

**THE ADVANTAGES AND DISADVANTAGES OF IMPROMPTU
SPEAKING METHOD IN ENGLISH SPEAKING
(A Study at The Second Year Student of English
Department of UIN Ar-Raniry)**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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The Bachelor Degree of Education in English Language Teaching

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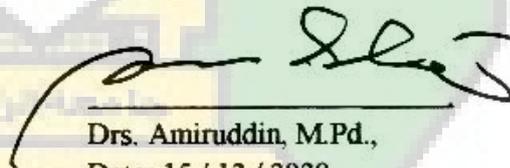
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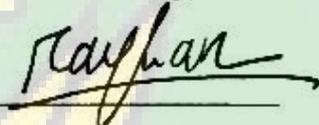
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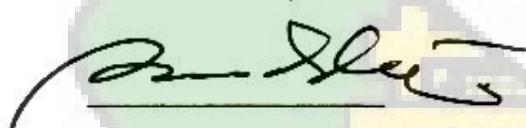
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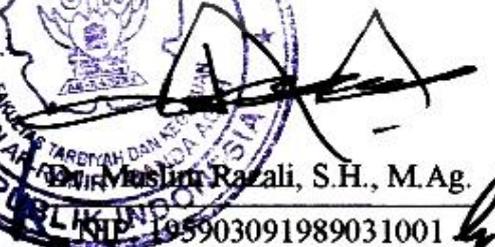
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**The Advantages and Disadvantages of Impromptu Speaking Method in
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Department of UIN Ar-Raniry)**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Desember 2020

Saya yang membuat surat pernyataan,




Munawwarah

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, the researcher realize that this thesis needs the constructive ideas in order to reduce its weakness. The resarcher hope this thesis gives valuable contribution for both students and lecturers of English Language Education Department of UIN Ar-Raniry Banda Aceh.

Banda Aceh, 31 December 2020

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ABSTRACT

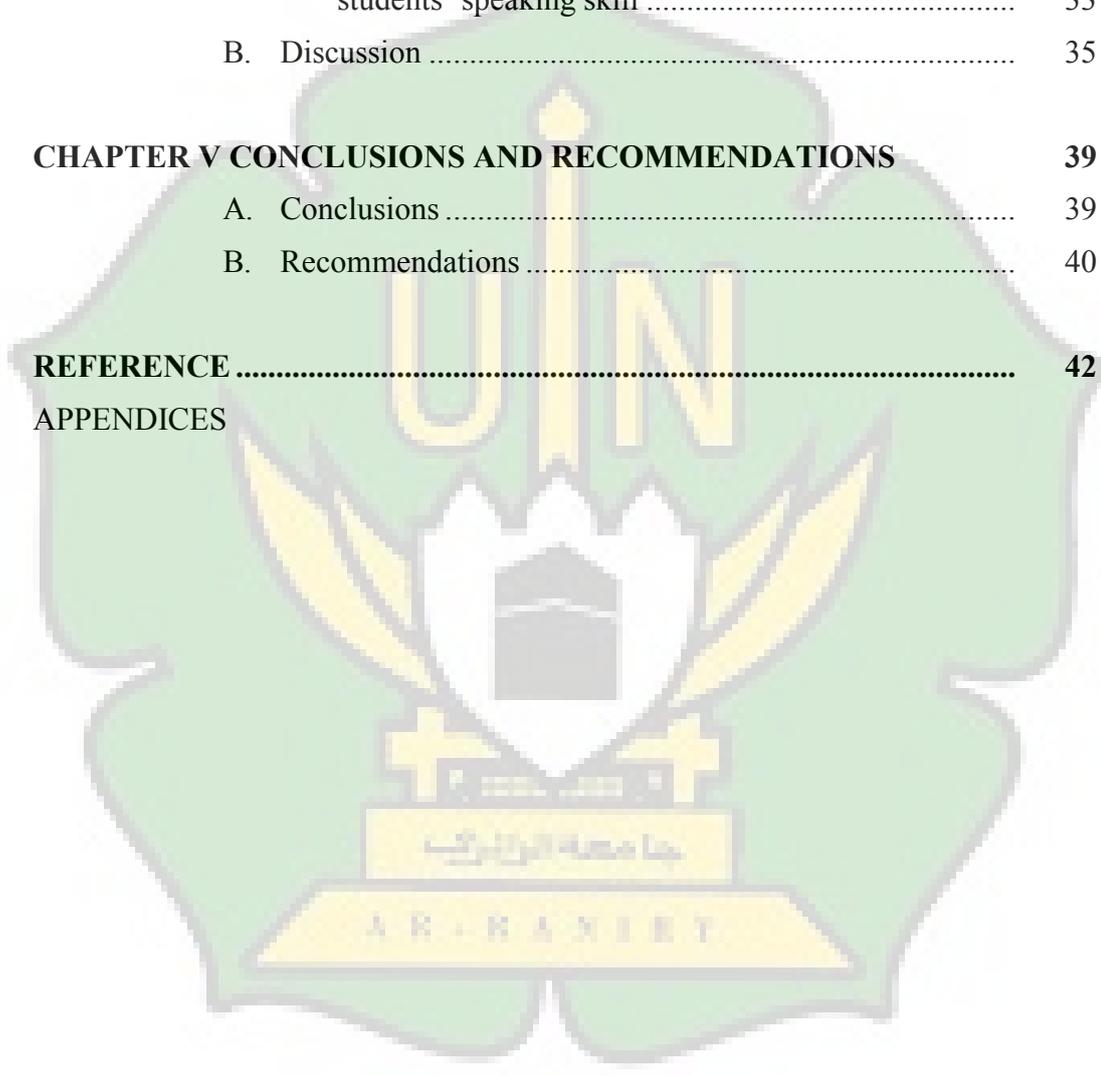
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The aim of this study is to explore English students' perceptions of impromptu speaking method in English speaking. This research employs a qualitative approach. The participants were five students who have taken intermediate speaking at Department of English Language Education, UIN Ar-Raniry. The research data was gathered by interview. In collecting the data, the interviewees were selected by random sampling. Semi-structured interviews were used as instruments to answers two research questions; how do the students of English department perceive the advantages and disadvantages of Impromptu Speaking Method in English speaking and how they perceive of Impromptu Speaking Method can improve their speaking skill. The finding of this research showed that the advantages of this method; include build self-confidence in speaking, and speak spontaneously. Besides the disadvantages of this method; include the lack of speaking, not suitable for important occasions and the lack of vocabularies. Then, the impromptu speaking method also improve students speaking skill, such as quickly respond and speak spontaneously.

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research. It presents the background of study, research questions, aim of the study, significance of the study, limitation of the study and followed research terminology.

A. Background of Study

English is one of the most widely used languages in the world. As a tool of International communication, English is used for many purposes, such as social, academic, cultural, economic, and other purposes. Mastering English means being proficient in the four language skills; listening, speaking, reading, and writing. Of the four skills, speaking skill usually gets the first priority. However, speaking is not a natural skill to be mastered, according to (Fuad 2018). Even most of the students are unable to speak English well, although they have learned the language for at least four years.

Lado (1977, as cited in Lumettu 2018, p. 2) interprets speaking skill "is the ability to express oneself in life situations, or the ability to report acts situations or phrase words, or the ability to express a sequence of ideas fluently". A more complex means that the teacher's, first task in teaching speaking is to encourage the students to express their ideas freely in English communication. Unfortunately, most of the students, especially in English education, have some

problems in dealing with speaking. Most of them are not confident to deliver their ideas through English in oral communication; and they do not create an opportunity to speak English. Most of them only speak English inside the classroom.

The problem of students' difficulty in English speaking can be caused by various factors. Some of the factors can be; (1) students' lack of vocabulary, (2) students' speaking behavior, (3) grammar knowledge, (4) motivation. Another factor may be caused by students' lack of confidence in speaking English in daily conversation. Speaking is not only about producing sound but also about expression and accent. People need some purpose to talk something. The reason why people talk or communicate one another is because they need to express ideas or feeling at that time about something.

Mastering the speaking is to share thoughts, ideas, and intentions to the other people by using a language in oral form. Shiamaa (2006, as cited in Samad 2017) stated that speaking "represents an interactive process which involves of producing and processing or receiving information to serve both interactional and transactional". In addition, Nunan (2003) mentions that speaking is a productive skill that consists of systematic verbal utterances that carry out a meaning. This means that speaking plays an important role in communication.

There are many ways to teach speaking. One of the communicative ways of developing this skill by using impromptu speaking. Impromptu speaking is a method of speaking or making a speech without preparation or with very little preparation and depends only on experience (Lumettu, 2018). Impromptu means

spontaneously; it means that the students are given freely to express their ideas related to the topics which are chosen by them. In the same time, students should think and speak according to the topic; it is called impromptu speaking. On the other hand, impromptu speaking is a simple speaking activity where the participants deliver the speech with short conversation ranging between one up to two minutes.

Impromptu speaking is one of the very useful techniques for teaching speaking. Some studies have been conducted about the benefit of impromptu speaking. According to JefMenguin (2010, as cited in TetukoBarruansyah 2018) there are some benefits of an impromptu speaking technique; it can improve the oral expression of thought, develop confidence in public speaking, think quickly on your feet, and build leadership and communication.

This technique enables students to develop their capability to think on their feet, organize ideas rapidly, and speak informatively and confidently about a variety of the topic. People use it all of the time in most conversations with friends, parents, and others that concise impromptu talks. Besides answering questions, giving opinions, or sharing knowledge about many things on a daily bases also can be called an impromptu speaking. It makes students more actively in the classroom. Impromptu speaking not only use at the school but also used when you want to give opinion or comment about something.

