STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF IMPROMPTU SPEAKING STRATEGY AT SMKN 5 SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Arrohim, Azkiyah Zam Zami, 2019, Students' Perception Toward The Implementation of Impromptu Speaking Strategy at SMKN 5 Surabaya. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Rizka Safriyani, M.Pd and Hilda Izzati Madjid, MA

Key Word: Students' Perception, Impromptu Speaking Strategy

There are many teaching strategies that can be applied in teaching English, especially in teaching speaking. To improve the students' ability in speaking, it is necessary for language teacher to foster speaking skill on their students, it needs an appropriate technique or strategy to be used as a solution in teaching and learning process. Impromptu speaking strategy is one of speaking strategy that asks the students to speak in limit duration and in a limit preparation. This study is purposes to know the students' perception toward the implementation of impromptu speaking strategy; and examining the students' difficulties in the speaking activities during the implementation of impromptu speaking strategy. To answer these questions, this study use some instruments, those are: questionnaire and observation checklist. The study gained a survey research to 24 students of XI TEDK (Teknik Elektronika Daya dan Komunikasi) 3 at SMKN 5 Surabaya. The questionnaire consisted of two kinds of questions, the first is open-ended question and the second is close-ended question. Findings stated that the students have positive perception toward the implementation of impromptu speaking strategy. There are the advantages in the implementation of impromptu speaking strategy such as train the students' ability in speaking English, enrich the students' vocabularies and make the students more confident when they are speaking in front of public. However there are several students who had negative perceptions. In addition some perception stated above, there were also several difficulties that are faced by the students. In conclusion, the students' perception are not only positive but also negative with some difficulties. This result is supported the study from Munawarah which is stated that impromptu speaking is positive.

ABSTRAK

Arrohim, Azkiyah Zam Zami, 2019, Students' Perception Toward The Implementation of Impromptu Speaking Strategy at SMKN 5 Surabaya. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Rizka Safriyani, M.Pd and Hilda Izzati Madjid, MA

Key Word: Students' Perception, Impromptu Speaking Strategy

Ada banyak strategi pengajaran yang dapat diterapkan dalam pengajaran bahasa Inggris, terutama dalam pengajaran speaking. meningkatkan kemampuan siswa dalam berbicara, perlu bagi guru bahasa untuk menumbuhkan keterampilan berbicara pada siswa mereka, perlu teknik atau strategi yang tepat untuk digunakan sebagai solusi dalam proses belajar mengajar. Strategi impromptu speaking adalah salah satu strategi speaking yang meminta siswa untuk berbicara dalam durasi yang singkat dan dalam persiapan yang singkat. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penerapan strategi impromptu speaking; dan mengetahui apa saja kesulitan siswa dalam kegiatan speaking selama menerapkan strategi impromptu speaking. Untuk menjawab pertanyaan-pertanyaan ini, penelitian ini menggunakan beberapa instrumen, yaitu: kuesioner dan observasi. Penelitian ini memperoleh survei dari 24 siswa XI TEDK (Teknik Elektronika Daya dan Komunikasi) 3 di SMKN 5 Surabaya. Kuesioner terdiri dari dua jenis pertanyaan, yang pertama adalah pertanyaan terbuka dan yang kedua adalah pertanyaan tertutup. Hasil temuan menyatakan bahwa siswa memiliki persepsi positif terhadap penerapan strategi impromptu speaking. Ada keuntungan dalam penerapan strategi impromptu speaking seperti melatih kemampuan siswa dalam berbicara bahasa Inggris, memperkaya kosa kata siswa dan membuat siswa lebih percaya diri ketika mereka berbicara di depan umum. Namun ada beberapa siswa yang memiliki persepsi negatif. Selain beberapa persepsi yang dikemukakan di atas, ada juga beberapa kesulitan yang dihadapi oleh para siswa. Kesimpulannya, persepsi siswa tidak hanya positif tetapi juga negatif dengan beberapa kesulitan. Hasil ini didukung penelitian dari Munawarah yang menyatakan impromptu speaking itu positif.

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LIST OF ABBREVIATIONS

1. EFL : English as a Foreign Language

2. WISE : Wellbeing Inventory Secondary Education

3. TEDK : Teknik Elektronika Daya dan Komunikasi

4. SMKN : Sekolah Menengah Kejuruan Negeri

5. SMAN : Sekolah Menengah Atas Negeri

6. UIN : Universitas Islam Negeri

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study that explains the reason of settling this research. It consists of research questions, goals of the study that shows as aims of conducting this research, and significance of the study as the benefit of this study. Furthermore, scope and limitation of the study are also presented in this chapter. Finally definition of key terms defining the variables used in this research is also provided to avoid misunderstanding of those terms.

A. Background of The Study

In learning English, there are two aspects that must be mastered by students: namely language performance and language competence¹. Language performance called language skills include speaking, reading and writing. While language competence is knowledge of system of language such as grammar, vocabulary and pronunciation. Both of the language performance and language competence are important in learning English. One of the language performances is speaking. Speaking is an important aspect in language, because speaking is used to communicate among people in society. Every people need to communicate with the other. By speaking, people can convey information and ideas, and maintain social relationship by communicating with others. According to Harmer Speaking is the ability to speak fluently, not only knowledge about language features, but also the ability to process information and language on the spot². The ability of language can be seen from their speaking, when their speaking is good so they can be called as a person who has a good ability of foreign language or second language.

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Ilyatul Umroh, Degree of Strata: "Improving Students' Understanding of Simple Past Tense by Using Folktales". (Jakarta: Syarif Hidayatullah State Islamic University, 2011)
 Ani Dwi Wahyuni. "The Effectiveness of Short Movie for Teaching Speaking". FKIP UMP. 2016

Fulcher state "Speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students' ability to communicate in the target language"³. Speaking is different with four keys skill in a language learning, because the other three of language skill can be done by their selves, but people cannot really speak by their selves. Therefore, if people want to be competent in speaking English, they need to be confident to deliver their ideas well. To make the learners have a good ability in speaking, the teacher has to ask the students practicing speaking English every day or as often as possible. The teacher can manage the students' speaking practice or the teacher can just ask the leader of the class to manage the English speaking practice. They can just make an English day in each week. For example in every Friday all of the member of the class should talk using English, because when it is not applied for all of the members of the class, most of them will be shy to talk using English with their friend.

Nowadays many students have less practice in speaking so they are not too good in language ability. The reason why they are less practice in speaking English is there is no friend who will be the partner, and they are afraid to make mistake, then it will make them shy to start in speaking. So, the strategy to solve this problem is needed, the teacher should be active to warn the students to always practice, they can practice by partner, group or whole the class. To solve this problem is same as to improve the students' ability in speaking. To improve the students' ability in speaking, it is necessary for language teacher to foster speaking skill on their students, it needs an appropriate technique or strategy to be used as a solution in teaching and learning process. Of course every teacher will have a different strategy to solve that trending problem. Impromptu speaking is one of the strategies which were applied by one of the English teacher in SMKN 5 Surabaya. A simple formal speaking exercise of a limited duration of time and limited formal preparation is called as Impromptu Speaking⁴. Impromptu speaking

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³ Glenn Fulcher, "Testing Second Language Speaking". Pearson: Longman. 2003

⁴ Henderson Don. "Impromptu Speaking as a Tool to Improve Non-Native Speakers' Fluency in English". JALT Journal, Volume 4. 1982.

is speaking activity which is needs limit time for preparation and limit duration of time.

Based on preliminary observation on 10th August 2018 in SMKN 5 Surabaya, speaking has been taught by using an impromptu speaking strategy. The teacher used that strategy for a long time, and the teacher thought that this strategy is suitable for the students, the teacher have a positive perception about the effect of applying an impromptu speaking, because impromptu speaking is not the speaking act which should have a serious theme, or serious preparation. Impromptu speaking can be performed by fun themes. The students can make the sentences by themselves, they can imagine and produce any vocabularies. The material given is something that related to a variety of everyday words, phrases and topics. The purpose of impromptu speaking which is applied by the teacher is to make the students can speak well or can speak fluently by giving time or limited preparation. By asking them to perform and doing an impromptu speaking, the students' speaking ability will be increased, by practicing it in every English class, step by step their speaking ability will be increased. That all above are from the teacher perception about applying an impromptu speaking strategy for the students. Then in this research, the researcher wants to indicate the students' perception about impromptu speaking strategy which is applied by the teacher.

There are five previous studies which are related with this research. The first previous study was focus on students' perception to measures the students' wellbeing and the approach was quantitative study, the second previous study was focus on students' perception on Proprofs online computer based assessment software as assessment tool and the approach was descriptive quantitative, the third previous study was focus on students' perception on Speaking Anxiety Causes of Second Semester Students and the approach was descriptive quantitative, the fourth previous study was focus on students' perception of online assessment use in schoology in EFL classroom and the approach was descriptive quantitative, while this study focus on the students' perception toward the implementation of strategy named impromptu speaking and this study use descriptive qualitative approach, and the last

previous study was focus on The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability and the approach was quantitative study, while this study will focus on students' perception toward the implementation of impromptu speaking strategy and the difficulties that face by the students when they are doing an impromptu speaking and this study will use descriptive qualitative, the last previous study was about the implementation of impromptu speaking strategy while this study is not about implement the strategy but to find out the students' perception about the teacher's strategy in teaching speaking namely impromptu speaking. And all those previous studies above was not discussed about the difficulties of impromptu speaking. So, this study is unique and different from others. This study should be done as a new information and new study to be conducted.

