaching English as a Second or Foreign Language*. USA; Thomson Learning, 2001. P. 107

This technique is actually used by all of people naturally in their daily real talking. Because sometimes we do not need much time to think before speaking. It is natural spontaneously in the spur of moment-unplanned speech. So this way, this technique needs to be considered being applied in teaching learning activity in improving students' speaking ability and behaving students to take apart in using English language all of the time. Besides, this technique is expected can recall the students insight and experience that they were studied and read from any resources.

**b. The Purposes of Impromptu Speech Technique**

There are several purposes of impromptu speech technique as follows:<sup>32</sup>

- 1) To offer students a unique forensics activity and valuable training in critical thinking, analysis, organization and delivery for situations outside of competition.
- 2) To offer students enjoyable forensics activity and valuable training in critical thinking, analysis, organization and delivery for situations outside of competition.
- 3) To offer the students do not need much preparation in delivering speech.

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<sup>32</sup>Op.cit. David E Williams at all. P.1-4

- 4) To offer students become tentatively reasoned response. Reasoned response will offer a means to incorporate these educational goals in an event that should still be considered fun, thrilling and challenging to students.
- 5) To helps the students more of a socially significant activity.
- 6) To offer the students become competent in delivering a speech.
- 7) To prepare students to communicate intelligently on the spur of the moment beyond the classroom into society.

**c. The advantages of impromptu speech technique**

There are some the advantages of using this technique. Actually, besides improving speaking students' ability in speaking, it can also improve their listening. They are:

- 1) Improving oral expression of thought develops confidence in public speaking, think quickly on your feet, and develop leadership and communication skill.
- 2) The impromptu speech allow students to work on both fluency and presentation skill.<sup>33</sup>
- 3) This technique enables to know the students' proficiency of speaking naturally in real time even their knowledge and insight.

The materials for impromptu speaking are chosen by the teacher

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<sup>33</sup> Mauren Templement and Phil Bridges. *Student-Led Field Trips: A Model for Autonomous Speaking Skill Building*. Missouri State University. 2010. P.2. Retrieved on 5<sup>th</sup> January 2011 [www.tesol.org/s\\_tesol/tc/documents/12\\_2010\\_Templeman\\_Bridges.pdf](http://www.tesol.org/s_tesol/tc/documents/12_2010_Templeman_Bridges.pdf)

according to the students' interest level, rather than picking out topics from text materials.<sup>34</sup> This activity combines training students for public speaking and testing comprehension of materials given.

- 4) The students are simultaneously engaged in different activities instead of getting bored listening to all the classmates' speeches.
- 5) The class is given a chance to watch a variety of materials - although short - in a limited class time.
- 6) It is necessary to modify the speech while speaking depends on audiences' mood.<sup>35</sup>
- 7) Trialing to make the process of the speech becomes coherence and consistent.
- 8) It necessary to analyze the audiences' respond directly while delivering the speaking.
- 9) 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.<sup>36</sup>

#### **d. The Standard procedure of Impromptu Speech Technique**

The standard procedures of impromptu speech techniques are:

- 1) The teacher explains the material

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<sup>34</sup> *Op.cit.* Cecilia B-Ikeguchi. P.2

<sup>35</sup> *Lcc.Cit.* Yayan G. H. Mulyana. P.68

<sup>36</sup> *Loc..Cit.* Lynette Williamson. P.1

- 2) The teacher prepares some topics or questions from the material discussed that depends on the large of the class.
- 3) The teacher divides students into some groups that consist of four or five students.
- 4) The teacher assigns each group a topic or question to each group randomly by lottery.
- 5) The teacher asks each student in a group to perform his/her topic continued by the next groups and the other groups may give a question to the group performance.
- 6) When everybody is back into the big class group, the teacher asks students ready to ask questions, by being encouraged to do so or being assigned beforehand, about things they did not fully understand in the other groups' explanation and which they find interesting. Finally, be engaged in meaningful conversation.

## **B. Review of Related Finding**

### **1. A Research from Minghua Hou**

In 2007, Minghau Hou conducted the research entitled "A New Approach to Public Speaking Course in ESL classroom". The researcher took this research as a related finding because there are close relationships among impromptu speaking, debating, and public speaking. Debating is one way of doing impromptu speech technique and public speaking is one of the situations for using the impromptu speaking. Hou has published his research

finding in a journal. The research was conducted at school of foreign studies Yangtze University China. He found that by the practicing through of English speaking and debating courses help the students develop logical reasoning and English speaking competences.

Based on the survey result, about 85% of the students think this technique improved their ability to utilize English integrally, 89% of the students are more strongly motivated to learn English and 77% more strongly motivated to speak English.<sup>37</sup> Hou suggests that the technique can be considered to be as the fundamental courses for systematically training hi-grade English major' spoken communication ability.

## 2. A research from Yasir Amri

In 2009, Yasir Amri has conducted the classroom action research entitled "Improving Students' Speaking Skill by Using Improvised Drama Technique of Semester two at Class B of the English Education Department of UIN Suska Riau" the researcher took this research as her related finding because the technique used in that research has the same advantages, one of them is Improvised Drama is able to improve students' speaking spontaneity and confidence. In fact, by having analyzed and calculated the data from the test, observation, field note, and interview showed that improved drama technique improved the students' speaking skill.

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<sup>37</sup> Minghua Hou. *A New Approach to Public Speaking Course in ESL classroom*. China. 2008. P. 3 [www.Ccsenet.org/journal.html](http://www.Ccsenet.org/journal.html)

### C. Operational Concept

In this operational concept, the researcher would like to explain briefly about variable of the research itself. There are two variables will be used. The first is impromptu speech technique which refers to the teacher's technique in teaching speaking. The second is students' ability in speaking. Impromptu speech technique is an independent variable and students' ability in speaking is a dependent variable. To operate the investigation on the variable, the researcher will work based on the following indicators:<sup>38</sup>

1. The indicators of impromptu speech technique are as follow:
  - a) The teacher explains the material.
  - b) The teacher prepares some topics or questions from the material discussed.
  - c) The teacher divides the students into some groups that consist of four or five students.
  - d) The teacher gives the topics to each group randomly by lottery.
  - e) The teacher asks each student in a group to perform his/her topic and continued by the next group until finish.
  - f) The teacher asks students to ask question to the other groups.

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<sup>38</sup> Op.cit. Cecilia B-Ikeguchi. P.1-2



2. The indicators of students' ability in speaking are as follow:<sup>39</sup>
  - a) The students are able to use an acceptable pronunciation.
  - b) The students are able to utilize the transitional words between clauses, sentences and ideas correctly.
  - c) The students are able to speak English grammatically.
  - d) The students are able to speak English by using proper vocabularies.
  - e) The students are able to express and develop their ideas without any pausing in every sentence.

#### **D. Assumption and Hypotheses**

##### **1. Assumption**

In this research, the researcher assumes that (1) students' ability in speaking is various, and (2) teaching technique can influence students' ability in speaking.

##### **2. Hypotheses**

- a.  $H_0$ : There is no significant difference of the improvement of students' speaking ability between those students who are taught by using impromptu speech technique at the second year students of SMAN 12 Pekanbaru and those who are not.
- b.  $H_a$ : There is a significant difference of the improvement of students' speaking ability between those students who are taught by using impromptu speech technique at the second year students of SMAN 12 Pekanbaru and those who are not.

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<sup>39</sup> Op.cit. Arthur Huges. P. 131-133

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

The type of this research is Experimental research that is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>1</sup> In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.<sup>2</sup> In this research, the researcher used quasi-experimental design with nonequivalent control group. It was an appropriate one to this research in order to know the significant effect of using impromptu speech technique toward students' speaking ability at SMAN 12 Pekanbaru. In conducting this research, the researcher took two classes; one class was as an experimental class taught by impromptu speech technique and one other was as a control class taught by natural approach. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to know students' speaking ability. Then, there was a treatment at the middle. During treatment, the researcher corporated by the observer, and there was a posttest at the end of the teaching learning processes in order to know the effect of using impromptu speech technique toward students' speaking ability. So, the design of this research can be illustrated as follows:

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<sup>1</sup> Jhon.w.cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* . (New Jersey: pearson education,2008),pp.299

<sup>2</sup>L.R Gay.*Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall,2000.p.15

**TABLE III.I**  
**The Research Design**

1	<b>Experimental Class</b>	Sample	Pre-test	Treatments	Post-test
2	<b>Control Class</b>	Sample	Pre-test	No treatment	Post-test

**B. The Location and the Time of the Research**

The research was conducted at the second year students of SMAN 12 Pekanbaru located at Garuda Sakti, Panam in 2010/2011 of academic year. The research was done on April-June 2011.

**C. The Subject and the Object of the Research**

The subject of the research was the second year students of SMAN 12 Pekanbaru. The object of this research was the effect of using impromptu speech technique toward students' ability in speaking.

