

The Application of Impromptu Technique to Improve Speaking ability of Vocational Students of Bengkalis State Polytechnic

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Abstract. Based on issues identified in the classroom, students at the State Polytechnic of Bengkalis had difficulties in speaking. They struggled to understand and identify key points in the oral texts, and also had a limited vocabulary. To address these problems, the researcher decided to apply impromptu technique as a learning medium. The aim of the research was to determine to what extent the use of impromptu technique could improve students' speaking ability. This research was conducted over two cycles. Each cycle consisted of four meetings: three for teaching speaking and one for the post test. The participants were 22 students from the English department. Several instruments were used for data collection, including (1) observation sheets for students, teachers, and teaching steps, (2) field notes, and (3) Speaking ability tests. The findings revealed that the use of impromptu technique could improve the students' speaking ability. This was evident from the improvement in their average scores on speaking ability. The average score of the students before using this technique was at 51, which increased to 60 at the end of the research. In conclusion, the implementation of impromptu technique enhanced the students' speaking ability in the English department at the State Polytechnic of Bengkalis. It not only improved their test scores but also increased their interest in speaking activities.

Keywords: Impromptu speech technique, Speaking ability

INTRODUCTION

English is one of the most widely used and studied foreign languages. In the education system, from elementary to higher education, English is consistently positioned as a supporting competency that every student must possess. Existing facts show that mastery of English facilitates students in communicating globally and serves as a provision upon graduation from university. Therefore, in almost every university, English is a mandatory course, including at the State Polytechnic of Bengkalis.

Communication skills in English can be measured using several test instruments, including TOEIC, TOEFL, and IELTS. The test used at the State Polytechnic of Bengkalis as one of the graduation requirements is the English proficiency test, which in this case uses the Test of English for International Communication (TOEIC). This test consists of two parts: Listening and Reading. Based on the tests that have been conducted so far, the results show that the majority of students at the State Polytechnic of Bengkalis face difficulties in terms of language comprehension and language production. This can be seen in several oral speaking tests conducted in various English courses at the State Polytechnic of Bengkalis.

Weak speaking skills are caused by various factors, both internal and external. Among these factors are teaching materials, students' low speaking ability, and the lack of knowledge about appropriate learning strategies in speaking. These various factors must be addressed to improve students' speaking abilities. In this case, the application of the right teaching technique is considered very necessary. Therefore, in this study, the researcher will apply a learning strategy by using the Impromptu Speech method for students of the Language Department at the State Polytechnic of Bengkalis. The application of this learning method is expected to address the problems faced by the institution to improve the quality of its graduates, following the example. Some components, such as multi-leveled equations,

graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

The Impromptu Speech technique is a very useful method for teaching Speaking skills. This technique allows students to develop independent thinking abilities, quickly organize ideas, and speak informatively and confidently about various topics. Moreover, Impromptu Speech, or "extemporaneous speech," is also referred to as thinking while standing. This refers to the ability to quickly arrange one's ideas and speak on a subject without prior preparation.

According to Preston, as quoted by [1], impromptu speaking offers more than just an interesting form of competition for students. In addition, impromptu speaking can take the form of entertainment events, speeches, and debates, involving an eight-minute speech, with three of those eight minutes available for preparation time (known as prep time, or simply preparation).

In other words, impromptu speaking is the same as Impromptu Speech or extemporaneous speech. In fact, this technique can be used to improve students' speaking or listening skills, but in this study, the researcher focuses on using this technique to improve speaking skills only. Therefore, the application of the Impromptu Speech technique in English language learning can provide a good stimulus for enhancing students' Speaking abilities

There were some researchers have done such research. First, the research conducted by [2] entitled A Study of Students' Skill in Performing Impromptu Speech in the English Department in the Third Semester of FKIP Universitas Eka Sakti Padang. This experiment research aimed at finding out the effectiveness of impromptu speech. The result showed that the class applying this technique can improve the students speaking ability significantly.

Second, conducted by [3] entitled The Effectiveness Of Impromptu Speaking Method On Students' Speaking Of Introducing Oneself And Others. The finding of this research showd the effectiveness of applying impromptu speech technique.

The next Research conducted by [4] "Developing Students' Speaking Skills through the Impromptu Speech Method." This research used quantitative research in the form of an experimental design. The result showed the students' responses toward the teaching-learning process using impromptu technique.