By using an impromptu speaking technique, the researcher expects to improve students' speaking ability. In elaborating a theoretical rationale for the natural approach, it makes the lecturer easier in teaching speaking. Lecturer lets

the students express their ideas freely as much as they can, and sometimes they mix either in Bahasa. The students may speak without judging them on grammatical order by the lecturer. May be by using this method, students can get speakeasy in front of the class. Moreover, some students will feel frightened because they must speak in front of the course, and they perceive not confident, so it is challenging for the teacher to makes students enjoy. If the lecturer is enjoying it when teaching, the students will feel the same way.

In short, impromptu speaking enables students to quickly organize one's idea and prepare 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. This technique is actually used by all of the people naturally in their real daily 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 a teaching-learning activity in improving students' speaking ability and behaving students to take apart in using the English language all of the time.

However many different methods have been used to teach English speaking. In the present study, I am interested in doing research about identifying the students' abilities through the impromptu speaking method for students to speak confidently about a variety of topics.

B. Research Question

1. How do the students of English department perceive the advantages and disadvantages of Impromptu Speaking Method in English speaking?
2. How do the students of the English Department perceive of using The Impromptu Speaking Method can improve speaking skill?

C. The Aims of Study

1. To find out the advantages and disadvantages of Impromptu Speaking Method in English speaking.
2. To identify students' perceptions of using Impromptu Speaking Method to improve the speaking skill.

D. Significance of Study

After conducting the research, the researcher expect that the result of study would be useful for:

1. Lecturer

The present study is expected that Impromptu Speaking Method can be one of the methods to be used by the lecturer in terms of teaching English speaking and also solving the students' difficulties in speaking.

2. Students

The researcher expect that this study will improve the students' interest in speaking English and make students feel more confident in speaking.

3. Readers

This research is hoped to be a significant benefit for the readers and especially for the English teachers to enrich the references theory of teaching English speaking. This research is expected to give a positive and meaningful contribution to the readers on how to teach English speaking by using the impromptu speaking method.

E. Limitation of the Study

The present study focuses on the advantages and disadvantages of the impromptu speaking method in English speaking. The researcher conducted research on students' responses to the impromptu speaking method in English speaking.

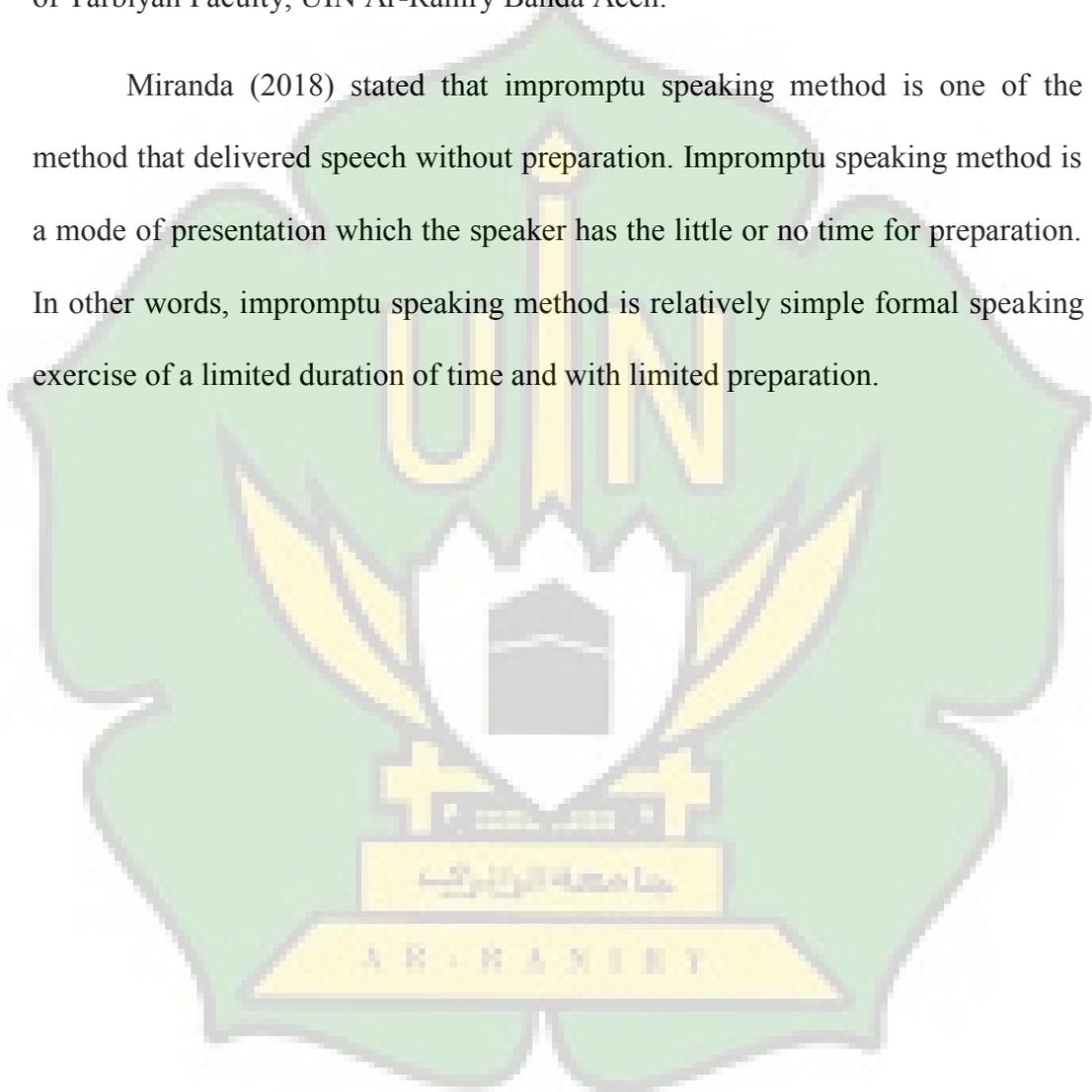
F. Terminology

To avoid ambiguous meaning of some terms in this research, the terms need clear explanations. The terms are valid for this study only.

1. Impromptu Speaking Method

Impromptu speaking method in this study refers to the way to deliver ideas or opinion without preparation which are taught to English Department Students of Tarbiyah Faculty, UIN Ar-Raniry Banda Aceh.

Miranda (2018) stated that impromptu speaking method is one of the method that delivered speech without preparation. Impromptu speaking method is a mode of presentation which the speaker has the little or no time for preparation. In other words, impromptu speaking method is relatively simple formal speaking exercise of a limited duration of time and with limited preparation.



CHAPTER II

LITERATURE REVIEW

This chapter advocates the review of literature related to some theories which based on the need for this research. The pertinent literature will be reviewed and analyzed with the intention of providing a theoretical foundation for the present study.

A. The Nature of Speaking

The English language becomes a common foreign language in now days. In Indonesia, almost every level of school learns about the English language as a compulsory subject. English as a tool of international communication, so nearly all schools in Indonesia use the English language in the teaching-learning process. The goal of language learning should improve students' communicative skills because only in that way can students express themselves. Of course, they can learn how to appropriately follow the social and cultural rules in each communicative circumstance. But some experts say that to have a useful comment in speaking are should master in grammar. Nowadays, people believe that if you learned speaking, it could be called you mastered in English. Grammar only helps you to be able to use the correct sentence when speaking. So when you speak English and use the correct grammar, it makes you speak better yet. The most important thing that if you can speak English, it means you can communicate with other people.

English skill includes listening, speaking, reading, and writing. Speaking seems to be the most critical skill. Nunan (1991, as cited in Fuad 2018) says that master the art of speaking is the most critical aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the literature. Based on the statement above, as one of the materials in the English teaching-learning process, developing learners' ability to express themselves through speech is still complicated. In speaking, many components must be known by the learner to support their perfect speaking.

There is some definition of speaking. Speaking is an activity that engages more than two people who give contributions to providing information and accepting responses. It means that speaking consists of at least one speaker and one listener during the communication process. According to Bailey (2003). "speaking is the productive skill that consist of producing systematic verbal utterances to convey meaning" (p. 48). Therefore, speaking is the ability to produce utterance to express meaning or to communicate with others orally.

Bailey and Nunan (2005. p.2, as cited in Miranda Meri 2018) asserted that "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". On the other hand, speaking is a kind of interaction involving two or more people (as speaker and listener) to convey and receive the intended information.

In learning to speak, some key features should be mastered by the learners. According to Hunter (2012), there are three qualities of learners' speech, such as fluency, accuracy, and complexity. Fluency is when the message from the

speakers can speak fluently, the listeners do not get difficulties comprehending the information. Then fluency also focuses on the meaning of the word. Second is accuracy; it is the condition when the speaker can deliver the message by using correct grammar.

Furthermore, accuracy is achieved when the speaker can use the correct pronunciation in the target language norms. Accuracy focuses on the form of the message. The last is complexity; it is the condition when the message is communicated precisely. It means that the message is communicated by using a higher grammatical form. Then, that is appropriate for speech in relation to social and cultural context.

There are four types in speaking based on delivering, such as reading from a manuscript, memorization, impromptu delivery, and extemporaneous delivery. Ross, (1995, as cited in Miranda 2018). The first type is delivering a speech by reading from the manuscript. It allows the speakers to read the prepared script during delivery. The second type is memorization. It happens when the speaker delivers a speech by memorizing the word for word. The third is the impromptu delivery. It means that the speaker should speak with limited preparation and without bringing notes. The fourth type is extemporaneous delivery. It is a method of speaking involve the preparation of a thorough outliner or use a general outline, which is easier memorized by the speaker.