In this research, the researcher wants to indicate the students' perception about impromptu speaking strategy which is applied by the teacher and want to know about what are the students' difficulties in presenting impromptu speaking in English class in SMKN 5 Surabaya. This study is use a qualitative method and the participants of the study is the students of IX TEDK (Teknik Elektronika Daya dan Komunikasi) 3 at SMKN 5 Surabaya.

B. Research Questions

In relation to the background of the study above, this study is intended to examine:

- 1. How is the students' perception toward impromptu speaking strategy used by the teacher at English class of SMKN 5 Surabaya?
- 2. What are the students' difficulties in the implementation of impromptu speaking strategy at English class of SMKN 5 Surabaya?

C. Research Objectives

Related to the research questions stated above, the objective of the study are:

- To describe the students' perception toward impromptu speaking strategy used by the teacher at English class of SMKN 5 Surabaya.
- To find out the students' difficulties in the implementation of impromptu speaking strategy at English class of SMKN 5 Surabaya

D. Significance of The Research

The results of the research are expected to give contribution for teacher students and also for the researcher. Here, the researcher describes the significance of the study:

- 1. For teachers: This research indicates the students' perception about impromptu speaking strategy. The students;' perception is occupy one of the important aspect in evaluating a course program or teaching strategy.
- 2. For students: this research will make the students understand an impromptu speaking strategy and the implementation of this strategy in English teaching and learning process.
- 3. For researchers: From this research, can make a better research in the future with a different aspects that haven't include in this research and can be used as the previous study.

E. Scope and Limitation

In every research, scope and limitation is very important. These are the scope and limitation for this research:

1. Scope and limitation

The scope for this research is the students' perception toward the implementation of impromptu speaking strategy in English class. The subject is only English class by English teacher in IX TEDK (Teknik Elektronika Daya dan Komunikasi) 3 of SMK Negeri 5 Surabaya and the limitation of this research is the students' feeling. The perception in this research means the students' feeling about

their learning experience in the use of impromptu speaking strategy.

F. Definition of Keyterms

In order to have the same idea and to avoid misunderstanding of this study, the researcher clarifies the term used in this study as follow.

1. Students' Perception

Schacter stated in Rendi, perception is the organization, identification and interpretation of sensations related to people's feelings towards their experiences⁵. In this research, students' perception refers to the students' feels of their learning experience in the use of impromptu speaking strategy.

2. Students' difficulty

Students' difficulty is the condition that affects students' achievement⁶. It was something directly related to their cognitive that might interrupt the students to comprehend. In this research the students' difficulty related to the students' challenge in doing an impromptu speaking strategy.

3. Impromptu Speaking Strategy

A simple formal speaking with limited duration of time and limited formal preparation is called as Impromptu Speaking⁷. According to Paullate in Munawarah impromptu speaking is one teaching strategy or technique that is very useful for teaching speaking. This technique allows students

⁶ Darti. Undergraduiated Thesis: "Analyzing Students' Difficulties Toward Listening Comprehension of English Education Department of Trabiyah and Teaching Faculty at UIN Alaudin Makassar" (UIN Alaudin Makassar, 2017)

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⁵ Rendi Hernawan. Undergraduated Thesis: "Students' Perception of The Use of The Integrated Skills Approach in General English Course at UIN Sunan Ampel Surabaya" (Surabaya" (Surabaya" UIN Sunan Ampel Surabaya, 2018)

⁷ Henderson, Don. "Impromptu Speaking as a Tool to Improve Non-Native Speakers' Fluency in English". JALT Journal, Volume 4. 1982.

to improve their ability to think on their feet⁸. In this research, impromptu speaking is speaking performance with the limit duration and limit preparation.



⁸ Siti Munawarah, Thesis: "The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year Of State Senior High School 12". (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2012)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are two main points that will be discussed, those are, Students' perception, impromptu speaking and the previous studies related to this study also will be described, especially the differences between this research and other researches.

A. Theoretical Framework

1. Students' Perception

Schacter stated in Rendi perceptions are interpreted as organization, identification, and interpretation of sensations related to people's feelings towards their experiences. Experience is the main aspect to understand the people's perception because perception is a feeling response. Montague said that students' perception is what the students feel about something. In this research, the feeling and the perception associated with experience of learning. Therefore to understand student perceptions, the researcher focuses on student perceptions of students' feelings about their learning experiences. Their learning experience is classroom learning activities or teaching learning process in a particularly involving an impromptu speaking strategy.

In an evaluation of learning language, students' perception is one of the main aspects. Chen stated that the perception of students is very important for the consideration success learn or

⁹ Rendi Hernawan. Undergraduated Thesis: "Students' Perception of The Use of The Integrated Skills Approach in General English Course at UIN Sunan Ampel Surabaya" (Surabaya: UIN Sunan Ampel Surabaya, 2018)

Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities" Pennsylvania State Univ no. 18, Remedial and Special Education (1997): 46-53

a success strategy of learning¹¹. The students' perception helps the teacher to see something or decided something from the point of view of students. Furthermore, the students' perception is useful to regulate the new strategy in the scope of school and university. Su Stated in her research about an English program in Taiwan used the students' perception to decide the changing of the learning method.

Moreover, student perceptions are the main aspect to measure learning outcomes and indicators of class influence. In Van Petegen's research, student perceptions are important in measuring learning outcomes ¹². Based on these considerations, the researcher agree that students' perception is the main aspect of the language learning process, not only for evaluation but also for the aim of increasing understanding.

Based on the theory above, the students' perception defined as the students' feeling in the experience of learning. In this research, the students' experience of learning refers to the learning experience in using impromptu speaking strategy. According to Catherine in Rosa there are two kinds of perception, the first is positive perception and the second is negative perception ¹³. Positive perception is the perception that present the positive response about something, or it show the agreement about something, while negative perception is the perception that present the negative response or it show the disagreement about something.

2. Speaking

Speaking is an important aspect of language, because it is used to communicate in society, someone will communicate

¹¹ Yinning Chen and Leon B Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation," Carfax Publishing 28, no. Assessment & Evaluation in Higher Education, (2003)

¹² Van Petegem et al. Thesis: "Student Perception as Moderator for Student Wellbeing."

¹³ Rosa Amalia, Undergraduated Thesis: "Students' Perception of Online Assessment Use in Schoology in EFL Classroom". (Surabaya: UIN Sunan Ampel Surabaya, 2018)

with other people by speaking. By speaking people can convey information and ideas, and improve social relations by communicating with others. As speakers, people use their speeches to create their self-image to others. By using speed and pausing, and various pitches, volume and intonation, they also create a formation for their talk that supports and enhances or improves what they are saying. Speaking is different with four keys skill in a language learning, because the other three of language skill can be done by their selves, but people cannot really speak by their selves. Therefore, if people want to be competent in speaking English, they need to be confident to deliver their ideas well.

3. Problems on English Speaking

Sadiono in Hanunah stated language learning has two proiblems namely linguistic factor and non-linguistic factor¹⁴. Linguistic factors are factors related to language such as grammar, pronunciation, vocabulary and cultural background of language, while non-linguistic factors are factor of non-language such as the teacher, the student, facilities, method, material, motivation and etc.

The first linguistic factor is grammar. Grammar is can be defined as the way words are put together to make correct sentences¹⁵. The second factor of linguistic is pronunciation. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. The third linguistic factor is Vocabulary. Vocabulary is one of important component in language acquisition. Without mastering enough vocabulary we cannot communicate well. Harris and Spat in Hanunah stated vocabulary is concept at of illustrating action (verb), things (noun), observable qualities

Hanunah, Undergraduated Thesis: "Students' Strategies in Overcoming Speaking

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Problems in Speaking Class at Second Semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya". (Surabaya: IAIN Sunan Ampel Surabaya, 2009)

15 Penny Ur, A Course in Language Teaching (practice and theory), (Combridge University Press. 1996), p. 75

(adjective and adverb), and relationship (function, conjunction, and preposition)¹⁶.