**D. The Population and the Sample of the Research**

The population of this research was the second year students of SMAN 12 Pekanbaru in 2010-2011 academic years. It had 9 classes which consisted of 3 classes for science department and 6 classes for social department. The number of the second year students of SMAN 12 Pekanbaru was 334 students.

**TABLE III.2**  
**THE TOTAL POPULATION OF THE SECOND YEAR**  
**STUDENTS OF SMAN 12 PEKANBARU 2010-2011**

No.	Class	Total
1	XI RSBI IPA	32
2	XI IPA 1	39
3	XI IPA 2	39
4	XI IPS RSBI	34
5	XI IPS 1	38
6	XI IPS 2	38
7	XI IPS 3	38
8	XI IPS 4	38
9	XI IPS 5	38
<b>Total</b>		<b>334</b>

The population above was large enough to be all taken as sample of the research. So the researcher took the sample by using clustering samle randomly and the samle size obtained by using Slovin formula, by considering the probability of significance 5%. The level of significance influenced the sample size. The Slovin formula is as follows<sup>3</sup>:

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<sup>3</sup> Hartono, *Metodologi Penelitian*, (Zanafa Publishing, Pekanbaru, 2011). p. 53.

$$n = \frac{N}{1 + Ne^2}$$

n = sample size

N = population

e = significance

$$n = \frac{334}{1 + 334(0.05)^2}$$

$$n = 182$$

After knowing the sample size by slovin formula above, the sample size was 182 and divided became 91 each. So there were 3 classes as experimental class and 3 more became control class. In short, not all of the students in the class that consisted of 38 each became the object of the research. There were only either 30 or 31 students among the 6 classes.

## **E. The Technique of Collecting Data**

### 1. Observation

An observation is the current status of a phenomenon determined by observing.<sup>4</sup> Suharsimi said that there were two types of observation; systematic and non systematic observation.<sup>5</sup> In this research, the type of the observation was systematic observation. The observation was aimed to

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<sup>4</sup> Ibid. L.R Gay. P.294

<sup>5</sup> Suharsimi. *Prosedur Penelitian; Suatu Pendekatan Praktik*. Jakarta: PT. Asdi Mahasatya. 2006.P. 157

observe the teaching learning processes condition at class in order to know how impromptu speech technique applied by the researcher as the teacher and observed by the English teacher as an observer by using observation list.

## 2. Oral production test

The test used of this research was oral presentation test. The students were given a task to speak in the spur of the moment. According to Weir, there are some advantages of this test technique. They are: first, it is often very effective to get the candidate to talk about himself first then eliciting a sufficient sample of candidate's speech for sensible assessments to be made. Second, the candidates might have to perform in the target situation.<sup>6</sup> The test was done in twice; pretest-posttest. Here, the teacher gave the task for students to speak in the spur of the moment by given topic. The task given in pre-test was also given to the post-test. So, the pre-test given in order to know how is students' speaking ability before giving the treatment. After giving treatment, the students were given post-test with the same task. So, it would be known whether the students' speaking ability is increase or not. If students' speaking ability is increased, it can be said that the technique used was effective.

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<sup>6</sup> Cyril J. Weir. *Communicative Language Testing*. New York: Prentical Hall. 1990. P.75

## **F. The Technique of Data Presentation and Analysis**

In presenting the data that had been collected by observation and test will be presented in the chapter IV. Observation aimed to know whether the technique procedures were implemented or not; that is impromptu speech technique, while speaking test for knowing students' speaking test result.

In analyzing the data, the researcher used checklist on observation list and scores of pre-test and post-test of experimental as well as and control group. These scores were analyzed statistically by using independent sample T-Test from SPSS 16 version:

Ho = Variance population identic

Ha = Variance population not identic

If probabilities  $> 0.05$ , Ho is accepted.

If probabilities  $< 0.05$ , Ho is rejected.

## CHAPTER IV

### DATA PRESENTATION AND DATA ANALYSIS

#### A. The Description of the Data

The aim of this research is to obtain the significant difference of improvement of students' speaking ability between those students who were taught by using impromptu speech technique and those who were not.

The first data of this research were from observation checklist; when the researcher as the teacher implemented impromptu speech technique in order to know to what extent the technique procedures was implemented; that was impromptu speech technique. The researcher taught within 8 (eight) meeting that consisted of twice in a week. It was done from April 29<sup>th</sup> to June 03<sup>th</sup> of 2011 including pre-test and post-test.

The second data were from the score of the improvement of students' speaking ability from pre-test to post-test for both experimental and control class. In giving test; pre-test and post-test, the students were asked to speak spontaneously without any specific preparation by giving certain topic that had been explained by the teacher. The sequence of students' speaking was obtained about 3 (three) minutes. The speaking test was deal with hortatory exposition text. It was the topic that being taught at the time and was evaluated by concerning five



components of students' speaking ability; accent, grammar, vocabulary, fluency, and comprehension. Each component had its score.

## **B. The Data Presentation**

The data of this research consisted of two. They were the data of how was impromptu speech technique implemented by giving checklist on observation list and oral presentation test for testing students speaking.

### **1. The Implementation of Impromptu Speech Technique**

The items of observation list are as follows:

- 1) The teacher explains the material
- 2) The teacher prepares some topics or questions from the material
- 3) The teacher divides students into some groups that consist of four or five students.
- 4) The teacher assigns a topic to each group randomly by lottery.
- 5) The teacher asks each student in a group to perform his/her Topic and continued by the next group until finish.
- 6) The teacher asks students to ask question to other groups about things they did not fully understand.

Pertaining on the items of implementation of impromptu speech technique above, it can be presented by the following table data that show the implementation of impromptu speech technique generally from the beginning of taking the data until the end completed by its percentage.

TABLE IV.1

## THE RECAPITULATION PERCENTAGE OF OBSERVATION RESULT

NO	Meeting								Yes		No	
	1	2	3	4	5	6	7	8	F	P(%)	F	P(%)
1	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
2	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
3	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
4	✓	✓	✓	✓	✓	✓	✓	✓	8	100%	0	0%
5	-	✓	✓	✓	✓	✓	✓	✓	7	87.5%	1	12.5%
6	-	✓	✓	✓	✓	✓	✓	✓	7	87.5%	1	12.5%
Total									46	95.83%	2	12.5%

1. The table IV.I. 1 above shows about the teacher explained the material. It was categorized into 100%.
2. The table IV.I. 2 above shows about teacher prepared some topics or questions from the material. It was categorized into 100%.
3. The table IV.I. 3 above shows about teacher divided students into some groups that consist of four or five students. It was categorized into 100%.
4. The table IV.1. 4 about teacher assigned a topic to each group randomly by lottery. It was categorized into 100%.
5. The table IV.I. 5 about teacher asked each student in a group to perform his/her topic and continued by the next group until finish. It was categorized into 87.5%.
6. The table IV. 1. 6 about teacher asks students to ask question to other groups about things they did not fully understand. It was categorized into 87.5%

Based on the table above, it can be seen that the implementation of impromptu speech technique was well done by the teacher; but there is procedure that not fully done. There was one procedure that only 87.5% done each; the item “5 and 6” so percentage of all the procedures was done 95.83%. It means that there were missing steps of impromptu speech technique. From the marking above can be categorized as follows:<sup>1</sup>

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<sup>1</sup> Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. Jakarta. Bumi Aksara. 2010. P. 245

TABLE IV.2  
THE CATEGORISATION OF IMPROMPTU SPEECH TECHNIQUE  
IMPLEMENTATION

No	Categories	Frequency	Score
1	Very Good	80-100	95.83
2	Good	66-79	-
3	Enough	56-65	-
4	Less	40-55	-
5	Fail	30-39	-

## **2. The Effect of using Impromptu Speech Technique toward Students' Speaking Ability**

The data of this speaking test was the score of the students' improvement from pre-test to post-test for both experimental and control class. The data was collected through the following procedures:

1. The researcher asked the students either experimental or control class to speak orally in the spur of the moment (spontaneously speaking).

2. The students' speaking performance was recorded and evaluated by using Hughes's theory. They are accent, grammar, vocabulary, fluency and comprehension.
3. The students' speaking results were evaluated by two raters.
4. The researcher added the scores from the raters and divided it.