Furthermore, there are three types of speaking, namely; speaking to inform, speaking to persuade, and speaking to entertain (Rozakis, 1995). The first type is speaking to inform. The primary purpose of speaking to inform is

conveying the information to the audience. Speaking to inform usually consist of explaining, teaching, and clarifying about an issue. Moreover, the critical things in speaking to inform are focusing on the topic, deciding on a clear method of organization, and get the facts. The second type is speaking to persuade. It is a type of speech whose goal is encouraging the audience to agree to the speakers' opinions about an issue. Furthermore, effective persuasion speech is based on accurate logic and trust. The last type is speaking to entertain. Statement to consider is a speech in which the goal is to attract the audiences by giving entertainment while delivering the speech.

1. Types of Speaking

Brown (2004, p.141) divided speaking into five categories: (a). Imitative is the ability to imitate a word or phrase or possibly a sentence. In other words, imitative focused on intonation, vocals, and so forth. (b). An intensive is the activity of students speaking orally that is practicing grammatical aspects of language, such as reading aloud sentence and dialogue completion. In other words, insensitive is someone able to gain the meaning of the conversation based on content. (c). Responsive is includes interaction and test comprehension but at the somewhat limited level of a concise discussion, standard greeting and small talk, simple request, and comments. This is a kind of short replies to the teacher or student-initiated questions or comments, giving instructions and directions. (d). Interpersonal (dialogue) is carried out more to maintain social relationships than to transmit facts and information. The forms of interpersonal speaking

performance are interview, role play, discussion, conversations, and games. (e). extensive (monologue) is vocal production includes speech, oral presentation, and story-telling, during which opportunity for verbal interaction from listeners is either highly limited or ruled out altogether. In other words, this type needs more action and interaction with listeners.

In short, speaking needs action and responses between the speakers and listeners. Besides, speaking needs an intonation to persuade the listeners to believe or follow the speakers' intention and understand the easy speakers meaning.

2. Component skills in Speaking

In English speaking, there are some important component. The components. The component is the aspects influencing how well people speak in English. Brown (2004) stated that five component of speaking:

a. Pronunciation

Pronunciation is the way of students to produce clearly language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

b. Vocabulary

Vocabulary is one of the language aspects which is very crucial in any language learning including speaking. Therefore, to be able to communicate as clearly as possible in a target language, the students have to master a lot of vocabulary. Vocabulary is an important aspects in teaching leaning process; students must continually learn words as they learn structure and as they practice sound system. Vocabulary is about the words, where they come from, how they change, how they related to each other and how to use them to view the world. In brief, vocabulary is a total number of words that make up the language.

c. Grammar

Grammar and pronunciation have a close relationship. Grammar is very crucial in speaking because if the speaker does not mastering grammar or structure, she/he cannot speak English well. In addition the listener will not understand what the speaker are trying to say. Futhermore, Heaton (1978, p.5) also stated that “students’ ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one”. The utility of grammar is also to learn the correct way to gsin expertise n a language in oral and written form.

d. Fluency

In speaking, fluency can be defined as the ability to speak fluently and accurately. Fluency is the ability to talk freely without too much stopping or hesistating. From the explanation above, it can be concluded that someone

will be able to speak fluently and accurately when they have sufficient vocabulary and know how to pronounce the word correctly. In addition, their ability in using grammar also will help them to have a good speaking.

e. Comprehension

In oral communication, responding to a speaker speech is certainly required because when the listeners give respond well and correctly, it shows that the listeners" comprehend and understanding well what the speakers" are saying. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

3. *Method of Speaking*

In speaking, there are several methods used. Usually, this method is used when someone wants to do a presentation or speech in public. Method of speaking refers to Mulyana (2007, p. 67-71), there is the fourth method in public speaking; (1) **Impromptu speaking** is calling for students to speak up by the given time that they typically get no time to prepare what they are going to say. Usually, impromptu used by people who have a lot of experience and knowledge. (2) **Extemporaneous speaking** is assigning for students to speak with some prior preparation. This speaking involves the speakers use of note cards to guide them from point and some embellishment to deliver a speech. (3) **Manuscript speaking** is when the speaker reads every word from a prewritten speech, sometimes this method can be tedious without eye contact, movement, and body language. (4) **Memory** is memorizing over all of the text and speech without text.

B. The Description of Impromptu Speech

Mulyana (2007, as cited in Miranda 2018) impromptu mean "in readiness," the speakers is allowed to speak with various topics spontaneously.

The students is assigned to deliver speech in front of people with concise preparation and without using notes (Rozakis. 1995). The speaker does not have more time to think about what they are going to deliver. Impromptu speech allows the speakers to express something immediately. In short, speakers should speak naturally.

Moreover, impromptu speech is a fun activity that leads the speakers to think and speaking (Rozakis, 1995). The speaker should do two things at the same time without preparation. So the speakers must believe in that time to talk about anything based on the topic.

The impromptu speaking method involves speaking with limited preparation. Such as any other speech it focusses on one general-purpose (inform, persuade, or entertain). Inform means give someone facts or information; persuade means convincing someone to do something, while entertain means provide someone with amusement. Although most beginning speakers fear impromptu speaking, they probably do it often in many contexts. When television reporters' interview people live, the interviewers do the impromptu speaking, and many other people do it spontaneously in daily life.

An impromptu speech is given with little or no preparation, yet almost always with some advance knowledge on the topic. According to Shapira (2015),

impromptu speaking is called to speak "off the cuff" on the "spur of the moment," it is usually because the speaker is quite knowledgeable about the subject. For example, if called on to speak in class, a student might give a short impromptu speech about a topic in the assigned readings. Business meetings also use a "check in" to tell everyone else about a current project. In small informal meetings, the audience will interrupt an impromptu speech and ask questions, which helps guide the statement and the information that is presented. When campaigning, politicians sometimes respond to reporters or voters almost anywhere and at any time.

In impromptu speech activity, the speakers should maintain the topic. To keep the speech, the speaker should organize their address. Fleming (2019) stated that impromptu speech consist of three parts which are introduction, body or content, and conclusion. The first is an introduction. It is used to get attention from the audience. In the opening, the speaker starts to tell their intention or what is going to talk. The speakers can also begin with a question to maintain the conversation. The second is body or content. In this case, the point can be linked logically. Besides, it can support the students in giving the argument. The last is a conclusion. The speakers should make an impression in their speech. The speakers can end the statement by providing the quotes and then say thank you to the audiences.

Beare (2009) also adds that a speech should have an introduction, a main idea or point, supporting evidence and conclusion.

a. Introduction

Before giving a speech, the speaker should give an introduction. Dugdale (2006) stated that in introduction, there are some aspect to be spoken. The aspects are welcoming statements and self-introduction. Welcoming statements may be various, for example “*good morning, good afternoon, good evening*”. After giving a welcoming statements, the speakers can give a brief self-introduction.

b. A main idea or point

In giving the speech, the speakers should have the outline of idea or topics to be explained. However the impromptu speech speakers do not have many time to prepare it. Beare (2009) adds that the speakers should put down interesting topic which will be related in some way to the event or activity they are attending.

c. Supporting evidence

In order to provoke or giving strong statements, the speakers should give a supporting evidence. When a person makes a claim or presents an argument, he need to presents evidence in support of his claim and argument in order to establish the authenticity of his claim or argument.

d. Conclusion

Conclusion is the summary of the topics that speaker explained. The purpose of the conclusion is to summarize the speakers’ main points and to prepare the audience for the end of the speech. The speaker of the speech

should to recapture the essence of the speech; the main points and the purpose of the speech.

According to Menguin (2010, as cited in Munawwarah 2012), there are some 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, thinking quickly on your feet, and building leadership and communication skills. (2). The impromptu speech allows students to work on both fluency and presentation skills. (3). This technique lets us know the students' proficiency in speaking naturally in real-time, even their knowledge and insight. The materials for impromptu speaking are chosen by the lecture according to the students' interest level, rather than picking out topics from text materials. 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 limited class time. (6). It is necessary to modify the speech while speaking depends on audiences' mood. (7). Trialing to make the process of the statement becomes coherence and consistent.

Besides that, this method also has some disadvantages. The disadvantages of this method are 1). The main problem of Impromptu speaking is the lack of prepared statements can leave the speakers to feel embarrassed. 2). The speaker

may not be able to come up with any ideas in a hurry. 3). Speech may lack detail. 4). The speaker is given little or no time to contemplate the topic. 5).

There are many kinds of strategies in teaching speaking. One of the policies is using impromptu speech. This strategy requires the students to speak spontaneously without preparation and taking notes. Using the impromptu speech method can develop students speaking ability more specifically in the speaking class. Many researcher have found that delivering an impromptu speech is not an easy case. Moreover, if in the public speaking or speech in front of the people. As we already know that the students should speak spontaneously without preparation and without taking notes. In the other hand we can say when they want to talk, they must pay attention to two things: how they think about the topic and how they speak about the issue.

Jeng (2007) found that impromptu speech is perhaps the most challenging form of public speaking. Students should have appropriate time to practice speaking using the target language with an expectation that they will have experience in it. With the purpose that when arriving at the class, they are ready to deliver the speech. However, they are still some obstacles to practicing impromptu speech outside the level.

The implementation of impromptu speaking method can improve students speaking skill especially in topic elaboration. The students will be able to elaborate more topics because the students have to speak spontaneously. Impromptu speaking method also forces someone or students to put something that speakers already knew instantly.

According to Boundless (2015), when practicing the impromptu speech, the speakers generally in control of the contents they are presenting, so they can include the topics that they want to talk. Additionally, the speakers can use personal examples from experience to support what they are saying. Since the speakers are the authority over the topic, they can speak with conviction. Delivery the speech with naturally be more conversational and spontaneous.