There are two Non-Linguistic Problems, the student factor and the teacher factor. First, discussing about the student factor, students are the most important part of the teaching and learning process. They come to classroom with different background, ability, style, attitude, etc. Brown and Segaran in Hanunah stated that students factors are related to several things related to age, opportunity, motivation, talent, attitudes, persistence, and also the courage to speak in front of public or in front of audience¹⁷. The success criteria of learning English does not only depend on the ability, but also depend on students' tenacity or students' persistence. The attitude of students about the language of students can fulfill what they need in communication and provide temporary meaning clearly. Second, discuss about the teacher factor. Teacher is a figure that has an important role in teaching and learning activities. Teacher is a manager, a controller and a model in the classroom. Teacher is a model for the students all of the teacher's attitude will be imitate by the students, all of the teacher's asked will be filled by the students. According to Athena in Hanunah, an English teacher takes a very important rule in teaching English because he is one of the factors that determines whether the teaching will be succeed or not 18.

The first teacher factor is motivation. Motivation is important for students. this has a positive effect on them. Without motivation, the students will be lazy and feeling not spirit in the classroom. The second teacher factor is methods. Methods are ways to teach students or to transfer lesson to students based on a certain set of theory dealing with the nature of language, learning, and teaching that is applied in the classroom. The third teacher factor is materials. In the development of material and classroom teaching the goal is to

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¹⁶ Hanunah, Undergraduated Thesis: "Students' Strategies in Overcoming Speaking Problems in Speaking Class at Second Semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya". (Surabaya: IAIN Sunan Ampel Surabaya, 2009)

¹⁷ Ibid, p. 19

¹⁸ Ibid., p.21

develop a series of activities for the students. Tomlinson in Richards suggest that good materials have the following characteristics: 19 such as Material should achieve impact, Materials should help learners feel at case, Materials should help learners to develop confidence, What is being though should be perceived by learners as relevant and useful, Material should require and facilitate learners self-investment, and Material should provide the learners' with opportunities to use the target language to achieve communicative purpose.

The fourth teacher factor is Facilities. The facilities of teaching and learning process are classroom, text book, teaching media laboratories, and library. The purpose of the leaning activity will be easy to be reached if the facilities in the school are on hand and can be used and utilized for the teaching and learning activity. The last is another possible problem. In learning speaking, students get into trouble speaking, according to Ur there are several problem faced by students in learning speaking:²⁰ the first is inhibition, unlike reading, writing, and listening activities, speaking need some degree of real-time exposure to an audience. The students usually afraid about making mistakes when they are speak, and feel shy. The second is nothing to say, the students often cannot think of word to say, they have no idea what should they say. The third is low or uneven participation. The next is mother-tongue used, sometimes one or both of the students used mother tongue in their communication.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to allow the students to use the target language as well as possible. In this case, Wah in Munawarah suggests that many kinds of technique or strategy are uses to improve students speaking ability. They are impromptu speaking, extemporaneous

¹⁹ Jack C Richards, *Curriculum Development In Language Teaching*. (Cambridge University), p. 263

Penny Ur, A Course in Language Teaching (Practice and Theory). (Cambridge University Press. 1996). p. 121

speaking, and manuscript speaking²¹. Impromptu speaking is the speaking activity that forced the students to speak with no time to prepare about what they are going to say, extemporaneous speaking is the speaking activity with some prior preparation, manuscript speaking is speaking activity that asked the students to prepare a complete manuscript.

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

The definition of impromptu speaking 4.

Impromptu speaking is one teaching strategy or technique that is very useful for teaching speaking. This technique allow students to develop their ability to think on their feet, organize ideas quickly, and speak informatively and confidently about variety of topics. In addition, according to Paullate in Munawarah impromptu speaking also called as thinking on your feet. It refers to being able to organize one's ideas quickly and speak about a subject without time to prepare²². When people are answering question, giving opinion, or sharing knowledge about many things on daily bases also defined as impromptu speaking.

For all the theory and explanation above, it clear that impromptu speaking strategy allow students to organize one's ideas quickly and prepares students to communicate intelligently start in the classroom into society.

22 Ibid.,

²¹ Siti Munawarah, Thesis: "The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year Of State Senior High School 12". (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2012)

5. The purpose of impromptu speaking strategy

According to David in Munawarah there are several purposes of impromptu speaking ²³. The purposes of impromptu speaking are offer students a unique forensics activity and valuable training in critical thinking and analysis then offer the students do not need much preparation in delivering speech, the next is offer students become reasoned response when giving an opinion, the next is helps the students more of a socially significant activity, then make the students become competent and expert in delivering a speech, then make students can communicate intelligently start in the classroom into society.

From the purpose of impromptu speaking strategy all above, the main purpose is train the students in critical thinking, train the students to delivering the speech in a limit preparation and become competent in delivering a speech.

6. The difficulties in impromptu speaking

Impromptu speaking is a part of public speaking. Public speaking and impromptu speaking is quite similar, there is no a great difference between them. So, the problems in doing public speaking can be classified as the problems in doing impromptu speaking. Graduateland Editorial Team wrote on their blog Careerland posted on March 15th, 2015 stated that there are 4 main difficulties or problem when we are do the public speaking:²⁴ the first is about preparation, preparation is important thing when you want to do anything, especially in speaking but many people still ignore preparation before deliver a speech. Fear and nervous can be appear when you are not prepare well about what you are going to say. The second is body language, some people are rare to use body language when they say about their

²⁴ Graduateland Editorial Team. "The Challenges of Public Speaking". Careerland, posted on 15th of march 2015

²³ Siti Munawarah, Thesis: "The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year Of State Senior High School 12". (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2012)

argumentation. Body language can be the interesting activity when you can compare with the content that you are going to say. Many speake\r use only one gesture over and over again, that activity can disturb their speaking or their attitude in front of public. Speaking in a public need a good appearance and attitude, so, try to skip and reduce any disturbing movements.

The third is fill words, Some people often use overuse words. Such as "I personally believe", "uumm", "yeah", "so", "ladies and gentlemen", "actually", "therefore", "basically", "eee". All of those words are often appear when you listen someone's presentation on someone's telling story. Usually, the speaker use the fill words when they are forget what they are going to say, or they are nervous. A good speaker is not use a filler words in their presentation or on their speech. Then the last is time management, most of people fail in managing the time. 30% of their speech is introduction time. Then most of people get lost the time which should be the important part or main point in their speech. Make a good plan in dividing the time for delivering a speech to avoid the problem of losing the time for the important part or main point in speech.

B. Previous Study

In this part, the researcher describes several previous type of research that related to the students' perception and impromptu speaking strategy. The previous research will be categorized into two. The first is the previous study which is related to students' perception, and the second is the previous study which is related to impromptu speaking strategy.

1. The first research related to the students' perception is the research titled Students' perception as moderator for students' well-being by Van Petegem. This study was quantitative study. In his research, Van Petegem used students' perception to measure the students' wellbeing. Van Petegem feel that the perception of the students is the significant account in the measurement of learning

outcome²⁵. The perception of the students also measured the wellbeing of the students. In Van Petegem's research, the students' wellbeing means the interpersonal behavior between students and teacher. The purpose of that research was to heighten the wellbeing of the students and the teacher. To understand the students' well-being, the researcher used WISE questionnaire. WISE is wellbeing inventory secondary education questionnaire. The result of this research is the students mainly perceived that their teacher was enthusiastic and know how to inspire the students.

The differences among these studies are the subject, the approach, and the object which is measured. The previous study was focus on students' perception to measure the students' wellbeing, while this study focuses the implementation of impromptu speaking strategy. The approach of this previous study was quantitative study, while this study is use descriptive qualitative approach. The subject of the previous study is grade 9 students of technical and vocational training school, while the subject of this study is the students of SMKN 5 Surabaya.

2. The second previous research connected to students' perception is titled Students' Perception on Proprofs Online Computer Based Assessment Software as Assessment Tool at English Education Department, UIN Sunan Ampel Surabaya. by Lailatul Chikmah in 2016²⁶. This study is descriptive quantitative study. The researcher using descriptive method to describe the phenomenon in the research and using quantitative approach method to analyze the data. In that research, Lailatul Chikmah has used students' perception to measure Proprofs online computer based assessment software as assessment tool. This research is about how the students' perception on Proprofs online computer as assessment tool at English Education

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²⁵ Van Petegem et al., Student perception as moderator for student wellbeing

²⁶ Lailatul Chikmah. Undergraduated Thesis: "Students' perception on Proprofs Online Computer –Based Assessment Software as Assessment Tool at English Education Department, UIN Sunan Ampel Surabaya". (Surabaya: UIN Sunan Ampel Surabaya, 2016)

Department and what is the result of students score regarding the use of Proprofs online computer. The result of this research is there were 93% from the positive component and there were 7% from the negative component. It means that the students' perception were positive about Proprofs online computer as assessment tool.