The last research The Research conducted by [5], entitled Applying Impromptu Speech Technique to Improve Students' Speaking Ability in the Fourth Semester Students of STIBA Persada. This study aimed at finding out the effectiveness of using impromptu speech to improve students ability. As the result 11 of 15 students at good level.

METHODS

This research is a Classroom Action Research (CAR) study aimed at improving the Speaking Ability of English oral texts among students at Bengkalis State Polytechnic using the Impromptu Speech Technique. The subjects of the study are 22 students from the 2024-2025 academic year. [6] states that classroom action research consists of two or more cycles. Each cycle consists of 4 meetings and ends with a post-test. [7] state that each cycle consists of Plan, Action, Observation, and Reflection. In addition, data will also be collected through several other methods, namely: (1) observation checklists from students and lecturers, and teaching steps, (2) field notes, (3) interviews, and (4) final tests.

There are several components that must be considered when assessing speaking ability, namely: accent, grammar, vocabulary, fluency, and comprehension. Each of these components has a set of qualities (levels) that will be evaluated and a range of possible rankings. [8] explains this ranking as follows:

a. Accent

Table I.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"

b. Grammar

Table I.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 I.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 I.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 I.5

Score	Requirement
1	Understands too title for the simplest types of conversation.
2	Understands only show, 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	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

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

Table II.1
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

RESULTS AND DISCUSSION

Findings of the research discuss data description and analysis as well as findings and discussion of the findings. The findings are expected to answer questions stated in the formulation of the problem is to what extent can impromptu speech technique can improve the students' Speaking ability at State Polytechnic of Bengkalis. Based on the data which were collected from the result of the test.

The extent to which Impromptu Speech Technique can improve students' Speaking Ability.

Cycle 1

This classroom action research was conducted in two cycles, where each cycle consisted of 4 learning sessions and ended with a post-test in the final session. In the first cycle, the implementation of the teaching method using the impromptu speech technique began with an explanation of this technique and the stages of the learning process. Students were given an understanding of each stage of this research by providing examples and explanations regarding the application of the technique.

Additionally, the researcher ensured the students' understanding of the procedure by asking questions. Following this, the researcher implemented the technique during the teaching and learning activities in the classroom. During the learning activities, the researcher guided the students before providing topics by giving clues that each student needed to pay attention to. After that, they demonstrated their impromptu speech skills in small groups, followed by the next group, and other groups were allowed to ask questions regarding the performance of the presenting group. When everyone reconvened in the larger class group, the teacher asked students who were ready to pose questions either encouraged to do so or previously assigned about aspects they did not fully understand in other groups' presentations or found interesting. Finally, they were engaged in meaningful conversation.

This activity was repeated three times during the first cycle. At the end of the cycle, in the fourth session, a post-test was conducted involving two raters to assess the students' speaking abilities.

The researcher gave the students test of Speaking ability at the end of the cycle. The students score of Speaking test in cycle 1 can be seen in the following table:

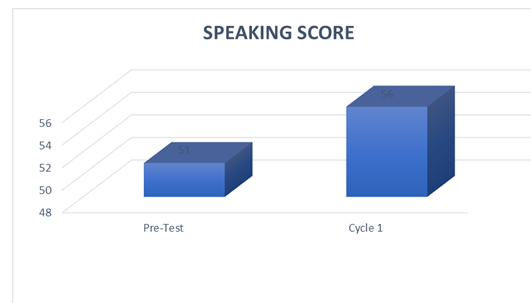
The students' Score of Speaking ability Test cycle 1

No	Students' code	Score	Category
1	1	44	Less
2	2	72	Good
3	3	74	Good
4	4	46	Less
5	5	68	Good
6	6	42	Less
7	7	66	Good
8	8	52	Less
9	9	52	Less
10	10	68	Good
11	11	66	Good
12	12	48	Less

13	13	52	Less
14	14	48	Less
15	15	70	Good
16	16	68	Good
17	17	56	Fair
18	18	66	Good
19	19	44	Less
20	20	44	Less
21	21	52	Less
22	22	42	Less
Total Score		1128	
Average Score		56	

The data below show that the average score of the students' speaking ability improved compared to the pre-test scores conducted before the implementation of the Impromptu Speech Technique, as illustrated in the diagram below:

Graph 1. The comparison between Students' Average Score before and after using impromptu Speech Technique in Cycle I



Based on the average Speaking scores of the students in Cycle I, the researcher found that the average score of the students during the post-test in Cycle I was 56. This represents an increase of 5 points compared to the students' average score before using the Impromptu Speech Technique (51). It can be concluded that the average Speaking test score of the students in Cycle I is higher than their average score before using the Impromptu Speech Technique.