According to Twain (n. d), there are four techniques to delivering a better impromptu speech; (1) Give yourself time to prepare and take a deep breath. In this situation make yourself feel comfortable and then stroll to the podium, use this time to collect and decide on the purpose and plan of the topics to be delivered. Before you start it, think about the opening sentences and do not have to start the speech immediately. (2) Feel confident, make yourself feel comfortable and do not deliver the speech quickly, because it can make you lack of speaking. Look at the audience and do not forget to smile at them and speak in a confident manner. (3) Slowly delivery, in this part give your time to think ahead. Speak with slowly and it allows the audiences pay attention to the topic clearly. Also the audiences has time to react to what you are saying. (4) Focus, this is the most important part in delivering the speech. Talk directly to the audiences and adapt to their feedback, do not be fooled by things that make you lose the focus of your speech. Making eye contact with the audiences is important when deliver the speech and make the audiences pay attention to you. Keep the focus on the topics or subject while you deliver the speech.

The four techniques above are essential while speaking in public to make the audience understand and believe the speaker's sentences. Also make the audience feel comfortable with the speakers

C. The Advantages of Impromptu Method

The main advantage of the impromptu method is that it shows how the right individuals are at thinking for themselves on their feet. They will not have endless hours to practice and rehearse, and can not seek help or ideas from anyone else. This aspect makes the impromptu method a useful tool in debating competition. Remember that you are generally in control of the content you are presenting, so you can include topics you want to discuss.

Additionally, you can use personal examples from experience to support what you are saying. Since you are an authority on the topic, you want to speak with conviction like you mean. Your delivery will naturally be more conversational and spontaneous. Since you are not prepared with pages of notes, you are more likely to speak directly to the audience, just like if you were talking to another person in a conversation.

D. The Disadvantages of Impromptu Method

The impromptu speech would not be suitable for important occasions, as very little due thought or preparation can be given to the statement. It will doubtless be rough around the edges and may contain inaccuracies. Additionally,

some of the best public speakers find the pressure of a three minute preparation time too intense. Many believe the impromptu speech measures quick thinking and nerve skills, rather than the real art of debating, which requires insight and deep thought.

Since you are not well-prepared, you may have difficulty thinking of what to say or formulating the ideas once you speak. Although you are familiar with the topic, your speech may lack details and supporting information. If the audience is passive and does not ask questions to guide you, you may overlook some critical content. Hopefully, someone in the audience will ask questions so you can fill in gaps. Additionally, impromptu speaking is rarely appropriate for occasions that require more reasoned discourse with supporting ideas or more formal events.

E. Previous Study

Hsieh (2006) conducted a study of problem in preparing for the English Impromptu speech contest at Yuanpei Institute of Science and Technology in Taiwan. The study was reported that many students are feeling scared because they do not have the right English commands. Some students could not organize the statement, and it was difficult to grab audience's attention. Moreover, many students did not have the specific background knowledge that was related to the topic to present.

Miranda Meri (2018) explored the Implementation of Impromptu Speech to Improve Students' Speaking Skill at UIN Ar-Raniry University in Banda Aceh. In this study, Miranda used tests and questionnaires to collect the data on students.

The sample of this study is students of MAS Al-Manar Islamic Boarding School, Aceh Besar. The result of this study showed that the impromptu speaking method can improve students' speaking skill and also this study have positive responses from the students toward the implementation of impromptu speech method in learning speaking.

Another study was conducted by Siti Munawarah (2012) about The Effect of Using Impromptu Speech Technique Toward Students Speaking Ability at The Second Year of State Senior High School 12 Pekanbaru. This study used quasi-experimental with nonequivalent research. The instruments were observation and oral production test. The writer took two class; experimental class and control class. 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 16 is different; students' speaking ability in 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.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research methodology, which consists of research design, population and sample, techniques of data collection, and techniques of data analysis. Each of them needs to be clearly explain because it is the process how the researchers conduct this research.

A. Research Design

Gay and Airasian (2000 as cited in Griffee 2012) define research design as “a general strategy for conducting a research study” (p.107), which describes the basic structure of the study. In other words, a research design is a set of instructions for data collection and analysis

This study employs qualitative research to collect and analyze the data. Qualitative research collects the data, analyzes, and writes the results of the study (Creswell, 2002). Mohajan (2018) adds that “qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals” (p.2). By using the qualitative research, the researcher can do the research in a large social life with an extensive understanding.

There are four types of qualitative include; phenomenological, grounded theory, ethnographic, and historical research. Phenomenological research is an inductive descriptive approach used to describe an experience as it is lived by an individual. Grounded theory research is an inductive research technique that is used to formulate, test, and refine a theory about a particular phenomenon. Ethnographic was developed by the discipline of anthropology for investigating cultures through an in-depth study of the members of the culture. Historical research is a narrative description or analysis of event that occurred in the remote or recent past.

In this study, phenomenological research was applied. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. According to Creswell (2013), the fundamental goal of the approach is to arrive at the description of the nature of the particular phenomenon.

B. Population and Sample

This study is conducted at the English Department of UIN Ar-Raniry. Department of English Language Education UIN Ar-Raniry has two unit of intermediate speaking class that has applied impromptu speaking method. The researcher decided to take one unit as the sample. The researcher had chosen five students from one unit of Department of English Language Education. There are two male and three female. Griffiee (2012) stated that there is no correct answer

about how many respondents should be interviewed. You should devise a rationale consistent with your research question, and which will make sense to your readers.

In choosing the sample for this study, purposive sampling was chosen. According to Carol and Susan (2008) purposive sampling consists of participants who are intentionally or purposefully selected because they have certain characteristic related to the purpose of the research. In choosing the sample for the research, the researcher also listed a certain characteristic. First, the sample must be an active students in the Department of English Language Education UIN Ar-Raniry. Second, the students must be a students who can speak English very well.

C. Techniques of Data Collection

In gaining data in this research, the interview is used to obtain deep information. Kajornboon (2005) states that “Interview is a way for participants to get involved and talk about their views and discuss their perceptions and interpretation in regards to a given situation” (p.2). Kvale (1996 as cited in Griffiee 2012) says, “An interview is a conversation that has a structure and purpose,” (p.6). To know the students' perceptions of the impromptu speaking method, the researcher generated the students' interviews.

This study used a semi-structured interview for about 30 minutes to find the problem deeply. Edwards and Holland (2013) also mentioned that a semi-structured interview is the major form of a qualitative interview. In a semi-

structured interview, the researcher has prepared a list of questions of topics that the researcher wants to cover in the interview process. In this study, the writer listed ten questions to obtain data about English students' perceptions of impromptu speaking method and the researcher using online interview to the students by mobile phone. This study currently attempted to gather the students about the experience and knowledge of the impromptu speaking method.

D. Techniques of Data Analysis

The data were analyzed using qualitative analysis. A detailed overview of the perceptions of students was included in the data analysis. In this qualitative research, the result of data collection was analyzed into several steps referring to Creswell (2007) those steps are: first, organizing and preparing the data. After interviewing was undertaken, the raw data must be arranged, transcribed interviews. There were three types of transcription: (1) verbatim transcription; transcribing the data without any subtraction and maintaining the background noise, every emotion, fillers. Transcribing is the process of changing the form of data from oral to a complex written form, Cohen (2007, as cited in Amiruddin 2018). (2) edited transcription; dispelling some parts of audio (emotions), and (3) intelligent transcription; focusing on the content, dispelling all emotions, irrelative words, and inappropriate grammar (Speechpad Team, 2013). Meanwhile, this researcher established the edited transcription in which the researcher dispelled.

Second, reading through all the data to gain information. In this pace, the data that have been transcribed was read conscientiously. It would assist the

researcher in conceiving the data and uncovering general information of interview transcriptions. It was notable for the researcher to reassure if the information was valuable enough before going on to a further pace.

Third, coding the data. Griffiee (2012) says, coding entails reading the transcripts until certain themes become apparent. Identify each theme with a short word or phrase. This study, the researcher applied manual coding to analyze the data. Saldana (2013), manual coding into thematic analysis is extract themes from text by analyzing the word and sentence structure.

Fourth, representing, and reporting findings. Here, the themes of data were described manually. Fifth, interpreting and discussing the meaning of the findings. This was the last pace to analyze qualitative data of this research. Interpreting meant the researcher outlined and discussed the exhibiting data extensively. Hereinafter, the researcher linked the data to particular theories from literature to appeal to the findings and other findings. It also assigned to emphasize the results of the research. Moreover, any strengths and limitations of this research also examined.

CHAPTER IV

FINDING AND DISCUSSION

The purpose of this study is to find out students of English departments' perceptions about the impromptu speaking method in English speaking. To identify students' perceptions of the advantages and disadvantages of impromptu speaking method, a semi-structured interview was conducted. There were five participants in this study. The findings displayed are based on the data obtained from the interview and organized based on the research questions' themes and significance.

A. The Analysis of Data

The result of this research is based on the data from the interview. The participants of the interviews were five students of speaking class who have taken the intermediate speaking. The participants responded to ten questions led to their perceptions of the advantages and disadvantages of impromptu method in English speaking. The five participants were marked as S1, S2, S3, S4, and S5.

In this research, the researcher used several steps to complete this research. First, the data was collected by interviewing five participants who have taken the intermediate speaking. Then, the researcher made a transcript of interviews. Last, the researcher sorted and arranged the relevant data depending on the purposes of this study. The interview was done by mobile phone because of the COVID 19.