The differences among these studies are the subject, the approach and the object which is measured. This previous study was focus on students' perception toward Proprofs Online Computer Based Assessment Software as Assessment Tool, while this research focuses on students' perception toward the implementation of impromptu speaking strategy. The approach in the previous study was descriptive quantitative, while this study use descriptive qualitative approach. The subject of the previous study was the students of English Education Department, UIN Sunan Ampel Surabaya, while the subject of this study is the students of SMKN 5 Surabaya

The third previous study connected to students' perception is titled Student Perception on Speaking Anxiety Causes of Second Semester Students English Education Department of State Institute for Islamic Studies Sunan Ampel Surabaya 2013 by Nuswatul Maziyyah in 2013²⁷. This study is descriptive quantitative study. In that research, Nuswatul Maziyyah used the students' perception to measure and know the students' speaking anxiety causes. This research is about what are the students' perceptions on speaking anxiety causes of second semester students English department and how to reduce speaking anxiety for second semester students of English department. The result of this research is most of the students usually feel anxious when they are debating and giving presentation in front of the class. The researcher also finds some strategies that were used by students in reducing anxiety in speaking English,

²⁷ Nuswatul Maziyyah, Undergraduated Thesis: "Student Perception on Speaking Anxiety Causes of Second Semester Students English Education Department of State Institute for Islamic Studies Sunan Ampel Surabaya 2013" (Surabaya: IAIN Sunan Ampel Surabaya, 2013)

such as prepare the material before giving presentation or debating, relax by taking a deep breath before speaking, concentrate on the message that will be delivered and practice their English out of class with their friend.

The differences among these studies are the subject, the approach and the object which is measured. This previous study was focus on students' perception on Speaking Anxiety Causes of Second Semester Students, while this study is concern on students' perception toward the implementation of impromptu speaking strategy. The approach in the previous study was descriptive quantitative, while this study use descriptive qualitative approach. The subject of the previous study was Second Semester Students English Education Department of State Institute for Islamic Studies Sunan Ampel Surabaya, while the subject of this study is the students of SMKN 5 Surabaya.

The fourth previous research related to the students' perception is titled Students' Perception of Online Assessment Use in Schoology in EFL Classroom by Rosa Amalia in 2018²⁸. This study is survey research. In that research, Rosa Amalia used students' perception to measure the students' online assessment use in Schoology in EFL classroom. This research wanted to know about the perception of students about the use of Schoology as an online assessment and what the challenges in doing online assessment. The result of that study is there are two perception informed by the students. Positive and negative perception. The students enjoy doing the online assessment, according to the students an online assessment is better than paper assessment and it can save the students' time are the positive perception about online assessment. While trouble and complicated is entered to the negative perception toward online assessment. Then the challenges in doing online assessment are about internet signal, time and so on.

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²⁸ Rosa Amalia, Undergraduated Thesis: "Students' Perception of Online Assessment Use in Schoology in EFL Classroom". (Surabaya: UIN Sunan Ampel Surabaya, 2018)

The differences among these studies are the subject, the approach and the object which is measured. That previous study focused on the students' perception of online assessment use in Schoology in EFL classroom, while this on students' perception toward implementation of impromptu speaking strategy. The approach in the previous study was descriptive quantitative, while this study use descriptive qualitative approach. The subject of the previous study was the English Teacher Education Department's student year 2014, 2015, and 2016 at State Islamic University of Sunan Ampel Surabaya, while the subject of this study is the students of SMKN 5 Surabaya.

In addition to the previous study about students' perception, there is also the previous study about an impromptu speaking strategy as follows:

5. The previous study connected to impromptu speaking titled The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year Of State Senior High School 12 by Siti Munawarah in 2012²⁹. This research is experimental research and use quantitative approach. In that research Siti Munawarah want to know about to what extent students' speaking ability at SMAN 12 Pekanbaru and is impromptu speech technique effective to help the students express their idea in English. The result of this research is the effect of impromptu speech technique is better than natural approach as the conventional way.

The differences among these studies are research focus, the subject and the approach. This previous study was focus on The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability, while this research is focus on students' perception toward the implementation of impromptu speaking strategy and the difficulties that face by the students when they are doing an

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²⁹ Siti Munawarah, Thesis: "The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year Of State Senior High School 12". (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2012)

impromptu speaking strategy. This previous study was about the implementation of impromptu speaking strategy while this study is not about implement the strategy but to find out the students' perception about the teacher's strategy in teaching speaking namely impromptu speaking. The approach in the previous study was quantitative study, while this study will use descriptive qualitative. The subject of the previous study was the students of SMAN 12 Pekanbaru, while the subject of this study will be the students of SMKN 5 Surabaya.

Unlike those five previous studies, there differences between those previous researches and this research. In this research, the researcher explained and described about the students' perception toward the implementation of impromptu speaking and also the difficulties that faced by the students when they are doing an impromptu speaking. Impromptu speaking strategy which is applied by English teacher will build the positive and negative perception from the students. That is why, the researcher want to know about the students' perception toward the implementation of impromptu speaking and also the difficulties that faced by the students when they are doing an impromptu speaking in English class at SMKN 5 Surabaya. And all those previous study above was not discussed about the students' perception toward the implementation of impromptu speaking strategy and the difficulties of impromptu speaking. So, this study is unique and different from others. This study should be done as a new information and new study to be conducted.

CHAPTER III

RESEARCH METHOD

This chapter presents about researcher's step in conducting the study, the explanation consists of approach and research design, setting of the study; including time and place of the study, data collection technique, and data analysis technique.

A. Research Design

Research design or research approach is scientific process to get needed data in a research with particular goal and specific function³⁰. It is divided into two types they are quantitative and qualitative research method. In conducting this research, the researcher used descriptive qualitative as the research method. Descriptive research is the research which focuses on describing situation and condition to be explained in the research report³¹. The researcher described the situation which happens in the class in observation and described the result of students' answer on questionnaire sheet to know the students' perception toward the implementation of impromptu speaking.

B. Research Subject

The subject of the research is one class, the students of IX TEDK (*Teknik Elektronika Daya dan Komunikasi*) 3. This class is consists of 24 students. It is located In SMK Negeri 5 Surabaya. The researcher selected this class to be a subject of the study because the teacher in this class is applying impromptu speaking strategy.

³¹ Ibid., p. 3

³⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2014)., p.1

C. Setting of The Research

The Setting of the research are concludes 2 aspects. The first is the place and the second is the time in doing the research.

1. Place

This research was taken place at SMKN 5 Surabaya which located in Jl. Mayjen Prof. Dr. Moestopo No. 167-169, Mojo, Gubeng, Surabaya. This school is chosen as the research because one of the English teachers in this school is applying impromptu speaking as the strategy in teaching English.

2. Time

This research conducted on April. So, the researcher came to the school and gave the questionnaire on the students of IX TEDK (Teknik Elektronika Daya dan Komunikasi) 3.

D. Data and Source Of Data

The data in this research were collected from the result of questionnaire, the result of observation checklist and the video recording. First, to collect the data the researcher observed one meeting in one class using observation checklist and take the video record of the students' activity in the class when they do an impromptu speaking strategy. The video recording is to support the data which were collected by using questionnaire and observation checklist, after that the researcher gave the questionnaire to the students. The source of the data is the students.

E. Data Collection Technique

The techniques for collecting the data for this research are three, the first is observation, the second is questionnaire and the last is video recording.

1. Observation

The researcher observed about what are the difficulties that are faced by the students when they doing an impromptu speaking. In this research, the data were collected by the

researcher although the researcher not included in teaching process. Observation was conducted during teaching and learning process. Observation was conducted during teaching and learning process on the first day of the research. The researcher did the observation directly to describe the real situation during discussion in speaking class. Then, all of the results of observation were written descriptively.

2. Questionnaire

List of questions of questionnaire are appropriate with the research problems. The questionnaire were copied as number as students of IX TEDK (Teknik Elektronika Daya dan Komunikasi) 3 at SMKN 5 Surabaya. After that, the researcher distributed them to the students. After collecting those questionnaires, the researcher analyzed them by using percentage technique. The sum of students' response of one item question divided into the number of the students' answer and will be multiplied by 100%.

3. Video recording

The researcher did video recording when she did the observation in the class. While the researcher observed using observation checklist, the researcher also take video recording as the secondary data.

F. Research Instrument

All of the research needs an instrument to collect the data. In this research, the researcher use two research instruments. The first is observation checklist and the second is questionnaire.

1. Observation instrument

The researcher was use observation checklist to gain the data to answer the second research question. Observation checklist theory adopted by David E Williams in his book the title is Is It Time for a Change in Impromptu Speaking and theory which is written by Graduateland Editorial Team. The title is The Challenges of Public Speaking on blog Careerland. The observation checklist adopted from the table 3.2 sheets observations students in learning, repository unpas

by M Dwiputri³². The researcher also took a video recorder when she does the observation.

2. Questionnaire instrument

The researcher used questionnaires to answer the first and the second research questions. The researcher used the list of questionnaire theory adopted from David E Williams in his book the title is Is It Time for a Change in Impromptu Speaking and theory which is written by Graduateland Editorial Team. The title is The Challenges of Public Speaking on blog Careerland. The researcher used the list of questionnaire adopted from Attachment 1 Main Points Inquiries The Influence of The students' Perception About The Method Teaching Teachers, Discipline Learning and Motivation Excel Against The Results of Learning Integrated IPS grade VIII in the first semester SMP Islam Purbolinggo in Academic Year 2013/2014³³.