Cycle 2

In the second cycle, the activities implemented were relatively the same. The teaching steps using the Impromptu Speech Technique were conducted in accordance with the instructions applied in the first cycle. However, there were some differences in the activity plan. The researcher began the activity plan by providing a reflection on the activities conducted in the previous cycle. Next, the researcher provided and explained information to the students on how to apply the Impromptu Speech Technique to address the issues encountered in the first cycle. Generally, the issues found

were technical, where the students were not yet accustomed to applying the technique correctly. The researcher also explained in detail the procedures used in applying the technique by giving examples of how to use it to improve the students' speaking skills. Then, the researcher applied the technique during the teaching and learning activities in the classroom.

Subsequently, the researcher continued the study by applying the steps of classroom action research, which included action, observation, and reflection, ending with a quiz and a post-test. At the end of the cycle, the researcher gave each student an individual quiz consisting of several questions relevant to the material they had learned, such as a picture that the students needed to describe in turns. After the activity, the researcher administered a quiz to each student with questions relevant to the material and evaluated the students' scores.

The researcher gave the students test of Speaking ability at the end of the cycle. The students score of Speaking test in cycle II can be seen in the following table:

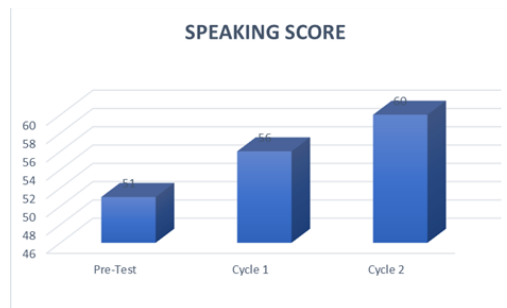
The students' Score of Speaking ability Test cycle 2

No	Students' code	Score	Category
1	1	44	Less
2	2	76	Good
3	3	76	Good
4	4	50	Less
5	5	72	Good
6	6	46	Less
7	7	70	Good
8	8	52	Less
9	9	57	Fair
10	10	68	Good
11	11	70	Good
12	12	47	Less
13	13	66	Good
14	14	50	Less
15	15	70	Good
16	16	70	Good
17	17	66	Good
18	18	68	Good
19	19	56	Fair
20	20	52	Less
21	21	56	Fair
22	22	48	Less
Total Score		1330	

Average Score	60
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The data below shows a significant improvement in the students' average speaking ability scores.

Graph 2. The comparison between Students' Average Score at Cycle I and after using impromptu Speech Technique at Cycle II



Based on the results of the test, the average score of the students in the Speaking test during Cycle II experienced a significant improvement. In Cycle II, the average Speaking test score of the students was 60, which represents an increase of 4 points compared to the average score in Cycle I (56 points). From these results, it can be concluded that the students' average score in the Speaking test during Cycle II is higher than their average score before using the Impromptu Speech Technique.

The diagram above also shows that the students' average Speaking test scores after the Impromptu Speech Technique in Cycles I and II were higher than before the teaching method was implemented in the class. Furthermore, there was a significant increase from Cycle I to Cycle II. The average Speaking test score of the students before using this technique was 51, which increased to 56 in Cycle I, and then again by 4 points in Cycle II, reaching 60. This indicates that this technique can improve students' Speaking ability test scores.

Finally, the researcher concluded that the speaking ability of students who applied the Impromptu Speech teaching technique improved in Cycle II, as there was a significant increase in their average Speaking ability test scores. Therefore, the classroom action research cycle using this method does not need to be continued, as the research objective has been achieved.

CONCLUSIONS

Based on the data obtained from the field, it can be concluded that the use of impromptu speech in learning, aimed at improving students' speaking abilities, has been successfully implemented. This is evident from the increase in the students' average score, which rose from 51 points before the technique was introduced to 60 points by the end of the second cycle.

Furthermore, of the 22 students involved in this study, more than 50% initially had scores below the standard (55 points); however, this percentage decreased to 36% by the end of the second cycle.

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