## 1. Pre-test

**TABLE IV.3**  
**THE STUDENTS' SCORE OF PRE-TEST OF EXPERIMENTAL**  
**CLASS IN TERMS OF USING ACCENT, GRAMMAR,**  
**VOCABULARY, FLUENCY AND COMPREHENSION**

No	S	Speaking Skill																		T		
		Accent			Grammar				Voc				Fluency			Comp						
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S					
		1	2		1	2		1	2		1	2		1	2		1	2				
1	S1	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
2	S2	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	46
3	S3	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	60	46
4	S4	2	2	80	40	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
5	S5	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
6	S6	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
7	S7	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
8	S8	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
9	S9	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	50
10	S10	2	2	80	40	3	2	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
11	S11	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42
12	S12	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
13	S13	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	50	44
14	S14	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	2	100	50	48
15	S15	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
16	S16	2	3	100	50	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	54
17	S17	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50
18	S18	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
19	S19	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	52
20	S20	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	50
21	S21	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
22	S22	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
23	S23	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
24	S24	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50

25	S25	2	2	80	40	2	3	100	50	3	3	120	60	2	3	100	50	3	3	120	60	52
26	S26	2	2	80	40	2	2	80	40	3	3	120	60	2	3	100	50	3	3	120	60	50
27	S27	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50
28	S28	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48
29	S29	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
30	S30	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
31	S31	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
32	S32	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	3	2	100	50	46
33	S33	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50
34	S34	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
35	S35	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
36	S36	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
37	S37	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
38	S38	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	46
39	S39	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	60	46
40	S40	2	2	80	40	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
41	S41	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
42	S42	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
43	S43	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
44	S44	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
45	S45	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	50
46	S46	2	2	80	40	3	2	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
47	S47	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42
48	S48	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
49	S49	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	50	44
50	S50	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	2	100	50	48
51	S51	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
52	S52	2	3	100	50	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	54
53	S53	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50
54	S54	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
55	S55	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	52
56	S56	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	50
57	S57	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
58	S58	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
59	S59	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54

60	S60	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50		
61	S61	2	2	80	40	2	3	100	50	3	3	120	60	2	3	100	50	3	3	120	60	52		
62	S62	2	2	80	40	2	2	80	40	3	3	120	60	2	3	100	50	3	3	120	60	50		
63	S63	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50		
64	S64	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48		
65	S65	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56		
66	S66	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52		
67	S67	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48		
68	S68	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	3	2	100	50	46		
69	S69	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50		
70	S70	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54		
71	S71	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52		
72	S72	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40		
73	S73	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44		
74	S74	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	46		
75	S75	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	60	46		
76	S76	2	2	80	40	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54		
77	S77	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52		
78	S78	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52		
79	S79	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46		
80	S80	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54		
81	S81	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	50		
82	S82	2	2	80	40	3	2	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50		
83	S83	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42		
84	S84	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40		
85	S85	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	50	44		
86	S86	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	2	100	50	48		
87	S87	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46		
88	S88	2	3	100	50	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	54		
89	S89	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50		
90	S90	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46		
91	S91	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	52		
<b>Mean</b>					<b>41</b>					<b>46</b>					<b>54</b>					<b>47</b>			<b>57</b>	<b>48.79</b>



Based on the table of speaking components of students' speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 41 and the highest mean score was comprehension; 57 while students' grammar was 46, vocabulary was 54 and fluency was 47. So these indicate that the students have low ability in using those components that had important role in spoken English. However, the total of mean score of students' speaking ability at experiment pre-test was 48.79.

**TABLE IV.4**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST**  
**SCORES OF EXPERIMENTAL CLASS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	5	5.5	5.5	5.5
	42	5	5.5	5.5	11.0
	44	6	6.6	6.6	17.6
	46	17	18.7	18.7	36.3
	48	7	7.7	7.7	44.0
	50	19	20.9	20.9	64.8
	52	17	18.7	18.7	83.5
	54	13	14.3	14.3	97.8
	56	2	2.2	2.2	100.0
	Total	91	100.0	100.0	

Referring on the table above, it shows that there was 5 students who got score 40 (5.5%), 5 students who got 42 (11.0%), 6 students who got 44 (17.6%), 17 students who got 46 (36.3%), 7 students who got 48 (44.0%), 19 students who got 50 (64.8%), 17 students who got 52 (83.5%), 13 students who got 54 (97.8%), and 2 student who got 56 (2.2%).

Based on table above, it can be seen that the total number of students was 91 students. The highest score was 56 and the lowest score was 40. The highest frequency was 19 at the score of 50. While, the statistical of this data is as the following table:

**TABLE IV.5**  
**STATISTICS**

		Preex
N	Valid	91
	Missing	0
Mean		48.7912
Std. Error of Mean		.43518
Median		50.0000
Mode		50.00
Std. Deviation		4.15135
Variance		17.234
Range		16.00
Minimum		40.00
Maximum		56.00
Sum		4440.00

**TABLE IV.6**  
**THE STUDENTS' SCORE OF PRE-TEST OF CONTROL CLASS**  
**IN TERMS OF ACCENT, GRAMMAR, VOCABULARY,**  
**FLUENCY AND COMPREHENSION**

No	S	Speaking Skill																		T		
		Accent				Grammar				Voc				Fluency				Comp				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	Rater			T	S
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
2	S2	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
3	S3	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48
4	S4	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42
5	S5	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42
6	S6	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
7	S7	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42
8	S8	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
9	S9	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
10	S10	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
11	S11	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
12	S12	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	2	100	50	46
13	S13	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	3	120	60	48
14	S14	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
15	S15	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44
16	S16	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
17	S17	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
18	S18	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
19	S19	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48
20	S20	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
21	S21	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50
22	S22	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
23	S23	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
24	S24	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	46
25	S25	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
26	S26	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50

27	S27	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
28	S28	2	3	100	50	3	3	120	60	2	3	100	50	2	3	100	50	3	3	120	60	54
29	S29	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50
30	S30	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
31	S31	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
32	S32	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
33	S33	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
34	S34	2	2	80	40	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	54
35	S35	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
36	S36	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
37	S37	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
38	S38	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48
39	S39	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42
40	S40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42
41	S41	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
42	S42	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42
43	S43	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
44	S44	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
45	S45	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
46	S46	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
47	S47	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	2	100	50	46
48	S48	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	3	120	60	48
49	S49	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46
50	S50	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44
51	S51	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
52	S52	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
53	S53	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
54	S54	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48
55	S55	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
56	S56	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50
57	S57	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
58	S58	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
59	S59	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	46
60	S60	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
61	S61	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50

62	S62	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56				
63	S63	2	3	100	50	3	3	120	60	2	3	100	50	2	3	100	50	3	3	120	60	54				
64	S64	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50				
65	S65	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54				
66	S66	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56				
67	S67	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40				
68	S68	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58				
69	S69	2	2	80	40	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	54				
70	S70	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58				
71	S71	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40				
72	S72	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40				
73	S73	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48				
74	S74	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42				
75	S75	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42				
76	S76	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54				
77	S77	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42				
78	S78	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40				
79	S79	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42				
80	S80	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54				
81	S81	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52				
82	S82	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	2	100	50	46				
83	S83	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	3	120	60	48				
84	S84	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	46				
85	S85	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44				
86	S86	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52				
87	S87	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44				
88	S88	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46				
89	S89	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48				
90	S90	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46				
91	S91	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50				
<b>Mean</b>					<b>41</b>					<b>47</b>					<b>51</b>					<b>45</b>					<b>55</b>	<b>47.89</b>

Based on the table of speaking components of students' speaking ability at control class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 41 and the highest mean score was comprehension; 55 while students' grammar was 47, vocabulary was 51 and fluency was 45. So these indicate that the students have low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at experiment pre-test was 47.89.

The Description of Students' pre-test of Control Class at the Second Year of  
SMAN 12 Pekanbaru

**TABLE IV.7**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST**  
**SCORES OF CONTROL CLASS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	11	12.1	12.1	12.1
	42	12	13.2	13.2	25.3
	44	6	6.6	6.6	31.9
	46	16	17.6	17.6	49.5
	48	9	9.9	9.9	59.3
	50	7	7.7	7.7	67.0
	52	8	8.8	8.8	75.8
	54	12	13.2	13.2	89.0
	56	6	6.6	6.6	95.6
	58	4	4.4	4.4	100.0
Total		91	100.0	100.0	

Based on the table above, it can be seen that there were 11 students who got 40 (12.1%), 12 students who got 42 (25.3%), 6 students who got 44 (31.9%), 16 students who got 46 (49.5%), 9 students who got 48 (59.3%), 7 students who got 50 (67.0%), 8 students who got 52 (75.8%), 12 students who got 54 (89.0%), 6 students who got 56 (95.6%), and 4 students who got 58 (4.4%).