G. Data Analysis Technique

In this research, the data analysis techniques are:

1. Data from questionnaire

The data gathered from the questionnaire were analyzed using the following procedures. These procedures were adopted from Sudiana, as follow³⁴:

a. Preparation

The researcher checked completely names and identified of the respondents, checked the complement of the data and checked types of data content.

³³ "Lampiran 1 Kisi-Kisi Angket Pengaruh Persepsi Siswa Tentang Metode Mengajar Guru, Disiplin Belajar dan Motivasi Berprestasi Terhadap Hasil Belajar IPS Terpadu Kelas VIII Semester Ganjil Smp Islam Purbolinggo Tahun Pelajaran 2013/2014", https://repository.iainpurwokerto.ac.id, accesses on 15th march 2019

³⁴ Sudjana DR. Nana,"Penilaian Hasil Proses Belajar Mengajar", (Bandung: Remaja Rosdakarya), 131

 $^{^{\}rm 32}$ "Tabel 3.2 Lembar Observasi Siswa Dalam Pembelajaran", https:/repository.unpas.ac.id, accesses on $15^{\rm th}$ march 2019

b. Tabulation

From the initial data above, the researcher tabulated the data by counting the response for each option and put in a table

c. To know the general tendencies of the respondents in relations to the research questions as reflected in the questions of the questionnaire, the responses to each question are put into percentages using the following formula:

P = F/N X 100 %

P = the percentage of the students with the same answers

F =the number of respondents' answers

N= the number of respondents

- d. From the percentages of the responses, the researcher discussed the data in relation to the questions of the research.
- e. The researcher described the percentage.

2. Data from observation

The data were analyzed by using steps by

- a. The researcher analyzed what are the difficulties that often faced by the students
- b. The researcher combine the result of the observation with the result of the questionnaire
- c. The result of observation was used to support the previous data collected by the questionnaire and presented together as the finding of the research.

H. Research Stages

In this research, the researcher use four stages, they are:

 First stage is the researcher asked permission to the school, at SMKN 5 Surabaya. After the researcher get permission from headmaster, then the researcher made appointment with

- English teachers for the observation in class which is apply impromptu speaking strategy (XI Teknik Elektronika Daya dan Komunikasi 3).
- 2. Second stage is the researcher did observation during teaching and learning process about the difficulties that faced by the students when do impromptu speaking strategy. The researcher asked permission to the teacher to take video recording and take a note or do the observation checklist. This observation was done one meetings in on class. Video recording and observation guideline were needed in this activity.
- 3. The third stage is the researcher distributed the questionnaire to the students in that class. Then the students answered the questionnaire which is about their perception toward the implementation of impromptu speaking. Then after the students answered that questionnaire, the researcher collected the questionnaire.
- 4. The last stage is the researcher took and described the result from that questionnaire. The first is the result about students' perception toward the implementation of impromptu speaking, and the second is about what are the difficulties in doing an impromptu speaking strategy.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes and analyzes the data which are obtained during the research. In this chapter includes the display of the result of questionnaire and observation and discussion about the answer of research problems.

A. Research Finding

To find out about the students' perception toward the impelementation of impromptu speaking strategy, this research shared questionnaires to 24 students. the questions in the questionnaire consist of two kinds of questions, the first is openended question, the second is close-ended question. The findings presented into two sections, the first is the students' perception toward the implementation of impromptu speaking strategy, and the students' difficulties in doing an impromptu speaking strategy. The result of the responses explained descriptively. Those are:

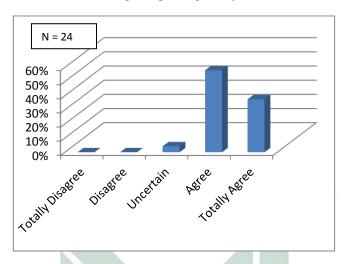
1. Students' perception toward the implementation of impromptu speaking strategy

In close-ended questionnaires, the 24 respondents who filled the questionnaire are from the students of XI TEDK 3 because the English teacher at their class had use an impromptu speaking strategy. Concerning with the students' perception toward the implementation of impromptu speaking strategy in English class that was gained on April 30th 2019, the researcher found that the result of this research is positive perception. The students have a positive perception about the implementation of impromptu speaking.

The students at XI TEDK 3 SMKN 5 Surabaya believe that impromptu speaking strategy can train the students' ability in speaking English, their speaking is better

than before doing an impromptu speaking strategy. It is proven by:

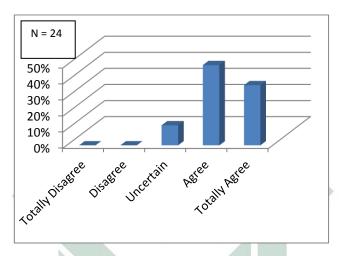
Chart 4.1 Students' perception about impromptu speaking strategy can train their English speaking ability



Based on the chart 4.1, it could be concluded that the students' perception about impromptu speaking strategy can train the English speaking ability of students XI TEDK 3 at SMKN 5 Surabaya 2019, 1 student (4,2%) uncertain that impromptu speaking strategy can train the students' ability in speaking English, 14 students (58%) agree that impromptu speaking strategy can train the students' ability in speaking English, 9 students (37,5%) totally agree that impromptu speaking strategy can train the students' ability in speaking English. Based on the table above we can conclude that most of the students agree that impromptu speaking strategy can train the students' ability in speaking English.

They also believe that impromptu speaking strategy can enrich their vocabularies, because they have to prepare in a limit time and they have to say anything without looking at note, the students are force to memorize the vocabularies, that is why the students' vocabularies in increase after they doing an impromptu speaking strategy. It is proven by:

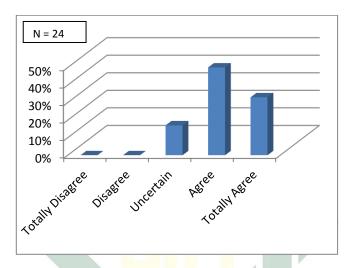
Chart 4.2 Students' perception about impromptu speaking strategy can enrich their vocabulary



Based on the chart 4.2, it could be concluded that the students' perception about impromptu speaking strategy can enrich the students' vocabulary of students XI TEDK 3 at SMKN 5 Surabaya 2019, 3 students (12,5%) uncertain that impromptu speaking strategy can enrich the students' vocabulary, 12 students (50%) agree that impromptu speaking strategy which is applied by the teacher in English class can enrich the students' vocabulary, 9 students (37,5%) totally agree that impromptu speaking strategy can enrich the students' vocabulary. Based on the table above we can conclude that most of the students agree that impromptu speaking strategy which is applied by the teacher in English class can enrich the students' vocabulary.

The next result of questionnaire showed that the most of the students agree that impromptu speaking strategy can make the students more confident when they are speaking in front of public. It is proven by:

Chart 4.3
Students' perception about impromptu speaking strategy can make them more confident when they speak in front of public

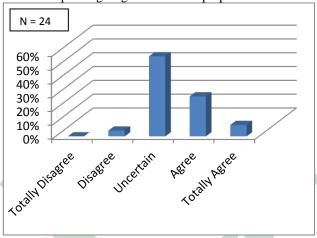


Based on the chart 4.3, it could be concluded that the students' perception about impromptu speaking strategy can make the students more confident when they are speaking in front of public, 4 students (17%) uncertain that impromptu speaking strategy can make the students more confident when they are speaking in front of public, 12 students (50%) agree that impromptu speaking strategy can make the students more confident when they are speaking in front of public, 8 students (33%) totally agree that impromptu speaking strategy can make the students more confident when they are speaking in front of public. Based on the table above we can conclude that most of the students agree that impromptu speaking strategy can make the students more confident when they are speaking in front of public.

But, beside the positive perception about the implementation of impromptu speaking, there are also a few negative perceptions, another result of questionnaire showed

the students uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation. It is proven by:

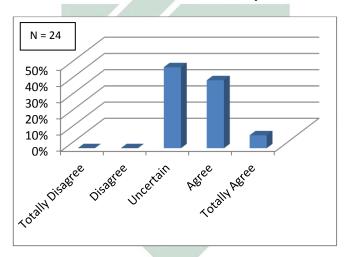
Chart 4.4
Students' perception about impromptu speaking strategy can make them speaking English in a limit preparation



Based on the chart 4.4, it could be concluded that the students' perception about impromptu speaking strategy can make the students speaking English in a short preparation or limit preparation, 1 student (4,2%) do not agree that impromptu speaking strategy can make the students speaking English in a limit preparation, 14 students (58%) uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation, 7 students (29%) agree that impromptu speaking strategy can make the students speaking English in a short preparation or limit preparation, and 2 students (8,3%) totally agree that impromptu speaking strategy can make the students speaking English in a limit preparation. Based on the table above we can conclude that most of the students uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation

The next result of questionnaire as a new finding showed that the students who are agree that impromptu speaking strategy can make the students think on feet and think critically balance with the students who are uncertain that impromptu speaking strategy can make the students think on feet and think critically. It is proven by:

Chart 4.5
Students' perception about impromptu speaking strategy can make them think on feet and think critically



Based on the table above, it could be concluded that the students' perception about impromptu speaking strategy can make the students think on feet and think critically, 12 students (50%) uncertain that impromptu speaking strategy can make the students think on feet and think critically, 10 students (42%) agree that impromptu speaking strategy can make the students think on feet and think critically, and 2 students totally agree that impromptu speaking strategy which is applied by the teacher in English class can make the students think on feet and think critically. Based on the table above we can conclude that the students who are agree that impromptu speaking strategy can

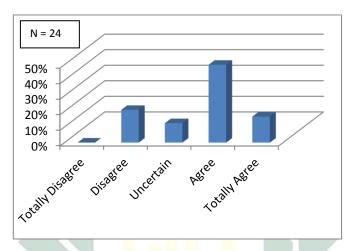
make the students think on feet and think critically balance with the students who are uncertain that impromptu speaking strategy which is applied by the teacher in English class can make the students think on feet and think critically.