Furthermore, the researcher analyzed the data from the interview by coding the data manually. The analysis was arranged based on the research question about the students' perceive of impromptu speaking method. After going through some processes, the researcher gained several findings that were composed into two main points based on the research questions. The first point is the advantages and disadvantages of impromptu speaking method in English speaking. The second point is the perception of students in using impromptu speaking method that can improve their speaking skill.

1. Advantages and disadvantages of Impromptu Speaking Method in English Speaking

Based on the answers that were given by all participants in the interview, almost all of the participants had similar perceptions and only had slightly different perceptions. Based on the interview responses, there are some advantages and disadvantages of the impromptu speaking method and will be explain in the following discussions.

a. The advantages of impromptu speaking method

From the interview result, the researcher has found two advantages of the impromptu speaking method. These make students speak more confidently and spontaneously.

1) Build self-confidence in speaking

The results showed that all participants agreed that impromptu speaking method makes students more confident in speaking.

S4: *“the advantage of impromptu speaking method of course I think it will give me self-confidence, more confidence actually and give the ability of spontaneous response and then it will build my ability to size up the situation.”*

S5: *“the advantage of impromptu speaking method is like I said before, it can make someone more confident to talk with other people in the public and also they will ready with any kind of situation, because I know that impromptu speaking method is when you want to speak it is a little bit time to prepare what do you want to speak.”*

S2: *“I think that the advantages of impromptu speaking method is a lot, I just mention a few of them, such as I feel that I able to improve orally expression of thought and increasing my confident whenever I speak in front of people or in front of the public.”*

S2 also added that this method can build the communication skill and leadership.

S2: *“I will mention it about the advantage from this method is this method probably the famous method that it build the communication skill and leadership.”*

2) **Speak spontaneously**

All students admitted that impromptu speaking method makes them speak spontaneously.

S4: *“the advantage of course I think it will give me self-confidence, more confidence actually and give the ability of spontaneous response and then it will build my ability to size up the situation.”*

S3: *“is just like easy method you do not have to make yourself difficult to prepare the class so you just go to in front of the class and then just speak up so this really easy to use.”*

S1 also added:

“the advantage of impromptu speaking method is it make us think quickly about the answer that we need to answer and it make us making a quick brain storming thing and we need to find the right answer and we need to remember what we will answer.”

b. The disadvantages of impromptu speaking method

Beside the advantages, the impromptu speaking method also has the disadvantages.

1) Not suitable for important occasions

S4 stated that:

“the disadvantages of impromptu speaking method is this method is not suitable to the important occasions or situation like speak in front of the people in the big event, because without any preparation the event cannot run well.”

2) The lack of speaking

S3 argued:

“the disadvantages of impromptu speaking method is if you not really have enough experience speaking in English may be you still lack of confident and lack of in speaking in fluency on speaking, you will not get a lot of experience because when your teacher ask you to do impromptu speaking you do not know how to say and how do you say because you do not have any preparation, so your performance just like not really satisfy.”

S1 also added:

“is not suitable for some people because someone who has lack a limited speaking skills might going to be so nervous and they might going to be blank because they can think anything.”

3) The lack of vocabularies

S3 stated that:

“the disadvantage of impromptu speaking method is I think the general problem with this method is the focus of the students to remember the vocabularies and difficult to make a good sentences when we already to speak.”

2. The way Impromptu Speaking Method improve students' speaking skill

Based on the interview responses, there are two point that makes students improve their speaking skill by using the impromptu speaking method. These points include; quickly responses and speak spontaneously. The students agreed the impromptu speaking method can improve their speaking skill. Based on the answer of the interview, the students say that by using the impromptu speaking method in the classroom they can speak spontaneously and they can respond quickly.

a. Quickly respond

The results showed that all participants agreed impromptu speaking method makes students more confident in speaking.

S3: “ yeah I am agree, impromptu speaking method will improve our ability and our skill in speaking because this is what we really need in this world, because impromptu speaking teach us about we need to prepare our self wherever we are in what ever time we need to ready to speak in English suddenly without any preparation and I really recommended if one of speaking class use impromptu speaking method because it will train us to take respond very quickly”

S4 also added that this method makes students speak stick to the point.

S4: “yes my speaking ability is improve by using this impromptu speaking method, because when we use the impromptu speaking method like we stick to the point, we stick to the truth we do not need any kinds of lie we could elaborate the concept in our mind at that time”

S5 also argued:

“I think yes, because it can make us ready with any situation in real life and also improve our confidence to speak with other people”

b. Speak spontaneously

Based on the answer, the participants argued that by using this method students will speak spontaneously.

S1: “yeah I think the impromptu speaking method can improve my speaking skills because I have to think spontaneously right after I am being ask by someone to give a speech in front of everyone and improve my thinking skill also my vocabulary because I have to find the right vocabulary for my speech”

S2: “yes definitely, because the impromptu speaking method is want able to develop the literacy at they speak on the stage or they able to be smart people and what diction they want to use and the able to use and that is actually happens spontaneously of course that with train”

S5 also argued that this method make her must ready with any situation.

“it can make us ready with any situation in real life and also improve our confidence to speak with other people”

S3 stated by using this method, make him speak without any preparation.

“impromptu speaking teach us about we need to prepare our self wherever we are in what ever time we need to ready to speak in English suddenly without any preparation and I really recommended if one of speaking class

use impromptu speaking method because it will train us to take respond very quickly”.

B. Discussion

In this section, the researcher presented the discussion based on the findings of the researcher. The researcher came up with two research questions. Both of the research questions were answered by the result of the interview. The first research question was, “How do the students of English department perceive the advantages and disadvantages of Impromptu Speaking Method in English speaking? After the data were analyzed, it can be concluded that there are some advantages and disadvantages of impromptu speaking method. The result of the research shows that all of the students agree by using this method they can build self-confidence. When the students use this method, they can freely express their thoughts in front of the people and this method help them to build a good communication with other people. According to Guerrero & Floyd (2006), someone with great communication skills has the potential to influence others. In this method, they must speak spontaneously in front of the people or in the other hand it is the challenge for them when they are faces this method. Jeng (2007) found that impromptu speech is perhaps the most challenging form of public speaking. Besides that, they can build self confidence in themselves.

The second point of the advantage is this method makes students can speak spontaneously. When the students use the impromptu speaking method, they must speak spontaneously and with a little bit preparation. This finding is in line

with what Flanders (2007) states that impromptu speaking method is a speech done on the spur of moment, without previous specific preparation. Moreover, by using of impromptu speaking method can help the students to freely express their opinion, ideas and topic on hand.

Beside the advantages, this method also has the disadvantages. The result of the research shows that impromptu speaking method has three points of disadvantages. First, all students agree that this method is not suitable for important occasions. Basically this is due to the nature that this method is used to speak spontaneously, meaning the speaker must speak spontaneous without preparation. Therefore this method is not suitable for important occasions. Second, the disadvantage of this method is the lack of speaking. The participants of the research stated that the difficulties that all still faced in applying this method is the lack of speaking. Hsieh (2006) states the consequences is that the students will stand speechless when delivering the ideas in front of the public because they do not have background of the topic. The students will feel nervous when they speak in front of the public,

The third disadvantage of this method is the lack of vocabularies. The students agree that the lack of vocabularies is the main problem when using this method. This method ordered students to speak spontaneously, but if they do not have enough vocabularies or lack of vocabularies they will stuck and cannot continue the speech.

Furthermore, the second research question asked about “How do the students of the English Department perceive of using The Impromptu Speaking

Method can improve speaking skill? To answer this question, the researcher then classified the topic into two issues, and those were: quickly responses and speak spontaneously. All of the participants agree that by using the impromptu speaking method makes students improve their speaking skill. By using the impromptu speaking method, they are used to quickly responding and speak spontaneously.

First, quickly responding. Lucas (2009) states that the impromptu speaking method is a speaking activity that is delivered without preparation. The result of the research shows that the impromptu speaking method make the students improve their speaking skill. When they use this method they must quickly on responding and it is a challenging for them in speaking. Jeng (2007) states that the impromptu speaking is perhaps the most challenging form of the public speaking. Also the participants stated that the impromptu speaking method can make them freely express the ideas or topic. The impromptu speaking method make the students accustomed to speaking every time and everywhere. Means that the impromptu speaking method can improve the students speaking skill.

The second, speaking spontaneously. According to Kaur (2010), impromptu means spontaneously without preparation. This means that when someone is asked to deliver a speech, the person does not have preparation time or in the other word is spontaneous. Based on the result of the research shows that the participants agree by using the impromptu speaking method can make the students improve their speaking skill. When they want to deliver a speech in front of the public they must speak spontaneously. Besides in building self-confidence in speaking, they also can improve their speaking skill with this method. The

participants also stated that they are used to speaking spontaneously and it makes their speaking skill improve.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the conclusions and recommendations of the study. In this section, the data analysis and the discussion of the result would be summarized and reaffirmed. Some recommendations are provided regarding the proposed research and recommended future works related to the study established by other researchers.

A. Conclusions

This research has discussed English students' perceptions of the impromptu speaking method in English speaking. Based on the research findings and discussion in this chapter, the researcher would highlight some points. First, there are some advantages and disadvantages of impromptu speaking method. The advantages of this method is that it can build self-confidence of the students in speaking and speak spontaneously. By applying this method in daily life and practicing, the students feel they can build self-confidence and they can speak spontaneously in any situation. Also the disadvantages of this method are not suitable for important occasions, the lack of speaking and the lack of vocabularies. The impromptu speaking method is a method that encourages students to speak spontaneously, but if they lack of vocabularies and lack of speaking, it will be difficult for them to use this method.