Based on the table above, it can be seen that the total number of students was 91 students. The higher score was 58, and the lowest score was 40. The highest frequency was 16 at score of 46. While the statistical of this data is as the following table:

TABLE IV.8  
STATISTICS

		Precont
N	Valid	91
	Missing	0
Mean		47.8901
Std. Error of Mean		.57064
Median		48.0000
Mode		46.00
Std. Deviation		5.44355
Variance		29.632
Range		18.00
Minimum		40.00
Maximum		58.00
Sum		4358.00



## 2. Post-test

TABLE IV.9  
THE STUDENTS' SCORE OF POST-TEST OF EXPERIMENTAL  
CLASS IN TERMS OF ACCENT, GRAMMAR, VOCABULARY,  
FLUENCY AND COMPREHENSION

No	S	Speaking Skill																		T						
		Accent				Grammar				Voc			Fluency			Comp										
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	Rater			T	S				
		1	2			1	2			1	2			1	2			1	2				1	2		
1	S1	2	2	80	40	2	3	100	50	3	2	100	50	3	2	100	50	3	2	100	50	3	2	100	50	48
2	S2	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	50
3	S3	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	52
4	S4	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	60
5	S5	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	52
6	S6	2	2	80	40	3	2	100	50	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	52
7	S7	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	56
8	S8	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	58
9	S9	2	4	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	4	160	80	3	3	120	60	66
10	S10	3	4	140	70	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	3	3	120	60	72
11	S11	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	3	140	70	3	3	120	60	64
12	S12	3	4	140	70	3	4	140	70	4	4	160	80	4	3	140	70	4	4	160	80	3	3	120	60	74
13	S13	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	3	3	120	60	70
14	S14	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	60
15	S15	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	4	4	160	80	3	3	120	60	62
16	S16	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	3	3	120	60	70
17	S17	2	3	100	50	3	3	120	60	3	4	140	70	4	3	140	70	4	3	140	70	3	3	120	60	64
18	S18	2	3	100	50	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	3	3	120	60	64
19	S19	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
20	S20	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	58
21	S21	3	4	140	70	4	3	140	70	4	4	160	80	4	3	140	70	4	4	160	80	3	3	120	60	74
22	S22	3	3	120	60	3	3	120	60	4	4	160	80	3	3	120	60	4	3	140	70	3	3	120	60	66
23	S23	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	4	160	80	3	3	120	60	66
24	S24	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
25	S25	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
26	S26	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	4	140	70	3	3	120	60	62

27	S27	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	4	140	70	62
28	S28	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
29	S29	3	3	120	60	4	3	140	70	4	4	160	80	4	3	140	70	4	4	160	80	72
30	S30	3	3	120	60	4	3	140	70	4	4	160	80	4	4	160	80	4	4	160	80	74
31	S31	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	4	140	70	62
32	S32	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	3	120	60	60
33	S33	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
34	S34	3	3	120	60	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	66
35	S35	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	4	140	70	62
36	S36	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	48
37	S37	2	2	80	40	2	3	100	50	3	2	100	50	3	2	100	50	3	2	100	50	48
38	S38	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50
39	S39	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
40	S40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
41	S41	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
42	S42	2	2	80	40	3	2	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
43	S43	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
44	S44	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	58
45	S45	2	4	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	4	160	80	66
46	S46	3	4	140	70	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	72
47	S47	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	3	140	70	64
48	S48	3	4	140	70	3	4	140	70	4	4	160	80	4	3	140	70	4	4	160	80	74
49	S49	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	70
50	S50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60
51	S51	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	4	4	160	80	62
52	S52	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	70
53	S53	2	3	100	50	3	3	120	60	3	4	140	70	4	3	140	70	4	3	140	70	64
54	S54	2	3	100	50	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	64
55	S55	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
56	S56	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	58
57	S57	3	4	140	70	4	3	140	70	4	4	160	80	4	3	140	70	4	4	160	80	74
58	S58	3	3	120	60	3	3	120	60	4	4	160	80	3	3	120	60	4	3	140	70	66
59	S59	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	4	160	80	66
60	S60	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
61	S61	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58

62	S62	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	4	140	70	62				
63	S63	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	4	140	70	62				
64	S64	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58				
65	S65	3	3	120	60	4	3	140	70	4	4	160	80	4	3	140	70	4	4	160	80	72				
66	S66	3	3	120	60	4	3	140	70	4	4	160	80	4	4	160	80	4	4	160	80	74				
67	S67	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	4	140	70	62				
68	S68	2	3	100	50	3	3	120	60	3	4	140	70	3	3	120	60	3	3	120	60	60				
69	S69	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60				
70	S70	3	3	120	60	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	66				
71	S71	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	4	140	70	62				
72	S72	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	48				
73	S73	2	2	80	40	2	3	100	50	3	2	100	50	3	2	100	50	3	2	100	50	48				
74	S74	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50				
75	S75	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52				
76	S76	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60				
77	S77	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52				
78	S78	2	2	80	40	3	2	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52				
79	S79	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56				
80	S80	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	58				
81	S81	2	4	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	4	160	80	66				
82	S82	3	4	140	70	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	72				
83	S83	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	3	140	70	64				
84	S84	3	4	140	70	3	4	140	70	4	4	160	80	4	3	140	70	4	4	160	80	74				
85	S85	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	70				
86	S86	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60				
87	S87	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	4	4	160	80	62				
88	S88	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	70				
89	S89	2	3	100	50	3	3	120	60	3	4	140	70	4	3	140	70	4	3	140	70	64				
90	S90	2	3	100	50	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	64				
91	S91	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58				
<b>Mean</b>					<b>52</b>					<b>58</b>					<b>67</b>					<b>61</b>					<b>69</b>	<b>61.40</b>

Based on the table of speaking components of students' speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 52 and the highest mean score was comprehension; 69 while students' grammar was 58, vocabulary was 67 and fluency was 61. So, these indicate that the students have low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at experiment pos-test is 61.40.

The Description of Students' Post-test of Experimental Class at the Second Year of SMAN 12 Pekanbaru

**TABLE IV.10**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST SCORES OF EXPERIMENTAL CLASS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	12	13.2	13.2	13.2
	44	3	3.3	3.3	16.5
	46	3	3.3	3.3	19.8
	48	14	15.4	15.4	35.2
	50	11	12.1	12.1	47.3
	52	4	4.4	4.4	51.6
	54	19	20.9	20.9	72.5
	56	7	7.7	7.7	80.2
	58	9	9.9	9.9	90.1
	60	9	9.9	9.9	100.0
Total		91	100.0	100.0	

Based on the table above, it can be seen that there were 12 students who got 40 (13.2%), 3 student who got 44 (16.5%), 3 students who got 46 (19.8%), 14 student who got 48 (35.2%), 11 students who got 50 (47.3%), 4 students who got 52 (51.6%), 19 students who got 54 (72.5%), 7 students who got 56 (80.2%), 9 students who got 58 (90.1%), 9 students who got 60 (9.9%).

Based on the table above, it can be seen that the total number of students was 91 students. The higher score was 60, and the lowest score was 40. The highest frequency was 19 at score of 54. While, the statistical of this data is as the following table:

**TABLE IV.11**  
**STATISTICS**

		Postex
N	Valid	91
	Missing	0
Mean		61.4066
Std. Error of Mean		.75947
Median		62.0000
Mode		58.00
Std. Deviation		7.24489
Variance		52.488
Range		26.00
Minimum		48.00
Maximum		74.00
Sum		5588.00

TABLE IV.12  
THE STUDENTS' SCORE OF POST-TEST CONTROL CLASS IN  
TERMS OF ACCENT, GRAMMAR, VOCABULARY, FLUENCY AND  
COMPREHENSION

No	S	Speaking Skill																				
		Accent				Grammar				Voc				Fluency				Comp				
		Rate		T	S	Rate		T	S	Rater		T	S	Rate		T	S	Rate		T	S	
		1	2			1	2			1	2			1	2			1	2			1
1	S1	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
2	S2	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
3	S3	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
4	S4	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	50
5	S5	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
6	S6	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	56
7	S7	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
8	S8	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44
9	S9	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
10	S10	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
11	S11	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
12	S12	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
13	S13	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
15	S15	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
16	S16	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	3	3	120	60	48
17	S17	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	3	3	120	60	48
18	S18	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
19	S19	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	3	3	120	60	46
20	S20	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60
21	S21	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
22	S22	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	3	120	60	58
23	S23	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60
24	S24	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
25	S25	2	2	80	40	2	3	100	50	3	4	140	70	2	3	100	50	3	3	120	60	54
26	S26	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60

27	S27	2	2	80	40	2	3	100	50	3	3	120	60	2	3	100	50	3	3	120	60	52
28	S28	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60
29	S29	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
30	S30	2	2	80	40	2	3	100	50	2	3	120	60	2	2	80	40	3	3	120	60	50
31	S31	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	3	120	60	58
32	S32	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	3	120	60	58
33	S33	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
34	S34	2	3	100	50	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	54
35	S35	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
36	S36	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
37	S37	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
38	S38	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
39	S39	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	50
40	S40	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
41	S41	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	56
42	S42	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
43	S43	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44
44	S44	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
45	S45	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
46	S46	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
47	S47	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
48	S48	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48
49	S49	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
50	S50	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
51	S51	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	3	3	120	60	48
52	S52	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	3	3	120	60	48
53	S53	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
54	S54	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	3	3	120	60	46
55	S55	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60
56	S56	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
57	S57	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	3	120	60	58
58	S58	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60
59	S59	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
60	S60	2	2	80	40	2	3	100	50	3	4	140	70	2	3	100	50	3	3	120	60	54
61	S61	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60



