INFORMATIVE SPEAKING USING THE EXTEMPORANEOUS SPEECH METHOD IN A UNIVERSITY PUBLIC SPEAKING CLASS

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Abstrak

Peneltian ini menunjukkan bahwa Extemporaneous Speech Method telah di implementasikan dalam pengajaran berbicara informatif di kelas public speaking pada program studi Bahasa dan Sastra Inggris di Universitas Negeri Surabaya. Dengan demikian, penelitian ini bertujuan untuk mendeskripsikan bagaimana dosen mengimplementasikan Extemporaneous Speech Method dalam pengajaran berbicara informatif, menjelaskan prosedur yang dosen terapkan, dan mendiskusikan hasil dari kemampuan berbicara siswa setelah pengimplementasian Extemporaneous Speech Method.

Penelitian ini menggunakan metode deskriptif kualitatif, meneliti penggunaan Extemporaneous Speech Method dalam pengajaran berbicara informatif. Catatan saat di lapangan, wawancara, dan tugas mahasiswa juga tercantum dalam penelitian ini. Sebanyak sembilan belas mahasiswa di kelas E public speaking dipilih sebagai partisipan. Akan tetapi, analisis hasil dari tugas mahasiswa hanya fokus pada delapan mahasiswa. Pertimbangan ini berdasarkan penampilan mahasiswa.

Hasil penelitan menunjukkan bahwa: Pertama, prosedur dari pengimplementasian Extemporaneous Speech Method dalam pengajaran berbicara informatif yaitu dosen memberikan penjelasan apa dan bagaimana penggunaan Extemporaneous Speech Method, dosen meminta mahasiswa untuk mempresentasikan berbicara informatif, dosen meminta mahasiswa-mahasiswa yang lain untuk memberikan komentar terhadap penampilan mahasiswa, dan dosen memberikan komentar balik kepada mahasiswa (dalam hal ini dosen meninjau kembali langkah-langkah dari Extemporaneous Speech Method). Kedua, hasil dari kemampuan berbicara mahasiswa setelah pengimplementasian Extemporaneous Speech Method menunjukkan hasil yang baik. Banyak mahasiswa yang telah memenuhi kriteria dari penampilan berbicara karena mereka dapat menyampaikan dan menguasai materi dengan baik. Mereka menyadari bahwa Extemporaneous Speech Method telah membantunya dalam menyampaikan informasi.

Kata Kunci: *Speaking, Extemporaneous Speech Method, Informative Speaking, Public Speaking.*

Abstract

This study showed that Extemporaneous Speech Method has been implemented in teaching informative speaking in public speaking class of English Literature study program in State University of Surabaya. Thus, this study aimed at describing how the lecturer implemented the Extemporaneous Speech Method in teaching informative speaking, explaining the procedures that the lecturer used, and discussing the result of students' speaking ability after the implementation of Extemporaneous Speech Method.

This study was descriptive qualitative, observing the use of Extemporaneous Speech Method in teaching informative speaking. Field notes, interview, and students' tasks were employed. Nineteen students in public speaking class E were chosen as the participants. However, analysis the result of students' tasks only focus on eight students. The consideration was based on the students' performance.

The result showed that: First, the procedures of implementing Extemporaneous Speech Method in teaching informative speaking were the lecturer gave explanation what and how the use of Extemporaneous Speech Method is, asked the students to present informative speaking, let the other students to give a comment toward the speaker's performance, and gave feedback to the students (reviewed the steps of Extemporaneous

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Speech Method). Second, the result of students' speaking ability after implementing Extemporaneous Speech Method showed good result. Most of the students had already fulfilled the criterias of speaking performance since they could deliver their speaking and master the material well. They realized that Extemporaneous Speech Method assisted them in delivering speaking.

Key Words: *Speaking, Extemporaneous Speech Method, Informative Speaking, Public Speaking.*

INTRODUCTION

Oral communication is the verbal and non-verbal interaction with an audience to communicate thoughts, information, and feelings. Speaking is one of tools for human to communicate each other in language they have agreed in order to receive, produce, and process information. According to Brown (2001), speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information". Speaking is regarded as a productive skill, it means that it can be gained if the students have learnt the receptive skill namely listening. It is supported by Hudelson (1989: 1) argues that the process of learning and teaching speaking is placed on the second place among the other skills. Moreover, in order to deliver the messages clearly when speaking to the listener, the speaker should have much information and good skills. Futhermore, according to Hadfield (1999) speaking is a kind of bridge which connected the students between classroom and world outside. Since then, by having appropriate speaking or communication skills, the students will be able to properly express themselves in their new language whether in the classroom or world outside. Considering speaking skill as an important skill in learning English, the students have to learn comprehension of speaking, fluency, vocabulary, pronunciation, and grammar in order to communicate effectively in the classroom.

Unfortunately, in real situation the students can not speak in English well. It is caused by many factors: the students are quite difficult to improve their speaking because some students sometime feel ashamed and afraid to speak English. Then, the students have limited time to practice their speaking skill, and it results on their ability to use the target language. Generally, the problem deals with speaking is that when the students speak to others. The students try to make the listeners understand about what they want to say. Furthermore, most of the students get stuck when they are speaking. Then, they make many mistakes in speaking like grammatical mistakes and poor vocabularies. Next, the students pronounce some words incorrectly and so many pauses when they are speaking (Harmer, 2001: 121). Therefore, the students are not enthusiastic in speaking English. Moreover, they never practice and always use their mother tongue in the classroom. For instance, when the students are asked to come forward to have a conversation with their friends, they refuse it. They are shy to perform English conversation in front of their friends. This is the reason why the students still consider speaking as one of the most difficult skill to master.

