

**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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Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul **“Students’ Perception Toward The Implementation of Impromptu Speaking Strategy at SMKN 5 Surabaya”** adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri. Segala materi dari karya orang lain digunakan hanya sebagai acuan mengikuti tata cara dan etika dalam peulisan karya ilmiah yang ditetapkan oleh jurusan.

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APPROVAL SHEET

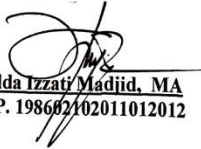
This undergraduate thesis by Azkiyah Zam Zami Arrohim entitled "*Students' Perception Toward The Implementation of Impromptu Speaking Strategy at SMKN 5 Surabaya*" has been approved by the thesis advisors for further approval by the Board of Examiners.

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Key Word : *Students' Perception, Impromptu Speaking Strategy*

V

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*

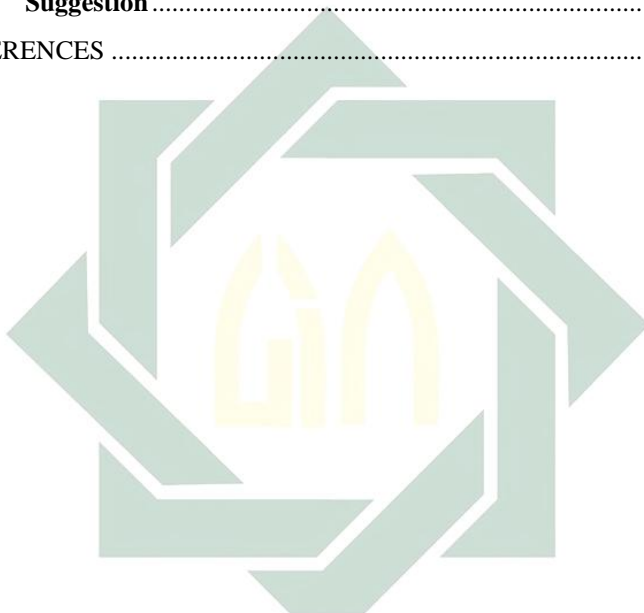
Ada banyak strategi pengajaran yang dapat diterapkan dalam pengajaran bahasa Inggris, terutama dalam pengajaran speaking. Untuk meningkatkan kemampuan siswa dalam berbicara, perlu bagi guru bahasa untuk menumbuhkan keterampilan berbicara pada siswa mereka, perlu teknik atau strategi yang tepat untuk 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

INTRODUCTION

A. Background of The Study

¹ Ilyatul Umroh, Degree of Strata: *"Improving Students' Understanding of Simple Past Tense by Using Folktales"*. (Jakarta: Syarif Hidayatullah State Islamic University, 2011)
² Ani Dwi Wahyuni. *"The Effectiveness of Short Movie for Teaching Speaking"*. FKIP UMP. 2016

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

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

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

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.

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

- 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

⁵ Rendy 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)

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

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

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 outcomes¹². 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 perception¹³. 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.

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

¹³ 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. 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 Propoofs online computer based assessment software as assessment tool. This research is about how the students' perception on Propoofs online computer as assessment tool at English Education

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

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

- 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)

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.

4. 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.

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

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.

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 are 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.

RESEARCH METHOD

A. Research Design

B. Research Subject

³¹ Ibid., p. 3

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 L 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 Sudjana, 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.

³² “Tabel 3.2 Lembar Observasi Siswa Dalam Pembelajaran”, <https://repository.unpas.ac.id>, accesses on 15th march 2019

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>, accessed on 15th march 2019

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

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 implementation 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 open-ended 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.

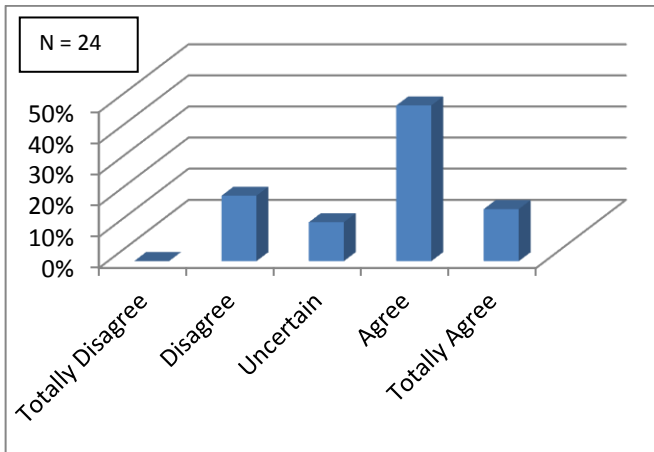
The students at XI TEDK 3 SMKN 5 Surabaya believe that impromptu speaking strategy can train the students' ability in speaking English, their speaking is better

N = 24

Response Category	Percentage
Totally Disagree	4.2%
Disagree	4.2%
Uncertain	54.2%
Agree	45.8%
Totally Agree	11.7%

[illegible]

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.

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.

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 Proprops Online Computer Based Assessment Software as Assessment Tool at English Education Department, UIN Sunan Ampel*

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

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.

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

⁴¹ Graduateland Editorial Team. “The Challenges of Public Speaking”. Careerland, posted on 15th of march 2015

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

[illegible]

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.

⁴⁴ Graduateland Editorial Team. “ The Challenges of Public Speaking”. Careerland , posted on 15th of march 2015

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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:

1. 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 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. 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,

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.

- 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

- 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

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