The researcher can conclude that the students of XI TEDK 3 at SMKN 5 Surabaya believe that impromptu speaking strategy is a good strategy in English. It can be proven by the result of questionnaire that most of the students give a positive perception about impromptu speaking strategy. The students believe that impromptu speaking strategy can train the students' ability in speaking, they also believe that impromptu speaking strategy can enrich their vocabularies and make the students more confident when they are speaking in front of public. Besides the positive perception about the implementation of impromptu speaking strategy there are also the negative perception such as the students believe uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation because they disposed speaking in a shorter time that the time which is expected. And an interesting result about the perception of impromptu speaking strategy can make the students think on feet and think critically, some students give a negative response and some of them give a positive response.

2. The students' difficulties on impromptu speaking strategy

Based on the result of the data from questionnaire, there are some difficulties faced by the students when they do an impromptu speaking strategy. The first difficulty is nervous. It is proven by:

Chart 4.6
The students feel nervous when do an impromptu speaking because it just have a limit time for preparation



Based on the chart 4.6, it could be concluded that the students' difficulties about impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation, 5 students (21%) do not agree that impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation, 3 students (12,5%) uncertain that impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation, 12 students (50%) agree that impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation, and 4 students (16,7%) totally agree that impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation. Based on the table above we can conclude that most of the students agree that impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation.

The second difficulty is the students do not have many vocabularies. It is proven by:

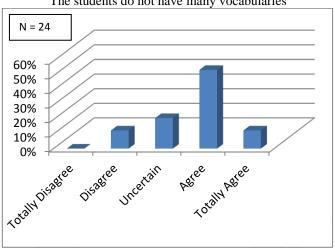
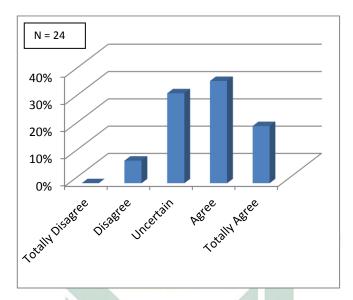


Chart 4.7
The students do not have many vocabularies

Based on the chart 4.7, it could be concluded that the students' difficulties in impromptu speaking strategy due to the students do not have many vocabularies, 3 students (12,5%) do not agree that students' difficulties in impromptu speaking strategy due to the students do not have many vocabularies, 5 students (21%) uncertain that students' difficulties in impromptu speaking strategy due to the students do not have many vocabularies, 13 students (54%) agree that students' difficulties in impromptu speaking strategy due to the students do not have many vocabularies, 3 students (12,5%) totally agree that students' difficulties in impromptu speaking strategy due to the students do not have many vocabularies. Based on the table above we can conclude that most of the students agree that students' difficulties in impromptu speaking strategy due to the students do not have many vocabularies.

The third difficulty is the students afraid to make a mistake when they speak English in front of public.

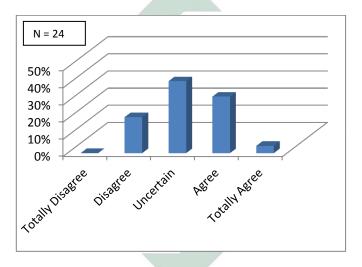
Chart 4.8
The students afraid to make a mistake when they speak English in front of public



Based on the chart 4.8, it could be concluded that the students' difficulties in impromptu speaking strategy due to the students afraid to make a mistake when they speaking English in front of public, 2 students (8,3%) do not agree that the students' difficulties in impromptu speaking strategy due to the students afraid to make a mistake when they speaking English in front of public, 8 students (33%) uncertain that the students' difficulties in impromptu speaking strategy due to the students afraid to make a mistake when they speaking English in front of public, 9 students (37,5%) agree that the students' difficulties in impromptu speaking strategy due to the students afraid to make a mistake when they speaking English in front of public, 5 students (21%) totally agree that the students' difficulties in impromptu speaking strategy due to the students afraid to make a mistake when they speaking English in front of public. Based on the table above we can conclude that many students agree that one of students' difficulties in impromptu speaking strategy due to the students afraid to make a mistake when they speaking English in front of public.

The fourth difficulty in impromptu speaking strategy is the students cannot think on feet and make them stop speak in the middle of the presentation. It is proven by:

Chart 4.9
The students cannot think on feet and make them stop speak in the middle of the presentation



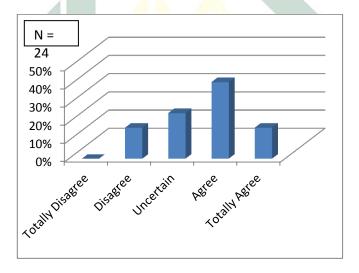
Based on the chart 4.9, it could be concluded that the students' difficulties in impromptu speaking strategy due to the students cannot think on feet and make the them stop speak in the middle of the presentation, 5 students (21%) do not agree that the students' difficulties in impromptu speaking strategy due to the students cannot think on feet and make the them stop speak in the middle of the presentation, 10 students (42%) uncertain that the students' difficulties in impromptu speaking strategy due to the students cannot think on feet and make the them stop speak in the middle of the presentation, 8 students (33%) agree that the students' difficulties in impromptu speaking strategy due to the students cannot think on feet and make the them stop speak in the

middle of the presentation, 1 student (4,2%) totally agree that the students' difficulties in impromptu speaking strategy due to the students cannot think on feet and make the them stop speak in the middle of the presentation. Based on the table above we can conclude that many students uncertain that the students' difficulties in impromptu speaking strategy due to the students cannot think on feet and make them stop speak in the middle of the presentation.

The fifth difficulty in impromptu speaking is the students often did a filler words in impromptu speaking strategy when the speaking or the presentation is going on. It is proven by:

Chart 4.10

The students often did a filler words in impromptu speaking strategy such as "uumm", "yeah", "so", "ladies and gentleman", "actually", "therefore", "basically", "eee" when the speaking or the presentation is going on

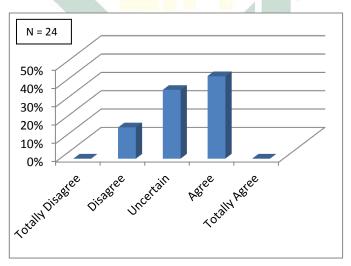


Based on the chart 4.10, it could be concluded that the students often did a filler words in impromptu speaking strategy such as "uumm", "yeah", "so", "ladies and gentleman", "actually", "therefore", "basically", "eee" when the speaking or the presentation is going on, 4 students (17%) do not agree that the

students often did a filler words in impromptu speaking strategy such as "uumm", "yeah", "so", "ladies and gentleman", "actually", "therefore", "basically", "eee" when the speaking or the presentation is going on, 6 students (25%) uncertain that the students often did a filler words in impromptu speaking strategy such as "uumm", "yeah", "so", "ladies and gentleman", "actually", "therefore", "basically", "eee" when the speaking or the presentation is going on, 10 students (42%) agree that the students often did a filler words in impromptu speaking strategy, and 4 students (17%) totally agree that the students often did a filler words in impromptu speaking strategy. Based on the table above we can conclude that the students who are uncertain that the students often did a filler words in impromptu speaking strategy is balance with the students who are agree that the students often did a filler words in impromptu speaking strategy.