62	S62	2	2	80	40	2	3	100	50	3	3	120	60	2	3	100	50	3	3	120	60	52					
63	S63	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60					
64	S64	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52					
65	S65	2	2	80	40	2	3	100	50	2	3	120	60	2	2	80	40	3	3	120	60	50					
66	S66	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	3	120	60	58					
67	S67	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	3	120	60	58					
68	S68	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56					
69	S69	2	3	100	50	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	54					
70	S70	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56					
71	S71	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40					
72	S72	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40					
73	S73	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40					
74	S74	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	50					
75	S75	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54					
76	S76	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	56					
77	S77	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48					
78	S78	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44					
79	S79	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54					
80	S80	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54					
81	S81	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58					
82	S82	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54					
83	S83	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48					
84	S84	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40					
85	S85	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50					
86	S86	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	3	3	120	60	48					
87	S87	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	3	3	120	60	48					
88	S88	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54					
89	S89	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	3	3	120	60	46					
90	S90	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60					
91	S91	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50					
<b>Mean</b>					<b>43</b>					<b>48</b>						<b>57</b>						<b>51</b>				<b>58</b>	<b>51.20</b>

Based on the table of speaking components of students' speaking ability at control class above, it can be seen that the students' speaking ability in each component is various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was accent; 43 and the highest mean score was comprehension; 58 while students' grammar was 48, vocabulary was 57 and fluency was 51. So these indicate that the students have low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at control post-test is 51.20.

The Description of Students' Post-test of Control Class at the Second Year of  
SMAN 12 Pekanbaru

**TABLE IV.13**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST SCORES OF CONTROL CLASS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	12	13.2	13.2	13.2
	44	3	3.3	3.3	16.5
	46	3	3.3	3.3	19.8
	48	14	15.4	15.4	35.2
	50	11	12.1	12.1	47.3
	52	4	4.4	4.4	51.6
	54	19	20.9	20.9	72.5
	56	7	7.7	7.7	80.2
	58	9	9.9	9.9	90.1
	60	9	9.9	9.9	100.0
	Total	91	100.0	100.0	

Based on the table above, it can be seen that there are 12 students who got 40 (13.2%), 3 student who got 44 (16.5%), 3 student who got 46 (219.8%), 14 student who got 48 (35.2%), 11 students who got 50 (47.3%), 4 students who got 52 (51.6%), 19 students who got 54 (72.5%), 7 students who got 56 (80.2%), 9 students who got 58 (90.1%), 9 students who got 60 (9.9%).

Based on the table above, it can be seen that the total number of students was 91 students. The higher score was 60, and the lowest score was 40. The highest frequency was 19 at score of 54. While the statistical of this data is as the following table:

TABLE IV.14  
STATISTICS

		Postcont
N	Valid	91
	Missing	0
Mean		51.2088
Std. Error of Mean		.63736
Median		52.0000
Mode		54.00
Std. Deviation		6.08005
Variance		36.967
Range		20.00
Minimum		40.00
Maximum		60.00
Sum		4660.00

However, generally the statistical description of data can be seen in the following table description:

TABLE IV.15  
STATISTICS

		Preex	Postex	Precont	Postcont
N	Valid	91	91	91	91
	Missing	0	0	0	0
Mean		48.7912	61.4066	47.8901	51.2088
Std. Error of Mean		.43518	.75947	.57064	.63736
Median		50.0000	62.0000	48.0000	52.0000
Mode		50.00	58.00	46.00	54.00
Std. Deviation		4.15135	7.24489	5.44355	6.08005
Variance		17.234	52.488	29.632	36.967
Range		16.00	26.00	18.00	20.00
Minimum		40.00	48.00	40.00	40.00
Maximum		56.00	74.00	58.00	60.00
Sum		4440.00	5588.00	4358.00	4660.00

Based on the statistical description table above, it shows the detail description of all the data. It can be seen the differences mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

### C. The reliability and the Validity of the Test

The test that used for tasting students' speaking ability has to have reliability and validity. According to Gay, reliability is the degree to which a

test consistently measures whatever it is measuring.<sup>2</sup> It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the speaking test, the researcher used inter rater reliability, because the researcher has two raters in order to score the students' speaking ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 16 Version:

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<sup>2</sup> Op.cit. L.R. Gay. P. 169

**TABLE IV. 16****Correlations**

		Rater1	Rater2
Rater1	Pearson Correlation	1	.613**
	Sig. (2-tailed)		.000
	N	91	91
Rater2	Pearson Correlation	.613**	1
	Sig. (2-tailed)	.000	
	N	91	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.613 will be correlate to r table,  $df=180$ . Because  $df=180$  was not found from the r table, so the researcher took  $df=200$  to be correlated either at level 5% or 1%. At level 5% r table is 0.138, while at level 1% r table is 0.181. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there is a significance correlation between score of rater 1 and score of rater 2. In the other words, the speaking test is reliable. The reliability of speaking test is very high.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas

or the appropriate material that will be measured called content validity.<sup>3</sup> It means the test had fulfilled the validity of the content. In other word, the materials of the test have been tough at the second year of SMAN 12 Pekanbaru. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials took from the book guide for the students and other related resources. Here the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen randomly by students and they presented it in front of class. The voice of the students was recorded.

#### **D. The Data Analysis**

The data analysis presents the statistical result followed by the discussion about the effect of using impromptu speech technique toward students' speaking ability at the second year of SMAN 12 Pekanbaru. The data are divided into two classes; experimental and control scores. The researcher used independent sample T-Test from SPSS.16 version to analyze the effect of using impromptu speech technique toward students speaking ability at the second year of SMAN 12 Pekanbaru.

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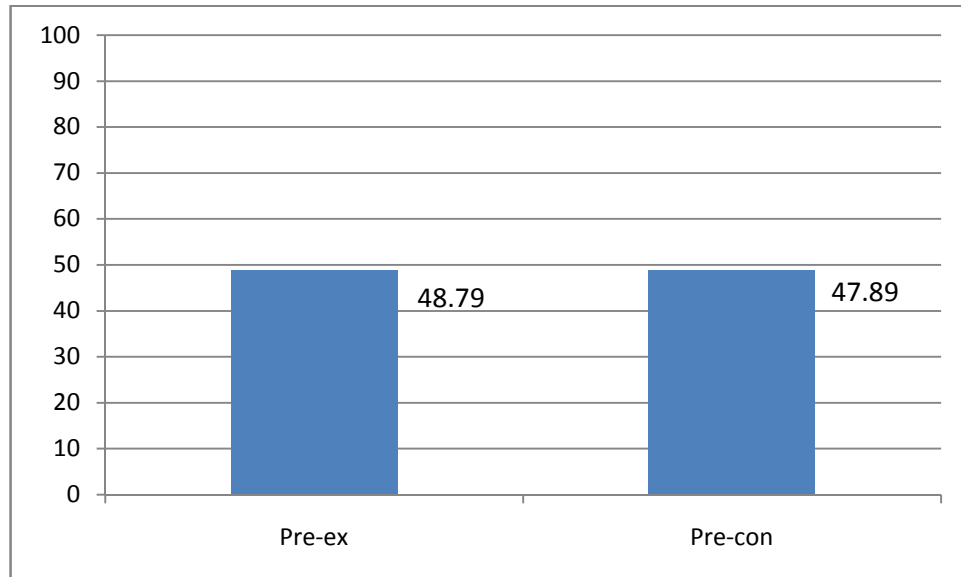
<sup>3</sup> Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu.2006. P.23