Second, the students perceive about the impromptu speaking method is that this method can improve their speaking skill. Students admitted that impromptu speaking method is effective to apply in the classroom. This method makes the students freely to express the ideas or the topic based on their own knowledge. Moreover, all of the students agreed that this method effective to apply in the classroom and can improve their speaking skill. Yet, there were some points that must be considered when this method applied. Those were, mastering of vocabularies and mastering of speaking.

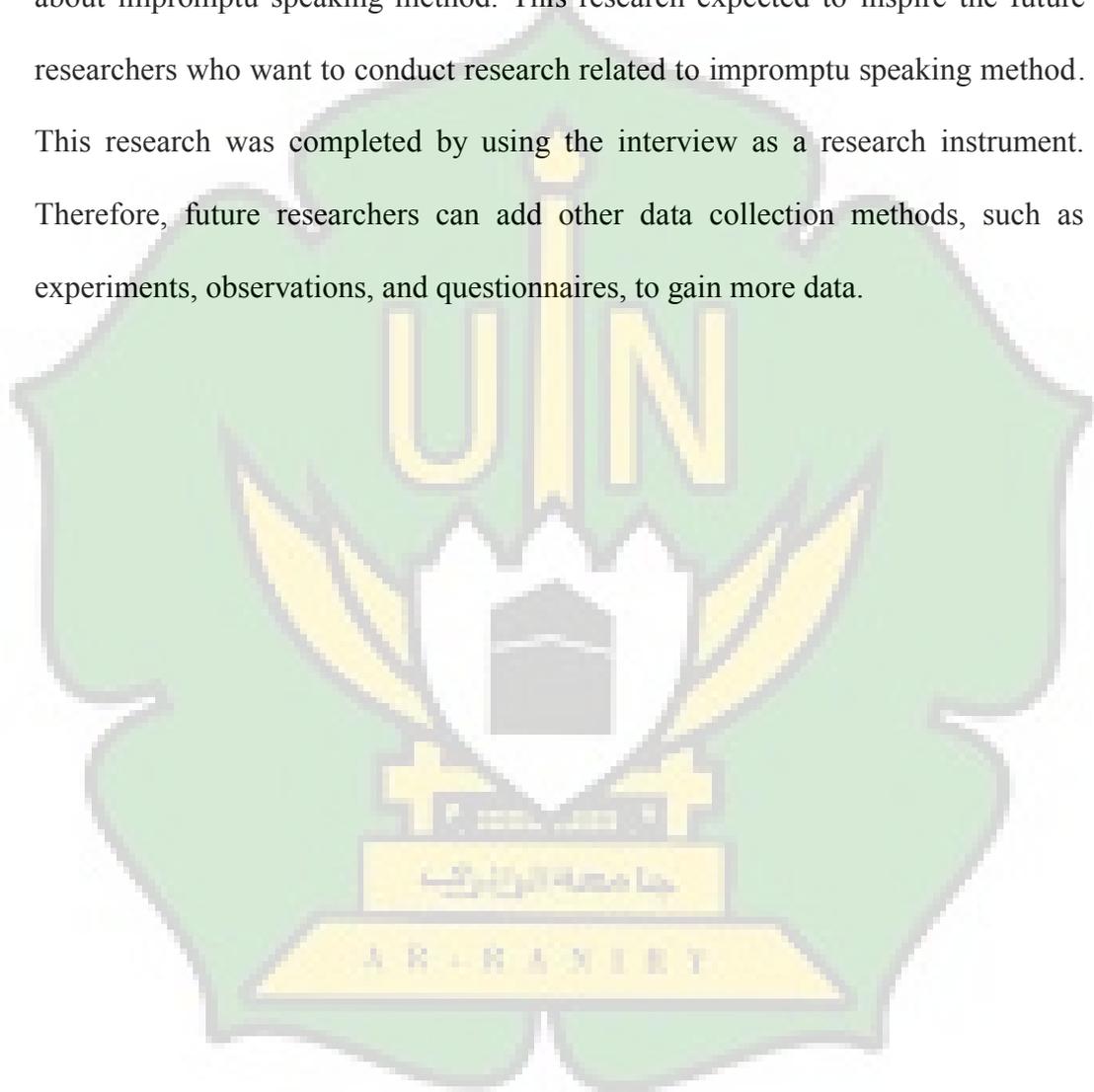
B. Recommendations

Based on the result findings, the researcher would give some recommendations for lecturers and students. The lecturers should use various of method in teaching English speaking. The researcher expected the impromptu speaking method could be one of the methods that will be used by the lecturers in terms of teaching English speaking. In implementing impromptu speaking method the lecturers should show up enthusiasm and interest in teaching learning activity in order to motivate students to participate. The lecturers should give the students an interesting topic in speaking activity learning, so they will be more motivated to speak and communicate in English.

The impromptu speaking method may also solve the students' difficulties in speaking. However, to develop speaking skill especially in dealing with fluency, the students need to practice more often. The impromptu speaking method is useful for the students because this method can be used to help them in

improving their speaking fluency. Therefore, the students can develop their fluency through experiencing by themselves.

The result of this research shows that the students have positive perception about impromptu speaking method. This research expected to inspire the future researchers who want to conduct research related to impromptu speaking method. This research was completed by using the interview as a research instrument. Therefore, future researchers can add other data collection methods, such as experiments, observations, and questionnaires, to gain more data.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17557/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
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6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2019

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Luthfi Aunie, MA Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Munawwarah**
- NIM : **160203166**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Advantages and Disadvantages of Impromptu Speaking Method in English Speaking (A Study at The Second Year Student of English Department of UIN Ar-Raniry)**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 Desember 2019
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12003/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepada Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

Assalamu'alaikum Wr. Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUNAWWARAH / 160203166**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Tengku Meurah Gampoeng Tibang Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Advantages and Disadvantages of Impromptu Speaking Method in English Speaking (A Study at The Second Year Student of English Department of UIN Ar-Raniry)*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 06 November
2021*

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fik@ar-raniry.ac.id.Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-422/Un.08/PBI/TL.00/11/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12003/Un.08/FTK.I/TL.00/11/2020 tanggal 06 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Munawwarah
NIM : 160203166
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

The Advantages and Disadvantages of Impromptu Speaking Method in English Speking (A Study at The Second Year Student of English Department of UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 November 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Interview Protocol

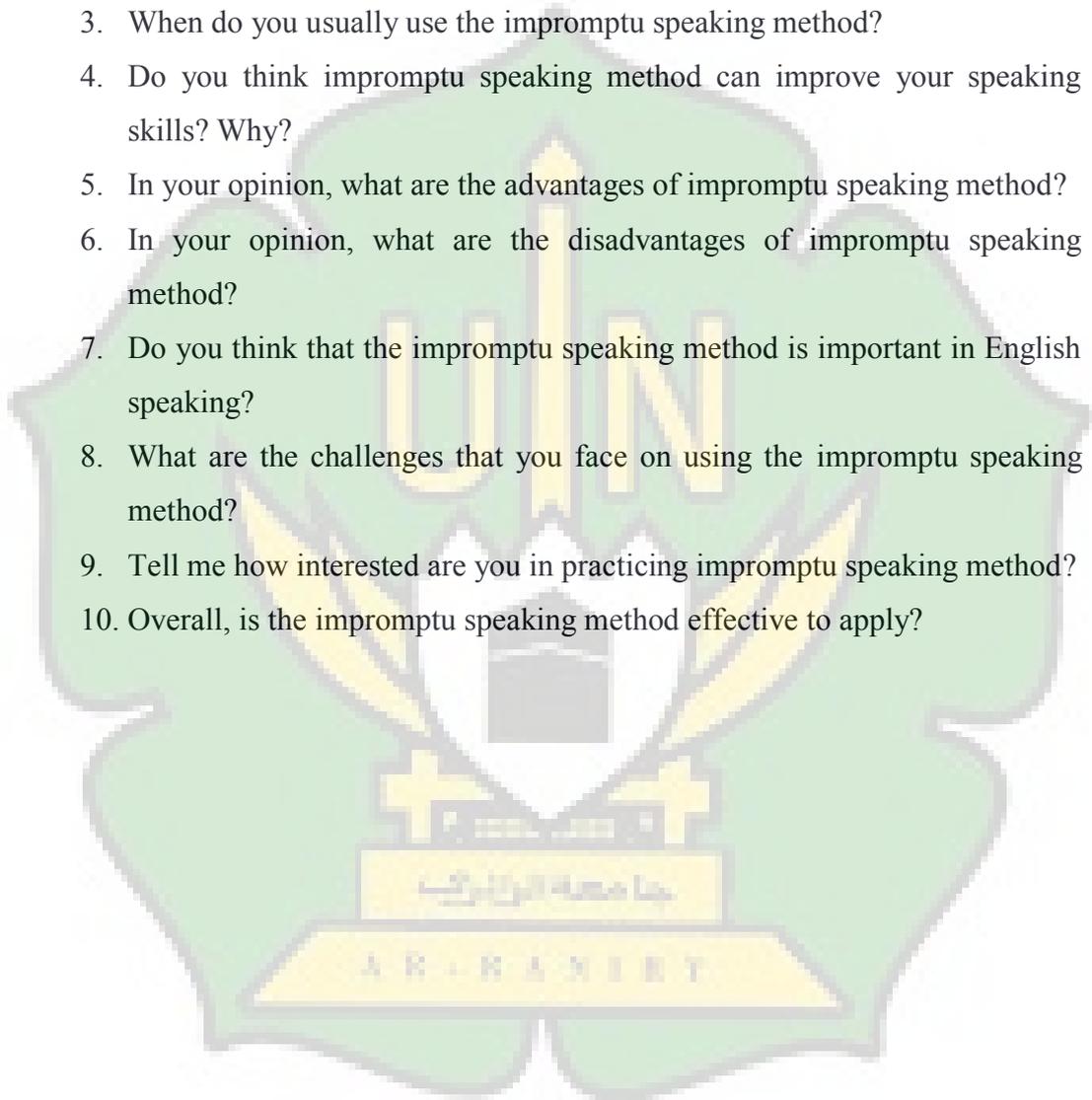
Project: **The Advantages and Disadvantages of Impromptu Speaking Method In English Speaking (A Study at The Second Year Student of English Department of UIN Ar-Raniry)**

Time of interview :
Date :
Place :
Interviewer : Munawwarah
Interviewee :
Position of Interviewee : The students of English Department of UIN Ar-Raniry

The purpose of this study is to determine the perception of The second year students of English department of UIN Ar-Raniry about the Impromptu speaking method. The data will be collected by using in semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the perception of the students about the impromptu speaking method. The interview process will take approximately 30 minutes.