The next difficulty in impromptu speaking is the student get difficult in managing the time. This difficulty is rarely faced by the students. It is proven by:

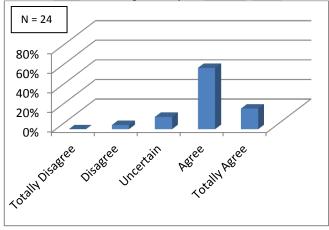
Chart 4.11
The students get difficult in managing the time



Based on the chart 4.11, it could be concluded that the students get the difficulties in managing the time, how long they should deliver an introduction and how long they should deliver the main idea of speaking, 4 students (17%) do not agree that the students get the difficulties in managing the time, how long they should deliver an introduction and how long they should deliver the main idea of speaking, 9 students (37,5%) uncertain that the students get the difficulties in managing the time, how long they should deliver an introduction and how long they should deliver the main idea of speaking, and 11 students (45%) agree that the students get the difficulties in managing the time, how long they should deliver an introduction and how long they should deliver the main idea of speaking. Based on the table above we can conclude that many students uncertain and do not agree that the students get the difficulties in managing the time, how long they should deliver an introduction and how long they should deliver the main idea of speaking

The other difficulty is the students disposed speaking in a shorter time than the time which is expected by them. it is proven by:

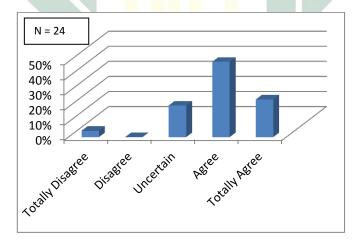
Chart 4.12
The students disposed speaking in a shorter time than the time which is expected by them



Based on the chart 4.12, it could be concluded that the students disposed speaking in a shorter time that the time which is expected, 1 student (4,2%) do not agree that the students disposed speaking in a shorter time that the time which is expected, 3 students (12,5%) uncertain that the students disposed speaking in a shorter time that the time which is expected, 15 students (62,5%) agree that the students disposed speaking in a shorter time that the time which is expected, and 5 students (21%) totally agree that the students disposed speaking in a shorter time that the time which is expected. Based on the table above we can conclude that most of students agree that the students disposed speaking in a shorter time that the time which is expected.

The other difficulty is the students often use the body language to support my argument or my stories. It is proven by:

Chart 4.13
The students often use the body language to support their argument or their stories



Based on the chart 4.13, it could be concluded that the students often use the body language to support their argument or their stories, 1 student (4,2%) totally disagree that the students

often use the body language to support their argument or their stories, 5 students (21%) uncertain that the students often use the body language to support their argument or their stories, 12 students (50%) agree that the students often use the body language to support their argument or their stories, and 6 students (25%) totally agree that the students often use the body language to support their argument or their stories. Based on the table above we can conclude that many students agree that the students often use the body language to support their argument or their stories.

Last question that given by the researcher is open-ended question, the researcher want to know about the other difficulties faced by the students when they do an impromptu speaking strategy in addition to the difficulties that had mentioned before. There are two respondents that fill this open-ended question. The first respondent said that the other difficulties that faced by him is nervous, the second respondent said that the other difficulties that faced by him is often laugh when speaking or doing presentation. It was proven that nervous and vocabularies are the big difficulties that faced by the students when they do an impromptu speaking strategy.

Even though they have positive perception toward the implementation of impromptu speaking strategy, there are still some difficulties they faced when doing an impromptu speaking strategy. Based on the result of the research, impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation, another difficulties is the students do not have many vocabularies, the students afraid to make a mistake when they speaking English in front of public, the students cannot think on feet and make them stop speak in the middle of the presentation, many students disposed speaking in a shorter time that the time which is expected, the students often did a filler words, the researcher also found that most of students use the body language to support their argument or their stories, but it is no problem as long as it is not disturb their speaking or their presentation. The difficulty that rare faced by the students is the difficulty in managing the time, how many time percentages for the introduction, and how many time percentages for the main idea of speaking.

B. Discussion

This section describes the discussion based on the findings of the study, the discussion is focus on the students' perception toward impromptu speaking strategy that applied by the teacher and the students' difficulties in impromptu speaking strategy.

1. Students' perception toward the implementation of impromptu speaking strategy

According to Catherine in Rosa there are two kinds of perception, the first is positive perception and the second is negative perception³⁵. Positive perception is the perception that present the positive response about something, or it show the agreement about something, while negative perception is the perception that present the negative response or it show the disagreement about something.

According to Paullate in Munawarah impromptu speaking also called thinking on your feet³⁶. David in Munawarah said that there are several purposes of impromptu speaking³⁷. Such as are offer students a unique forensics activity and valuable training in critical thinking and analysis then offer the students do not need much preparation in delivering speech, the next is offer students become reasoned response when giving an opinion, the next is helps the students more of a socially significant activity, then make the students become competent and expert in delivering a speech, then make students can communicate intelligently start in the classroom into society.

Based on the research finding of this thesis, the researcher found the most of students at XI TEDK 3 SMKN 5 Surabaya believe that impromptu speaking strategy is a good strategy to be applied in English class.

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³⁵ Rosa Amalia. "Students' Perception of Online Assessment Use in Schoology in EFL Classroom". 2018

³⁶ Siti Munawarah, "The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year Of State Senior High School 12". 2012
³⁷ Ibid.,

The result of the questionnaire showed that most of the students at XI TEDK 3 SMKN 5 Surabaya believe that impromptu speaking strategy can train the students' ability in speaking English, their speaking is better than before doing an impromptu speaking strategy. They also believe that impromptu speaking strategy can enrich their vocabularies, because they have to prepare in a limit time and they have to say anything without looking at note, the students are force to memorize the vocabularies, that is why the students' vocabularies in increase after they doing an impromptu speaking strategy. The next result of questionnaire showed that the most of the students agree that impromptu speaking strategy can make the students more confident when they are speaking in front of public.

Another result of questionnaire showed that most of the students uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation, the students speak in a very limit duration, that is showed on the result of the questionnaire that talk about the students' difficulties in impromptu speaking, they believe that they disposed speaking in a shorter time that the time which is expected, it is happened because they need more time for preparation, that is why they are uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation.

The next result of questionnaire showed that the students the students who are agree that impromptu speaking strategy can make the students think on feet and think critically balance with the students who are uncertain that impromptu speaking strategy which is applied by the teacher in English class can make the students think on feet and think critically.

The finding of this research is related to the finding of previous research titled Students' Perception on Proprofs Online Computer Based Assessment Software as Assessment Tool at English Education Department, UIN Sunan Ampel

Surabaya. by Lailatul Chikmah in 2016³⁸. The result of this research is there were 93% from the positive component and there were 7% from the negative component. It means that students' perception were positive about Proprofs online computer based assessment software as assessment tool. This research is also found most of students give a positive perception toward the implementation of impromptu speaking strategy.

The finding of this research is also related with previous research titled Students' Perception of Online Assessment Use in Schoology in EFL Classroom by Rosa Amalia in 2018³⁹. In that research, Rosa Amalia used students' perception to measure the students' online assessment use in Schoology in EFL classroom. This research is want to know about what are the perception of students about the use of schoology as an online assessment and what are the challenges in doing online assessment. The result of that study is there are two perception informed by the students. Positive and negative perception. The students enjoy doing the online assessment, according to the students an online assessment is better than paper assessment and it can save the students' time are the positive perception about online assessment. While trouble and complicated is entered to the negative perception toward online assessment. Then the challenges in doing online assessment are about internet signal, time and so on.

While in this research the students give a positive perception and negative perception, the researcher used students' perception as a measurement of impromptu speaking strategy. The positive perception are impromptu speaking strategy can train the students' ability in speaking English, impromptu speaking strategy can enrich their vocabularies, and most of the students agree that impromptu speaking strategy can make the students more confident when they are speaking in front of public. But, beside the positive perception about the

³⁸ Lailatul Chikmah. "Students' perception on Proprofs Online Computer –Based Assessment Software as Assessment Tool at English Education Department, UIN Sunan Ampel Surabaya". 2006

³⁹ Rosa Amalia. "Students' Perception of Online Assessment Use in Schoology in EFL Classroom". 2018

implementation of impromptu speaking, there are also negative perception, the students uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation and the next result as a new finding is they are uncertain that impromptu speaking make the students think on feet and think critically.

The finding of this research is also related with previous research related to impromptu speaking titled The Effect of Using Impromptu Speech Technique Toward Students' Speaking Ability at The Second Year Of State Senior High School 12 by Siti Munawarah in 2012⁴⁰. In that research Siti Munawarah want to know about to what extent students' speaking ability at SMAN 12 Pekanbaru and is impromptu speech technique effective to help the students express their idea in English. The result of this research is the effect of impromptu speech technique is better than natural approach as the conventional way. It is also connected with this research, the previous research found that the effect of impromptu speech technique is better than natural approach as the conventional way, while this research also found that according to the students an impromptu speaking strategy is good strategy, it is proofed by the result of questionnaire that the students give a positive perception toward the implementation of impromptu speaking strategy at English class.

The students' difficulties on impromptu speaking strategy 2.