### 1. The Analysis Pre-test of Experimental and Control Class

**TABLE IV.17**  
**THE STUDENTS' SPEAKING SCORE**  
**OF PRE-TEST AT EXPERIMENT AND CONTROL CLASS**

No	Name	Exp	Control	No	Name	Exp.	Control
1	S1	44	40	47	S47	42	46
2	S2	46	40	48	S48	40	48
3	S3	46	48	49	S49	44	46
4	S4	54	42	50	S50	48	44
5	S5	52	42	51	S51	46	52
6	S6	52	54	52	S52	54	44
7	S7	46	42	53	S53	50	46
8	S8	54	40	54	S54	46	48
9	S9	50	42	55	S55	52	46
10	S10	50	54	56	S56	50	50
11	S11	42	52	57	S57	42	52
12	S12	40	46	58	S58	52	56
13	S13	44	48	59	S59	54	46
14	S14	48	46	60	S60	50	46
15	S15	46	44	61	S61	52	50
16	S16	54	52	62	S62	50	56
17	S17	54	44	63	S63	50	54
18	S18	50	46	64	S64	50	54
19	S19	46	48	65	S65	48	50
20	S20	52	46	66	S66	56	54
21	S21	50	50	67	S67	52	56
22	S22	42	52	68	S68	48	40
23	S23	52	56	69	S69	46	58
24	S24	54	46	70	S70	50	54
25	S25	50	46	71	S71	54	58
26	S26	52	50	72	S72	52	40
27	S27	50	56	73	S73	40	40
28	S28	50	54	74	S74	44	48
29	S29	48	50	75	S75	46	42
30	S30	56	54	76	S76	46	42
31	S31	52	56	77	S77	54	54
32	S32	48	40	78	S78	52	40
33	S33	46	58	79	S79	46	42
34	S34	50	54	80	S80	54	54
35	S35	54	58	81	S81	50	52
36	S36	52	40	82	S82	50	46
37	S37	40	40	83	S83	42	48
38	S38	44	48	84	S84	40	46
39	S39	46	42	85	S85	40	46
40	S40	46	42	86	S86	44	44
41	S41	54	54	87	S87	48	52
42	S42	52	42	88	S88	46	44
43	S43	52	40	89	S89	54	46
44	S44	46	42	90	S90	50	48
45	S45	54	54	91	S91	46	46
46	S46	50	52			52	50
<b>Mean</b>						<b>48.79</b>	<b>47.89</b>

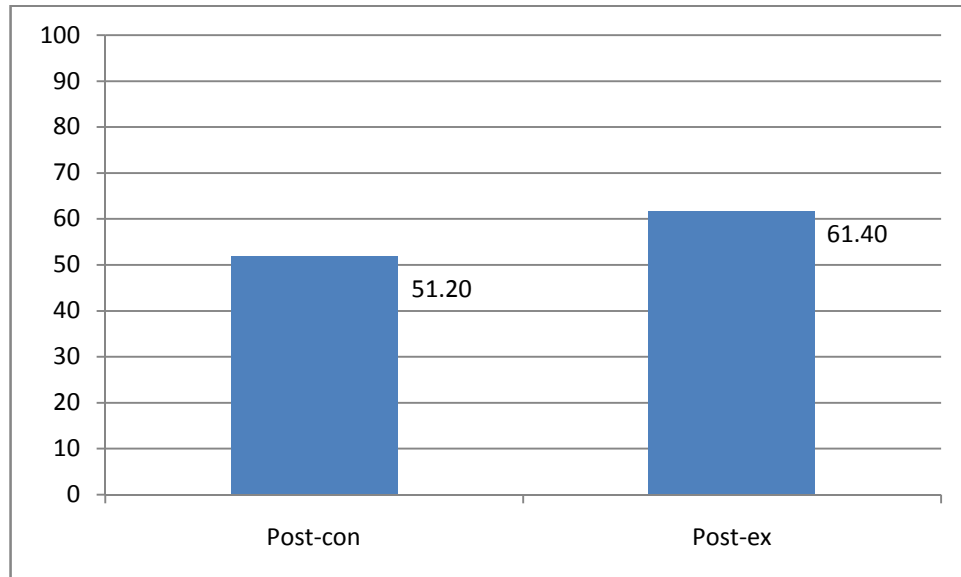


The table above describes about the comparison between students' speaking score of both experimental and control class pre-test. The mean score of experimental class is 48.79 while the mean score of control class is 47.89. So, it indicates that students' speaking ability at experimental and control class are the same. It means that there is no significance different on students' speaking ability both experimental and control class. By knowing the students' basic speaking ability at experimental and control class, it is easy to measure and to know the improvement of students' speaking ability after giving treatment or the difference between class that have been tough by using impromptu speech technique and natural approach as the conventional way.

## 2. The Analysis Post-test of Experimental and Control Class

TABLE IV.18  
THE STUDENTS' SPEAKING SCORE  
OF POST-TEST AT EXPERIMENT AND CONTROL CLASS

No	Name	Exp	Control	No	Name	Exp.	Control
1	S1	48	40	47	S47	64	54
2	S2	50	40	48	S48	74	58
3	S3	52	40	49	S49	70	40
4	S4	60	50	50	S50	60	50
5	S5	52	54	51	S51	62	48
6	S6	52	56	52	S52	70	48
7	S7	56	48	53	S53	64	54
8	S8	58	44	54	S54	64	46
9	S9	66	54	55	S55	58	60
10	S10	72	54	56	S56	58	50
11	S11	64	58	57	S57	74	58
12	S12	74	54	58	S58	66	60
13	S13	70	58	59	S59	66	48
14	S14	60	40	60	S60	58	54
15	S15	62	50	61	S61	58	60
16	S16	70	48	62	S62	62	52
17	S17	64	48	63	S63	62	60
18	S18	64	54	64	S64	58	52
19	S19	58	46	65	S65	72	50
20	S20	58	60	66	S66	74	58
21	S21	74	50	67	S67	62	58
22	S22	66	58	68	S68	60	56
23	S23	66	60	69	S69	60	54
24	S24	58	48	70	S70	66	56
25	S25	58	54	71	S71	62	40
26	S26	62	60	72	S72	48	40
27	S27	62	52	73	S73	48	40
28	S28	58	60	74	S74	50	50
29	S29	72	52	75	S75	52	54
30	S30	74	50	76	S76	60	56
31	S31	62	58	77	S77	52	48
32	S32	60	58	78	S78	52	44
33	S33	60	56	79	S79	56	54
34	S34	66	54	80	S80	58	54
35	S35	62	56	81	S81	66	58
36	S36	48	40	82	S82	72	54
37	S37	48	40	83	S83	64	58
38	S38	50	40	84	S84	74	40
39	S39	52	50	85	S85	70	50
40	S40	60	54	86	S86	60	48
41	S41	52	56	87	S87	62	48
42	S42	52	48	88	S88	70	54
43	S43	56	44	89	S89	64	46
44	S44	58	54	90	S90	64	60
45	S45	66	54	91	S91	58	50
46	S46	72	58				
Mean						61.40	51.20



The table above describes about the comparison between students' speaking score of both experimental and control class after giving treatment. The mean of score of experimental class is 61.40 while the mean score of control class is 51.20. Both of the classes have their improvement from pre-test score, but the improvement is different; students' speaking ability at experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment.