Interview Guideline :

1. In your opinion, what is the impromptu speaking method?
2. In the speaking class, do you ever use the impromptu speaking method?
3. When do you usually use the impromptu speaking method?
4. Do you think impromptu speaking method can improve your speaking skills? Why?
5. In your opinion, what are the advantages of impromptu speaking method?
6. In your opinion, what are the disadvantages of impromptu speaking method?
7. Do you think that the impromptu speaking method is important in English speaking?
8. What are the challenges that you face on using the impromptu speaking method?
9. Tell me how interested are you in practicing impromptu speaking method?
10. Overall, is the impromptu speaking method effective to apply?



Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please
Initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that's on one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study

I agree to take part in this interview:

Fa 17 November 2020 Fuay
Participants' Name Date Signature

Munawwarah 17 November 2020 Melp
Researchers' Name Date Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Munawwarah
Domicile : Jl. Tengku Meurah, Tibang, Banda Aceh
Telp : +6282325474313
E-mail : mmunawwarah95@gmail.com

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IK
Participants' Name

11 November 2020
Date

IK
Signature

Munawwarah
Researchers' Name

11 November 2020
Date

Munawwarah
Signature

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Ul
Participants' Name

12 November 2020
Date


Signature

Munawwarah
Researchers' Name

12 November 2020
Date


Signature

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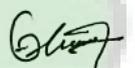
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I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study

I agree to take part in this interview:

GN
Participants' Name

8 November 2020
Date


Signature

Munawwarah
Researchers' Name

8 November 2020
Date


Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Munawwarah

Domicile : Jl. Tengku Meurah, Tibang, Banda Aceh

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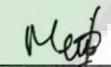
SV
Participants' Name

15 November 2020
Date


Signature

Munawwarah
Researchers' Name

15 November 2020
Date


Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Munawwarah

Domicile : Jl. Tengku Meurah, Tibang, Banda Aceh

Telp : +6282325474313

E-mail : mmunawwarah95@gmail.com

INTERVIEW GUIDELINE

Interviewees : The Students of English Department of UIN Ar-Raniry

Respondent 1 : SV

1. In your opinion, what is the impromptu speaking method?

A : “ the impromptu speaking method is when someone being ask to give speech about a certain topic and usually spontaneously and short and also without preparation” .

2. In the speaking class, do you ever use the impromptu speaking method?

A : “ yes I have ever use impromptu speaking method in my speaking class” .

3. When do you usually use the impromptu speaking method?

A : “ I usually do the impromptu speaking method on some event, because sometimes must answer something or giving speech in front of everyone” .

4. Do you think impromptu speaking method can improve your speaking skills? Why?

A : “ yeah I think the impromptu speaking method can improve my speaking skills because I have to think spontaneously right after I am being ask by someone to give a speech in front of everyone and improve

my thinking skill also my vocabulary because I have to find the right vocabulary for my speech” .

5. In your opinion what are the advantages of impromptu speaking method?

A : “ the advantage of impromptu speaking method is it make us think quickly about the answer that we need to answer and it make us making a quick brain storming thing and we need to find the right answer and we need to remember what we will answer and then yeah that’s all” .

6. In your opinion what are the disadvantages of impromptu speaking method?

A : “ the disadvantages of impromptu speaking method is sometimes people are getting nervous so that’s why this method is not suit for some people because someone who has lack a limited speaking skills might going to be so nervous and they might going to be blank because they can think anything” .

7. Do you think that the impromptu speaking method is important in English speaking?

A : “ yes it is important in English speaking because like I said before it improve our way of thinking because it give us quick brain storming” .

8. What are the challenges that you face on using the impromptu speaking method?

A : “ the challenges that I have face on using impromptu speaking method is when I not find the right answer because I cannot remember about the topic that I am being asked by someone, so I really need to dig my memory of it” .

9. Tell me how interested are you in practicing impromptu speaking method?

A : “ I am quite interested on practicing the impromptu speaking method because I get, I have experience about a lot so that’s why I have kind a quite a lot experience about it so I practice it a lot and then sometimes I find difficult because I really need to find the right answer to give speech in front to everyone but so far so good” .

10. Overall, is the impromptu speaking method effective to apply?

A : “ overall the impromptu speaking method perhaps is not effective from some people, because some people who has limited English speaking skills might going to be nervous of being us to give a speech quickly and they have to think quickly well they need to prepare for speech they need to find the right vocabulary for it so but some people who has advance speaking skills it is ok” .

INTERVIEW GUIDELINE

Interviewees : The Students of English Department of UIN Ar-Raniry

Respondent 2 : UL

1. In your opinion, what is the impromptu speaking method?

A : “ so I think impromptu speaking method is the method that want and able to use whenever someone that is asking to speak whenever the topic is and the people speak based on prior knowledge, the speaker that’s not giving the time to prepare so what could I say is this method is useful when someone is ask to speak with a little bit preparation or with no any preparation at all” .

2. In the speaking class, do you ever use the impromptu speaking method?

A : “ yes I ever use this one method even though I did not really realize I using, that is in my second semester in speaking class, so the lecturer ask us to speak in front of the class without any preparation” .

3. When do you usually use the impromptu speaking method?

A : “ I using this method when I just asked by people about something and so that is a kind situation that I using impromptu speaking method because I will answer the questions spontaneously in front of the people” .

4. Do you think impromptu speaking method can improve your speaking skills? Why?

A : “ yes definitely, because the impromptu speaking method is want able to develop the literacy at they speak on the stage or they able to be smart people and what diction they want to use and the able to use and that is actually happens spontaneously of course that with train” .

5. In your opinion what are the advantages of impromptu speaking method?

A : “ I think that the advantages of impromptu speaking method is a lot, I just mention a few of them, such as I feel that I able to improve orally expression of thought and increasing my confident whenever I speak in front of people in front of the public, I think the last one that I will mention it about the advantage from this method is this method probably the famous method that it build the communication skill and leadership” .

6. In your opinion what are the disadvantages of impromptu speaking method?

A : “ I thinks there is no one the disadvantages of impromptu speaking method” .

7. Do you think that the impromptu speaking method is important in English speaking?

A : “ yes definitely, may I say impromptu speaking method is important in speaking as the whole means by this is not only in English but also in other language that use or communicating or tools to communicate” .

8. What are the challenges that you face on using the impromptu speaking method?

A : “ the challenges that I face when I use the impromptu speaking method is I am type of that when I want delivered the ideas I am kind of the person that hard about to delivered the ideas, I hard to conveyed the sentences so that is the challenges thing that I face in this method” .

9. Tell me how interested are you in practicing impromptu speaking method?

A : “ once again I the type of person that need progress so I practicing the impromptu speaking method along side with the situation, so I practicing this method in my speaking class” .

10. Overall, is the impromptu speaking method effective to apply?

A : “ yes” .

INTERVIEW GUIDELINE

Interviewees : The Students of English Department of UIN Ar-Raniry

Respondent 3 : FQ

1. In your opinion, what is the impromptu speaking method?

A : “ in my opinion impromptu speaking method is a method in speaking when you speak without preparation, so you just speak in front of the people on the spot without any preparation and because someone ask to do that with a particular topic”.

2. In the speaking class, do you ever use the impromptu speaking method?

A : “ yes I have ever use impromptu speaking method when my lecturer ask me to explain about what thing he ask me directly before I prepare about that, so I need to think at the moment very short and then just speak up and then suddenly the idea in my mind just like that while I am speaking, so I just improvisation my knowledge when I spoke in the class at that time” .

3. When do you usually use the impromptu speaking method?

A : “ I usually use impromptu speaking method when I meet with foreigners or suddenly when I in radio stations and I just give talk show with the radio about event in English and then the broadcaster ask me to

explain about their event using English and then I just take a minute to think about what should I say it and just like that I said in English, so without preparation I just though may be a minute and then speak about it”

4. Do you think impromptu speaking method can improve your speaking skills? Why?

A : “ yeah I am agree, impromptu speaking method will improve our ability and our skill in speaking because this is what we really need in this world, because impromptu speaking teach us about we need to prepare our self wherever we are in what ever time we need to ready to speak in English suddenly without any preparation and I really recommended if one of speaking class use impromptu speaking method because it will train us to take respond very quickly” .

5. In your opinion what are the advantages of impromptu speaking method?

A : “ the advantage of impromptu speaking method is you do not need to prepare a lot of things before the class so you do not need to give a lot of effort regarding about the class so is just like easy method you do not have to make yourself difficult to prepare the class so you just go to in front of the class and then just speak up so this really easy to use, that’s why I like impromptu speaking method we just focused on practicing not the theory”

6. In your opinion what are the disadvantages of impromptu speaking method?

A : “ the disadvantages of impromptu speaking method is if you not really have enough experience speaking in English may be you still lack of confident and lack of in speaking in fluency on speaking, you will not get a lot of experience because when your teacher ask you to do impromptu speaking you do not know how to say and how do you say because you do not have any preparation, so your performance just like not really satisfy” .