Graduateland Editorial Team wrote on their blog Careerland posted on 15th of march 2015 stated that there are 4 main difficulties or problem when we are do the public speaking:⁴¹ the first is about preparation, preparation is important thing when you want to do anything, especially in speaking but many people still ignore preparation before deliver a speech. Fear and nervous can be appear when you

Siti Munawarah, "The Effect of Using Impromptu Speech Technique Toward Students" Speaking Ability at The Second Year Of State Senior High School 12". 2012

Graduateland Editorial Team. "The Challenges of Public Speaking". Careerland, posted on 15th of march 2015

are not prepare well about what you are going to say. The second is body language, some people are rare to use body language when they say about their argumentation. Body language can be the interesting activity when you can compare with the content that you are going to say. Many speaker use only one gesture over and over again, that activity can disturb their speaking or their attitude in front of public. Speaking in a public need a good appearance and attitude, so, try to skip and reduce any disturbing movements. The third is fill words, Some people often use overuse words. Such as "I personally believe", "uumm", "yeah", "so", "ladies and gentlemen", "actually", "therefore", "basically", "eee". Usually, the speaker use the fill words when they are forget what they are going to say, or they are nervous. A good speaker is not use a filler words in their presentation or on their speech. Then the last is time management, most of people fail in managing the time. 30% of their speech is introduction time. Then most of people get lost the time which should be the important part or main point in their speech. Make a good plan in dividing the time for delivering a speech to avoid the problem of losing the time for the important part or main point in speech.

In doing an impromptu speaking strategy, the students faced some difficulties. The questionnaire showed that most of students at XI TEDK 3 SMKN 5 Surabaya said that impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation, it is also based on the observation, the researcher found that most of the students seem nervous when they speak in front of their friends. Graduateland Editorial Team said that fear and nervous can be appear when you are not prepare well about what you are going to say⁴²

Another result of questionnaire showed that most of the students agree that students' difficulties in impromptu speaking strategy due to the students do not have many vocabularies. It is also based on the observation, the

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 $^{^{\}rm 42}$ Graduateland Editorial Team. " The Challenges of Public Speaking". Careerland , posted on $15^{\rm th}$ of march 2015

researcher found that the students believe confuse and did not know what they have to say in English because they do not know the English translation of the word. It was disturbed the presentation.

The next result of the questionnaire showed that many students agree that one of students' difficulties in impromptu speaking strategy due to the students afraid to make a mistake when they speaking English in front of public. It is also based on the observation, the researcher found that the students prefer to keep silent when the presentation is going on whether they say anything though that word is wrong. They are too afraid to make mistake, because when there is one student make a mistake their friend will laugh at him.

Another result of questionnaire as the new finding concluded that many students uncertain that the students' difficulties in impromptu speaking strategy due to the students cannot think on feet and make them stop speak in the middle of the presentation. Based on the observation, the researcher found that the students often stop speak in the middle of the presentation and think what they are going to say.

The next result of the questionnaire as the new finding concluded that the students who are uncertain that the students often did a filler words in impromptu speaking strategy is balance with the students who are agree that the students often did a filler words in impromptu speaking strategy, so not all of the student sure that they do a filler word when they are speaking or doing presentation. Based on the observation, the researcher found that many students did a filler words even it is just "eeee", "eemmm". Usually, the speaker use the fill words when they are forget what they are going to say, or they are nervous or it is their habit which can be eliminated⁴³.

The next result of the questionnaire as the new finding concluded that many students uncertain and do not agree that the students get the difficulties in managing the time, how

 $^{^{43}}$ Graduateland Editorial Team. " The Challenges of Public Speaking". Careerland , posted on $15^{\rm th}$ of march 2015

long they should deliver an introduction and how long they should deliver the main idea of speaking. Yeah based on the observation, the researcher found that most of students were good in managing the time, most of them can manage the time for speak about introduction and the time for speak about main idea. Most of people fail in managing the time. 30% of their speech is introduction time. Then the time is run quickly, they get lost the time which should be the main point in their speech. Allocate the time of your speech in a perfect portion, make a good plan⁴⁴.

Another result of questionnaire about the difficulties that faced by the students concluded that many students disposed speaking in a shorter time that the time which is expected, the researcher also found that most of students speak in a very limit duration, maybe it because they do not have many vocabularies or they can think on their feet or because they need more preparation.

Another result of questionnaire about difficulties that faced by the students is the students often use the body language to support their argument or their stories, the researcher also found that most of students use the body language to support their argument or their stories, but it is no problem as long as it is not disturb their speaking or their presentation. Body language can be the interesting activity when you can compare with the content that you are going to say. Many speakers use only one gesture over and over again, that activity can disturb their speaking or their attitude in front of public. Speaking in a public need a good appearance and attitude, so, try to skip and reduce any disturbing movements⁴⁵

This result of this study is related with the previous research titled Student Perception on Speaking Anxiety Causes of Second Semester Students English Education Department of State Institute for Islamic Studies Sunan Ampel

Graduateland Editorial Team. " The Challenges of Public Speaking". Careerland, posted on 15th of march 2015 45 Ibid..

Surabaya 2013 by Nuswatul Maziyyah in 2013⁴⁶. This research is about what are the students' perceptions on speaking anxiety causes of second semester students English department and how to reduce speaking anxiety for second semester students of English department. The result of this research is most of the students usually believe anxious when they are debating and giving presentation in front of the class. The researcher also finds some strategies that were used by students in reducing anxiety in speaking English, such as prepare the material before giving presentation or debating, relax by taking a deep breath before speaking, concentrate on the message that will be delivered and practice their speaking English out of class with their friend.

While this research found about many difficulties that faced by the students when they doing an impromptu speaking strategy at English class such as impromptu speaking strategy make them nervous because impromptu speaking just have a limit time for preparation, another difficulties is the students do not have many vocabularies, the students afraid to make a mistake when they speaking English in front of public, the students cannot think on feet and make them stop speak in the middle of the presentation, many students disposed speaking in a shorter time that the time which is expected, the students often did a filler words, the researcher also found that most of students use the body language to support their argument or their stories, but it is no problem as long as it is not disturb their speaking or their presentation

There is a new finding in this study, the difficulty that rare faced by the students is the difficulty in managing the time, how many time percentages for the introduction, and how many time percentages for the main idea of speaking.

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⁴⁶ Nuswatul Maziyyah. "Student Perception on Speaking Anxiety Causes of Second Semester Students English Education Department of State Institute for Islamic Studies Sunan Ampel Surabaya 2013"

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion can be said as summary of the result of this study and to highlight the research finding. The suggestion presents several advices dealing with this study especially and teaching English learning generally

A. Conclusion

There are two conclusions based on the findings in the chapter four, they are:

- The students' perception toward the implementation of impromptu speaking strategy is positive. The students of XI TEDK 3 at SMKN 5 Surabaya believe that impromptu speaking strategy is a good strategy in English. It can be proven by the result of questionnaire that most of the students give a positive perception about impromptu speaking strategy. The students believe that (1) impromptu speaking strategy can train the students' ability in speaking, (2) impromptu speaking strategy can enrich their vocabularies and (3) make the students more confident when they are speaking in front of public. Besides the positive perception implementation of impromptu speaking strategy there are also the negative perception such as the students believe uncertain that impromptu speaking strategy can make the students speaking English in a limit preparation because they disposed speaking in a shorter time that the time which is expected. And an interesting result about the perception of impromptu speaking strategy can make the students think on feet and think critically, some students give a negative response and some of them give a positive response.
- 2. Even though they have positive perception toward the implementation of impromptu speaking strategy, there are still some difficulties they faced when doing an impromptu speaking strategy. Based on the result of the research,

impromptu speaking strategy (1) make them nervous because impromptu speaking just have a limit time for preparation, (2) another difficulties is the students do not have many vocabularies, (3) the students afraid to make a mistake when they speaking English in front of public, (4) the students cannot think on feet and make them stop speak in the middle of the presentation, (5) many students disposed speaking in a shorter time that the time which is expected, (6) the students often did a filler words, (7) the researcher also found that most of students use the body language to support their argument or their stories, but it is no problem as long as it is not disturb their speaking or their presentation. The difficulty that rare faced by the students is the difficulty in managing the time, how long they should deliver an introduction and how long they should deliver the main idea of speaking.

B. Suggestion

Based on the conclusion, there are several suggestion recommended for the follows-up studies. The suggestions are given to the students, the teacher, and the further researcher.

1. For the students

In learning an impromptu speaking the students no need to believe nervous just because have a limit time for preparation, please use the preparation time as well as you to reduce your nervous. Then they have to enrich their vocabularies to make them speaking fluently, not often say a filler words and can speak in a long time. Then the students should often train to speaking to make them not afraid to make a mistake when they speaking English in front of public

2. For the teacher

This study indicated that the use of impromptu speaking strategy can be an effective way in teaching speaking. Impromptu speaking strategy get a positive and negative response from the students, but the positive one is more dominant then the negative one, the students said that impromptu speaking strategy is a good strategy to be implemented but the students still have many difficulties, so, the teacher should often apply impromptu speaking strategy to reduce all of the students' difficulties in impromptu speaking

strategy and give some tips for the students to reduce their difficulties.

3. For the further researcher

This research is about the students' perception toward the implementation of teaching strategy mainly impromptu speaking strategy, there are still many kinds of research can be conducted. The implementation of impromptu speaking strategy need to be described more in the next research and also the perception of the other parties, such as teachers' perception or institution also available.



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