### 3. The Analysis Improvement of Speaking Ability of Experiment Class

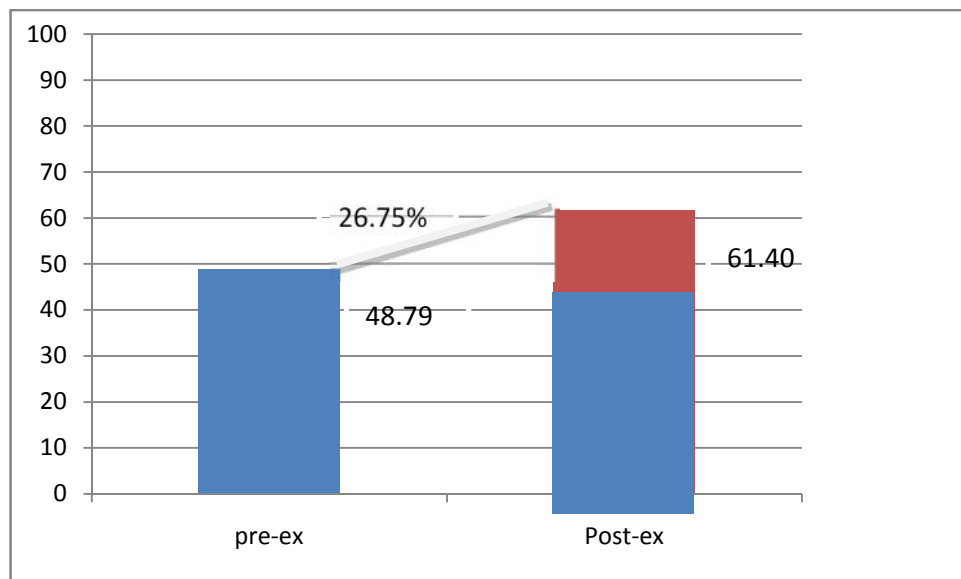
**TABLE IV.19**

**THE STUDENTS' SPEAKING SCORE**

**AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS**

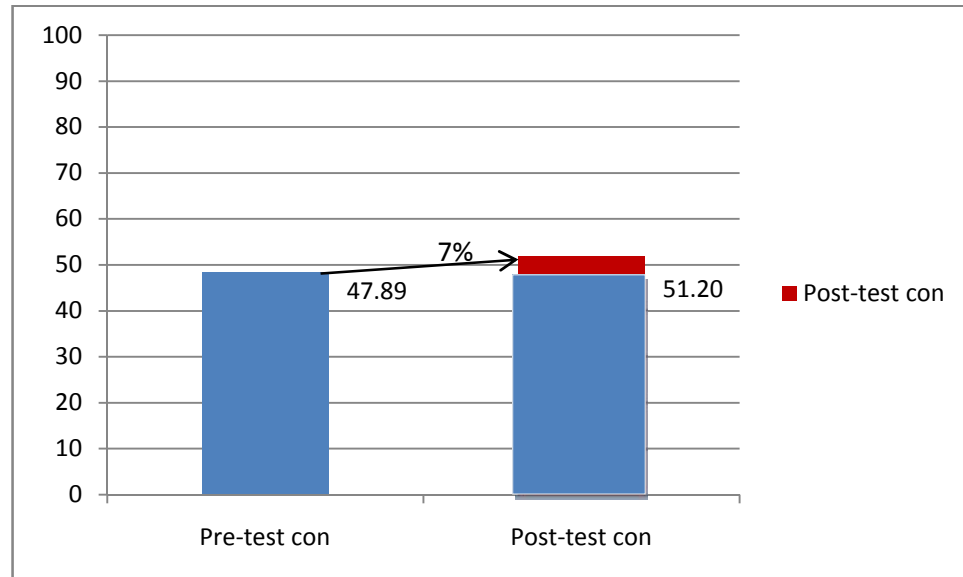
No	Name	Pre	Post	Gain	P(%)	No	Name	Pre	Post	Gain	P(%)
1	S1	44	48	4	9.09%	47	S47	42	64	22	52.38%
2	S2	46	50	4	8.69%	48	S48	40	74	34	85%
3	S3	46	52	6	13.04%	49	S49	44	70	26	59.09%
4	S4	54	60	6	11.11%	50	S50	48	60	12	25%
5	S5	52	52	0	0%	51	S51	46	62	16	34.78%
6	S6	52	52	0	0%	52	S52	54	70	16	29.63%
7	S7	46	56	10	21.74%	53	S53	50	64	14	28%
8	S8	54	58	4	7.41%	54	S54	46	64	18	39.13%
9	S9	50	66	16	32%	55	S55	52	58	6	11.54%
10	S10	50	72	22	44%	56	S56	50	58	8	16%
11	S11	42	64	22	52.38%	57	S57	42	74	32	76.19%
12	S12	40	74	34	85%	58	S58	52	66	14	26.92%
13	S13	44	70	26	59.09%	59	S59	54	66	12	22.22%
14	S14	48	60	12	25%	60	S60	50	58	8	16%
15	S15	46	62	16	34.78%	61	S61	52	58	6	11.54%
16	S16	54	70	16	29.63%	62	S62	50	62	12	24%
17	S17	50	64	14	28%	63	S63	50	62	12	24%
18	S18	46	64	18	39.13%	64	S64	48	58	10	20.83%
19	S19	52	58	6	11.54%	65	S65	56	72	16	28.57%
20	S20	50	58	8	16%	66	S66	52	74	22	42.31%
21	S21	42	74	32	76.19%	67	S67	48	62	14	29.17%
22	S22	52	66	14	26.92%	68	S68	46	60	14	30.43%
23	S23	54	66	12	22.22%	69	S69	50	60	10	20%
24	S24	50	58	8	16%	70	S70	54	66	12	22.22%
25	S25	52	58	6	11.54%	71	S71	52	62	10	19.23%
26	S26	50	62	12	24%	72	S72	40	48	8	20%
27	S27	50	62	12	24%	73	S73	44	48	4	9.09%
28	S28	48	58	10	20.83%	74	S74	46	50	4	8.69%
29	S29	56	72	16	28.57%	75	S75	46	52	6	13.04%
30	S30	52	74	22	42.31%	76	S76	54	60	6	11.11%
31	S31	48	62	14	29.17%	77	S77	52	52	0	0%
32	S32	46	60	14	30.43%	78	S78	52	52	0	0%
33	S33	50	60	10	20%	79	S79	46	56	10	21.74%
34	S34	54	66	12	22.22%	80	S80	54	58	4	7.41%
35	S35	52	62	10	19.23%	81	S81	50	66	16	32%
36	S36	40	48	8	20%	82	S82	50	72	22	44%
37	S37	44	48	4	9.09%	83	S83	42	64	22	52.38%
38	S38	46	50	4	8.69%	84	S84	40	74	34	85%
39	S39	46	52	6	13.04%	85	S85	44	70	26	59.09%
40	S40	54	60	6	11.11%	86	S86	48	60	12	25%
41	S41	52	52	0	0%	87	S87	46	62	16	34.78%
42	S42	52	52	0	0%	88	S88	54	70	16	29.63%
43	S43	46	56	10	21.74%	89	S89	50	64	14	28%
44	S44	54	58	4	7.41%	90	S90	46	64	18	39.13%
45	S45	50	66	16	32%	91	S91	52	58	6	11.54%
46	S46	50	72	22	44%						
Mean								<b>48.79</b>	<b>61.40</b>	<b>12.61</b>	<b>26.75%</b>

The table above describes about the differences between students' speaking score before and after giving treatment at experimental class. Before giving a treatment, the students' speaking mean score were about 48.79, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' speaking ability improved. It was 61.40. the mean improvement was 12.61 (26.75%). The improvement of each students were various, there were drastically improved and not even no improvement (0%). But generally, the improvement can be seen at mean score.



**4. The Analysis of Improvement of Speaking Ability of Control Class**  
**TABLE IV.20**  
**THE STUDENTS' SPEAKING SCORE**  
**AT PRE-TEST TO POST-TEST CONTROL CLASS**

No	Name	Pre	Post	Gain	P(%)	No	Name	Pre	Post	Gain	P(%)
1	S1	44	40	0	0%	47	S47	42	54	8	17.39%
2	S2	46	40	0	0%	48	S48	40	48	0	0%
3	S3	46	40	-8	-16.66%	49	S49	44	40	-6	-13.04%
4	S4	54	50	8	19.04%	50	S50	48	50	6	13.63%
5	S5	52	54	12	28.57%	51	S51	46	48	-4	-7.69%
6	S6	52	56	2	3.70%	52	S52	54	48	4	9.09%
7	S7	46	48	6	14.28%	53	S53	50	54	8	17.39%
8	S8	54	44	4	10%	54	S54	46	46	-2	-4.16%
9	S9	50	54	2	4.76%	55	S55	52	60	14	30.43%
10	S10	50	54	0	0%	56	S56	50	50	0	0%
11	S11	42	58	6	11.53%	57	S57	42	58	6	11.53%
12	S12	40	54	8	17.39%	58	S58	52	60	4	7.14%
13	S13	44	48	0	0%	59	S59	54	48	2	4.34%
14	S14	48	40	-6	-13.04%	60	S60	50	54	8	17.93%
15	S15	46	50	6	13.63%	61	S61	52	60	10	20%
16	S16	54	48	-4	-7.69%	62	S62	50	52	-4	-7.14%
17	S17	50	48	4	9.09%	63	S63	50	60	6	11.11%
18	S18	46	54	8	17.39%	64	S64	48	52	2	4%
19	S19	52	46	-2	-4.16%	65	S65	56	50	-4	-7.40%
20	S20	50	60	14	30.43%	66	S66	52	58	-2	3.57%
21	S21	42	50	0	0%	67	S67	48	58	18	45%
22	S22	52	58	6	11.53%	68	S68	46	56	-2	-3.44%
23	S23	54	60	4	7.14%	69	S69	50	54	0	0%
24	S24	50	48	2	4.34%	70	S70	54	40	-2	-3.44%
25	S25	52	54	8	17.93%	71	S71	52	40	0	0%
26	S26	50	60	10	20%	72	S72	40	40	0	0%
27	S27	50	52	-4	-7.14%	73	S73	44	50	-8	-16.66%
28	S28	48	60	6	11.11%	74	S74	46	54	8	19.04%
29	S29	56	52	2	4%	75	S75	46	56	12	28.57%
30	S30	52	50	-4	-7.40%	76	S76	54	48	2	3.70%
31	S31	48	58	-2	3.57%	77	S77	52	44	6	14.28%
32	S32	46	58	18	45%	78	S78	52	54	4	10%
33	S33	50	56	-2	-3.44%	79	S79	46	54	2	4.76%
34	S34	54	54	0	0%	80	S80	54	58	0	0%
35	S35	52	56	-2	-3.44%	81	S81	50	54	6	11.53%
36	S36	40	40	0	0%	82	S82	50	48	8	17.39%
37	S37	44	40	0	0%	83	S83	42	40	0	0%
38	S38	46	40	-8	-16.66%	84	S84	40	50	-6	-13.04%
39	S39	46	50	8	19.04%	85	S85	44	48	6	13.63%
40	S40	54	54	12	28.57%	86	S86	48	48	-4	-7.69%
41	S41	52	56	2	3.70%	87	S87	46	54	4	9.09%
42	S42	52	48	6	14.28%	88	S88	54	46	8	17.39%
43	S43	46	44	4	10%	89	S89	50	60	-2	-4.16%
44	S44	54	54	2	4.76%	90	S90	46	50	14	30.43%
45	S45	50	54	0	0%	91	S91	52	56	0	0%
46	S46	50	58	6	11.53%						
Mean								47.89	51.20	2.90	7%



The table above describes about the differences between students' speaking score before and after research at control class. Firstly, the students' speaking mean score were about 47.89, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' speaking ability was 51.20. the mean improvement was 2.90 (7%) So, in this control class was no better improvement of students' speaking ability.