7. Do you think that the impromptu speaking method is important in English speaking?

A : “ yes I think impromptu speaking method is really crucial in learning English because English language is not an our to be mastering but English is a tools to use to meet your goals so if you want to make yourself can use your tools very well you need to practice every day, it same like you want to play football if you want to be good in football you do not need only learn about theory but you need to practice it and English impromptu method is one of the way to practice your speaking so you can use it for your business or for your goals” .

8. What are the challenges that you face on using the impromptu speaking method?

A : “ the challenges that I got from using impromptu speaking method is when I try to make a structure or sentences in my brain before I try to perform it because I just have very short time to prepare myself before I perform about that thing, so is that the challenges that I got from impromptu speaking method because I do not have enough time to prepare myself” .

9. Tell me how interested are you in practicing impromptu speaking method?

A : “ impromptu speaking method is like playing a video game that’s what make me interesting because you just practicing and practicing so you learn from practicing is like you learn with a fun way by practicing speaking and for me personally I can improve myself in speaking skill because I learn and practice it every day may be sometimes without preparation suddenly someone ask me in English and the I try to answer in English so is really help me in the future when somebody ask me again in English and the I just quickly response answer the question in English as well” .

10. Overall, is the impromptu speaking method effective to apply?

A : “ in my opinion impromptu speaking method is really efficient if you want to apply in the class because if you give the students opportunity to practice their speaking but as far as you can manage this method very well and give all the students enough preparation to speak in English” .

INTERVIEW GUIDELINE

Interviewees : The Students of English Department of UIN Ar-Raniry

Respondent 4 : GN

1. In your opinion, what is the impromptu speaking method?

A : “ the impromptu speaking method is I think is a person when to deliver something without any preparation or I can say that the impromptu speaking method is the way of you talking about something on the spot with no preparation at all it is like spontaneous response” .

2. In the speaking class, do you ever use the impromptu speaking method?

A : “ I usually use the impromptu speaking method in speaking class” .

3. When do you usually use the impromptu speaking method?

A : “ I usually use the impromptu speaking method is when the lecturer ask me a question or ask me a suggestion, advice for the topic or subject that he or she talk for me and my friend in the class that still based on the previous topic that we learn” .

4. Do you think impromptu speaking method can improve your speaking skills? Why?

A : “ yes my speaking ability is improve by using this impromptu speaking method, because when we use the impromptu speaking method like we

stick to the point, we stick to the truth we do not need any kinds of lie we could elaborate the concept in our mind at that time” .

5. In your opinion what are the advantages of impromptu speaking method?

A : “ the advantage of course I think it will give me self-confidence, more confidence actually and give the ability of spontaneous response and then it will build my ability to size up the situation” .

6. In your opinion what are the disadvantages of impromptu speaking method?

A : “ the disadvantages of impromptu speaking method is this method is not suitable to the important occasions or situation like speak in front of the people in the big event, because without any preparation the event cannot run well” .

7. Do you think that the impromptu speaking method is important in English speaking?

A : “ yes I think it important in crucial condition” .

8. What are the challenges that you face on using the impromptu speaking method?

A : “ actually is challenging, everyone who use that impromptu speaking method will get a new challenge for him or her because when we faced

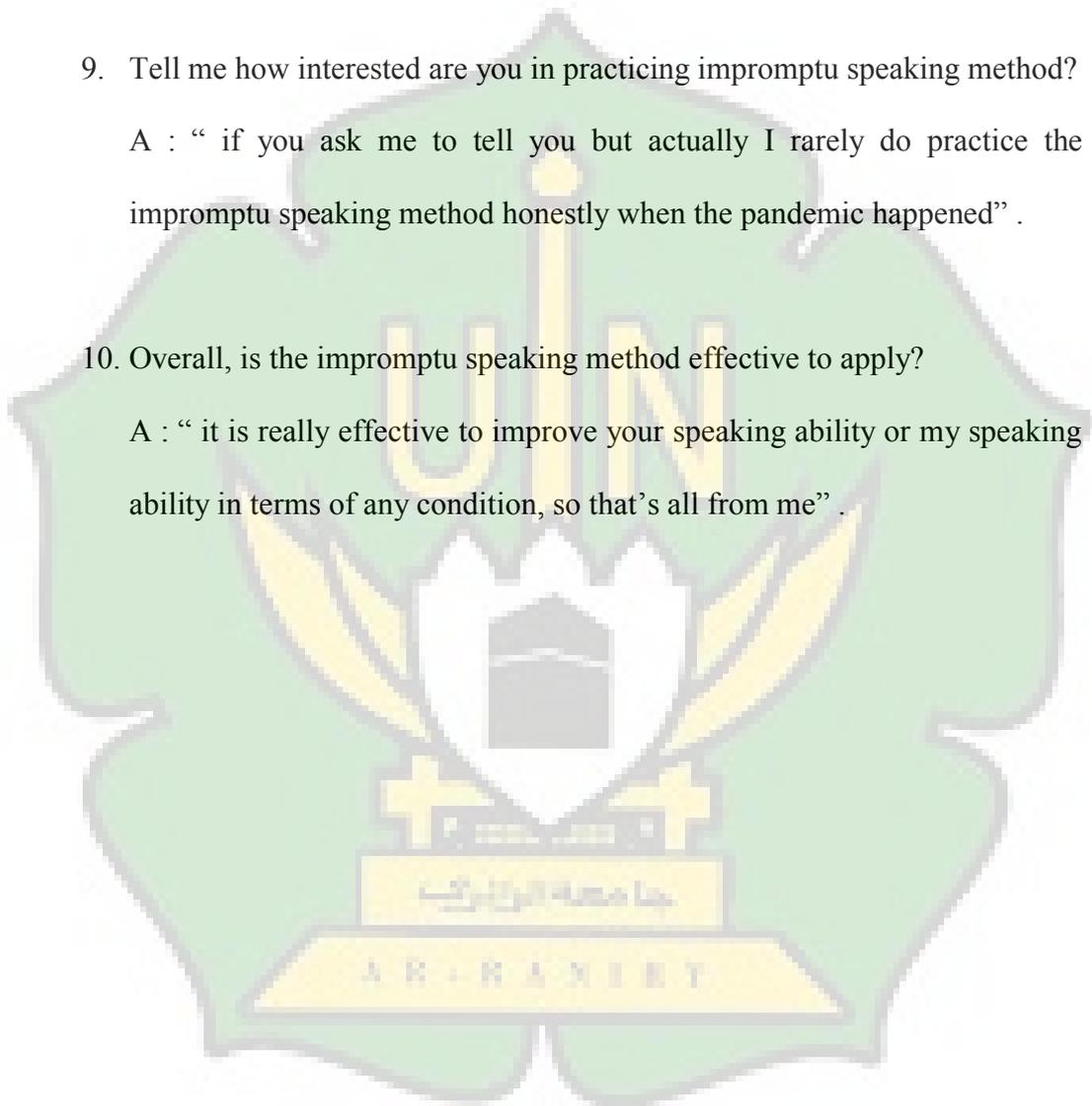
something and we use the impromptu speaking method we can use any expression to create a natural speaking or we can say it difficult to explore or elaborate the ideas on the spot” .

9. Tell me how interested are you in practicing impromptu speaking method?

A : “ if you ask me to tell you but actually I rarely do practice the impromptu speaking method honestly when the pandemic happened” .

10. Overall, is the impromptu speaking method effective to apply?

A : “ it is really effective to improve your speaking ability or my speaking ability in terms of any condition, so that’s all from me” .



INTERVIEW GUIDELINE

Interviewees : The Students of English Department of UIN Ar-Raniry

Respondent 5 : IK

1. In your opinion, what is the impromptu speaking method?

A : “ so for the first question, I think impromptu speaking method is a method of sudden speaking which depends with someone knowledge and experience and also applying it with improvisation” .

2. In the speaking class, do you ever use the impromptu speaking method?

A : “ yes I did, I usually use the impromptu speaking method in several class but most of the time in speaking class” .

3. When do you usually use the impromptu speaking method?

A : “ I think I usually use in the class, specifically in speaking class. Usually the lecturer give some situation to make into dialogue in front of the class” .

4. Do you think impromptu speaking method can improve your speaking skills? Why?

A : “ I think yes, because it can make us ready with any situation in real life and also improve our confidence to speak with other people” .

5. In your opinion what are the advantages of impromptu speaking method?

A : “ the advantages of impromptu speaking method is like I said before, it can make someone more confidence to talk with other people in the public and also they will ready with any kind of situation” .

6. In your opinion what are the disadvantages of impromptu speaking method?

A : “ the disadvantages of impromptu speaking method is I think the general problem with this method is the focus of the students to remember the vocabularies and difficult to make a good sentences when we already to speak” .

7. Do you think that the impromptu speaking method is important in English speaking?

A : “ yes because it can be used when we are in the any situation in the public” .

8. What are the challenges that you face on using the impromptu speaking method?

A : “ for me, I think it is hard to get a correct grammar to the sentences when we must to speak suddenly and sometimes we do not know to use the vocabularies” .

9. Tell me how interested are you in practicing impromptu speaking method?

A : “ I think it interest enough to try because it can build my confidence and faced on usual situation” .

10. Overall, is the impromptu speaking method effective to apply?

A : “ I think yes, it is worth it to apply in the class because it can makes students more ready when they have to face on usual situation” .