## **5. The Analysis of Difference Improvement between Experimental and Control Class**

From the analysis at table 18 and 19 above, it can be seen that there is a difference improvement of students' speaking ability at Experimental and Control Class. It saw that the different mean score improvement at the experimental class was 12.61 by percentage 26.75% while at control class was 2.90 by percentage 7%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of impromptu speech technique on students' speaking ability is higher than control class. It means that the technique that is used by the teacher in teaching speaking skill is one of the factors that give the influence toward students' speaking ability. It can be proved from the influence of improvement of impromptu speech itself was 26.75%, while natural approach that is as the conventional method just influenced 7%.

After knowing about the percentage different improvement from both of the classes, to know clearly, then the researcher will analyze it by using independent sample T- Test at the last discussion.

## 6. The Analysis of Mean and Standard Deviation

TABLE IV.21  
MEAN AND STANDARD DEVIATION

	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Mean	48.79	61.40	47.89	51.20
Standard Deviasi	4.15135	7.24489	5.44355	6.08005

### a. Pre-test

#### 1) Mean and Standard Deviation Pre-test of Experimental Class

Based on the table above, it can be seen that the mean (Mx) of Pre-test of experimental class is 48.79, and Standard Deviation (SD) of Pre-test of experimental class is 4.15135.

#### 2) Mean and Standard Deviation Pre-test of Control Class

Based on the table above, it can be seen that the mean (Mx) of Pre-test of control class is 47,89 and Standard Deviation (SD) of Pre-test of control class is 5.44355.

**b. Post-test****1) Mean and Standard Deviation post-test of Experimental Class**

Based on the table above, it can be seen that the mean (Mx) of Post-test is 61.40, and Standard Deviation (SD) of experimental class is 7.24489.

**2) Mean and Standard Deviation Post-test of Control Class**

Based on the table above, it can be seen that the mean (Mx) of Post-test of control class is 51.20, and Standard Deviation (SD) of control class is 6.08005.

**7. Data analysis of Students' Post-Test Score of Experimental Class**

The data of students' post-test score of experimental class were obtained from the result of their speaking ability. Based on the description data in page 64, the result can be classified the score as follows:

TABLE IV.22  
THE CLASSIFICATION OF STUDENTS' SCORE OF  
EXPERIMENTAL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	26	28.6%
3	Enough	56-65	48	52.7%
4	Less	40-55	17	18.7%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it can be seen that the classifications of the students' score: the category number 1 shows 0%, the category number 2 shows 26 frequencies (28.6%), the category number 3 shows 48 frequencies (52.7%), the category number 4 shows 17 frequencies (18.7%), and the category number 5 shows no frequency. The table above also shows that the highest percentage of experimental class was 52.7%.

The mean score of experimental class was 61.40. Thus, the majority of the students in experimental class can be classified **enough category**.

#### 8. Data analysis of Students' Post-Test Score of Control Class

The data of students' post-test score of control class were obtained from the result of their speaking ability. Based on the description data in page 68, the writer can classify the score as follows:

TABLE IV. 23  
THE CLASSIFICATION OF STUDENTS' SCORE OF  
CONTROL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	-	0%
3	Enough	56-65	66	72.52%
4	Less	40-55	25	27.41%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it can be seen that the classifications of the students' score: the category number 1 shows no frequency (0%), the category number 2 also shows no frequencies (0%), the category number 3 shows 66 frequencies (72.52%), the category number 4 shows 25 frequencies (27.41%), and the category number 5 shows no frequency. The table above also shows that the highest percentage of control class was 72.52%. The mean score of control class was 51.20. Thus, the majority of the students in control class can be classified **enough category**. But unlike in experimental class there are some good categories.

**9. The Data Analysis of the Improvement of Students' Speaking Ability by Using Independent Sample T-test**

**TABLE IV.24**

**GROUP STATISTICS**

	N	Mean	Std. Deviation	Std. Error Mean
Experimenta Class	91	12.6154	8.09220	.84829
Control Class	91	2.9011	5.66677	.59404

Based on the table above, it can be seen that the total students' from each class, the experimental class consisted of 91 students; while for the control class consisted of 91 students. The mean of Experimental class improvement was 12.6154,

and mean of control class improvement was 2.9011. Standard deviation from experimental class was 8.09220, while standard deviation from control class was 5.66677. Standard error mean from experimental class was .84829, and control class was .59404.

**TABLE IV.25**  
**INDEPENDENT SAMPLES TEST**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain score	Equal variances assumed	6.543	.011	9.380	180	.000	9.71429	1.03561	7.67079	11.75778
	Equal variances not assumed			9.380	161.158	.000	9.71429	1.03561	7.66917	11.75940

Based on the output SPSS above, Independent-Sample T-test shows Levene's Test to know the same variance.<sup>4</sup>

Ho = Variance population identic

Ha = Variance population not identic

If probabilities  $> 0.05$ , Ho is accepted.

If probabilities  $< 0.05$ , Ho is rejected.

Based on the output SPSS above, it answered the hypothesis of the research that Ha is accepted because  $0.000 < 0.05$ . It means that Ho is rejected.

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<sup>4</sup> Hartono. SPSS 16.0 Analisis Data Statistika dan Penelitian. ( Pekanbaru: Pustaka Pelajar, 2008), P. 159



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Research Conclusion

Referring on the data analyzes and data presentation explained at the chapter IV, finally the researcher concludes that answer the formulation of the problem:

1. The implementation of impromptu speech technique was well done (95.83%). It means that there was still any missing item values; two parts item that was not done fully enough.
2. From analysis of Independent Sample T-Test formula, there is a significant difference of improvement of students' speaking ability who were taught by using impromptu speech technique at the second year students of SMAN 12 Pekanbaru. The  $H_0$  is rejected and  $H_a$  is accepted because  $0.000 < 0.05$ . Besides, Mean students' score in pre-test at experimental class is 48.79. Mean students' score in post-test at experimental class is 61,40. And the mean improvement of students speaking ability at experimental class is 12.61. From the calculation above, clear that students' speaking ability in experimental class increases 26.75%. While, Mean students' score in pre-test at control class is 47.89. Mean students' score in post-test at control class is 51.20. and the mean improvement of students' speaking ability at control class is 2.90. From the calculation above, clear that students' speaking ability in control

class increases 7%. It means that the effect of impromptu speech technique is better than natural approach as the conventional way.

## **B. Suggestion**

Pertaining on the research finding, the researcher would like to give some suggestion to the teacher, students and the school. From the conclusion of the research above, it is known that using impromptu speech technique can give the significant improvement toward students' speaking ability.

1. In implementing impromptu speech technique, the teacher should show up enthusiasm and interest in teaching learning activity in order to motivate students, because it is very challenge and interest technique to improve students' speaking ability. Besides, it was proven at this research finding. Although there was still an item not fully done (95.83%), especially for "item 5 and 6" that were about the teacher asks each student in a group to perform his/her topic and continued by the next group until finish and the teacher asks students to ask question to the other groups about things they did not understand. Yet the students' speaking had increased. So how perfectly is if it is done fully? So the researcher suggests that this technique become one of techniques to be implemented by teacher in teaching speaking by concerning all its procedures.
2. The teacher should support the technique used by using interesting topic that suitable to the students' level and presents the lesson objective clearly

and explains some difficult vocabulary in order to make the students motivated in learning activity. Besides, teacher can encourage students' awareness about the importance of speaking ability to convey the meaning to be understood spontaneously because one does not need thinking more to speak in the real time. Actually, the teacher should have construct variety, creativity and enjoyable learning in order to make the students not be bored. The students will be interested to the teaching learning activity. Besides, dealing with this technique, the teacher has to encourage students' speaking practice.

3. For the students, they have to have hard effort to improve their speaking ability and take a part actively in some interaction in order to support their mastering speaking.
4. For the institution, it will be more effective if this technique is implemented in the small class because the researcher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair.

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