Nowadays, the students are required to be more active. Moreover, the students also have to develop their practical communication abilities such as understanding information also the speaker's or writer's intentions, and expressing their own ideas. Although the students have been studying English in the school, some of the students in university level are still unable to use English both in real life communication and in the classroom. Based on the reality above, there is a gap between in reality and proper condition. So, the lecturer should help the students by motivating them to speak. For this reason, the lecturer can give the method to motivate students speak actively in the classroom. The teaching learning process is not only involving the lecturer and the students, but also between the students and the other students.

Considering the factors in speaking above, the lecturer has to know the students' characteristics in order the students can enjoy the teaching and learning process. There are two kinds of speaking activities, they are dialogue and monologue. Dialogue is used in conversational activities meanwhile monologue is used in speaking that is presented by a single speaker to directly address to the audience. In this study, the researcher tends to use monologue in classroom speaking performance. Moreover, monologue activities are important to enrich speaking activities in the classroom because one of the students' failures in speaking is caused by lack of practice. Shortage of opportunities for practice is identified as an important contributing factor to speaking failure (Nunan, 1992). That is why the lecturer should conduct monologue speaking activity which are able to engage the students to communicate effectively.

Due to the factors which influence speaking as stated before, the lecturer can use delivery method in teaching speaking. The delivery method can be impromptu, memorized, read from a manuscript, and extemporized (Grice and Skinner, 1998). Related to the explanation above, the brief definitions of those four methods are (1) impromptu speech is delivering speaking without advance preparation. (2) memorized speaking is delivering speaking word for word from memory without using notes. (3) manuscript speaking is reading a speech from prepared text. (4) extemporaneous speech is delivering speaking by knowing the major ideas, which have been outlined, but not memorizing the exact wording (Grice and Skinner, 1998).

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Based on the researcher's observation in one class of English Department State University of Surabaya, the researcher find out that one of the speaking courses which is given to the students is public speaking. Public speaking is the last level of speaking in this department. In this course, the students learn about informative speaking and they are required to be able to deliver their speech well. In this study, the researcher chooses extemporaneous speech method among four delivery methods as the researcher explained before. This method is implemented in teaching informative speaking in public speaking class. The reason why the researcher purposes this method because it will ease the students in learning informative speaking. Informative speaking generally centers on talking about people, events, processes, places, or things to inform the listeners about what the speaker wants them to know and to do (Michael, 2001). This subject is appropriate to extemporaneous speech method because the students can share information based on their knowledge and they have to present their speaking by a critical thinking.

In this study, the researcher found some previous studies which show the implementation of extemporaneous speech method. First, it is from SAGE Journals which was written by Murray J. Munro and Tracey M. Derwing in 1994. The result in that study, native Mandarin speakers can produce extemporaneous narratives with their own utterances. Second, it is from ERIC Journals which was written by Michael Heinz in 2003. The result in that study, the students saw some progress in every category. The last, it is from Journal which was written by John R. Johnson and Nancy Szczupakiewicz in 1987. The result in that study, there is significant differences between the public speaking skills and delivery styles (e.g. extemporaneous, impromptu, memorizing, manuscript). Those previous studies have already implemented this method and the overall results were positive in the students' progress. Based on three previous studies above about extemporaneous speech method, the researcher wants to conduct a further research. So, the researcher hopes by implementing extemporaneous speech method, hopefully the students can learn and practice speaking easily. Furthermore, it will be able to assist the students in learning informative speaking through public speaking class.

Finally, according to the background of study above, it can be simplified to discuss between two problems that emerge as a significant concern toward the novel.

1. How does the lecturer implement extemporaneous speech method to teach informative speaking in university public speaking class?

2. How is the students' speaking ability after the implementation of extemporaneous speech method in teaching informative speaking in university public speaking class?

RESEARCH METHOD

Research methodology in this research was conducted by using descriptive qualitative design since it was aimed at describing the conditions that really occured. As Ary et.al (2010) stated that qualitative focuses on understanding social phenomena from the perspective of the human participants in natural settings. This research was conducted to describe the implementation of extemporaneous speech method in teaching informative speaking in university public speaking class. In this study, the researcher used non participant observation because the researcher was not involved in the teaching and learning process. The researcher observed the implementation of extemporaneous speech method in teaching informative speaking for public speaking class, then collected the data and analyzed them. The main data was obtained from field note, interview, and students' speaking performance in the form of words.

This research was conducted in English Department State University of Surabaya. The subjects of this study were lecturer and the students in public speaking speaking class. In this case, the researcher chose one of two lecturers who taught public speaking class because she had ever used this method before. So, the researcher believed that she could apply this method well. Also, the researcher chose the public speaking class as the subject of this study. The researcher chose this class, because public speaking class was the last level of speaking in English Department. In this class the students were required to be able to deliver their speech well. In this study, the researcher took 8 students of the fifth semester majoring in English Literature program as the participants. The students belong to class E of Public Speaking which had completed Speaking for Debates on the fourth semester. The researcher took these participants based on the students who had different speaking scores between A, A-, and B+ from the previous speaking class.

The researcher conducted observation three times in the classroom. The focus of the study was in teaching and learning process, especially in students' informative speaking. Then the researcher described the process happened using words according to the objectives in the study. The data was reported the teaching and learning activity from beginning until the end of the class in field notes. Other instruments used were interviews and students' tasks.

In this research, the data was collected by utilizing field notes, interviews, and students' speaking performance results since those instruments were regarded as sufficient to investigate how the implementation of extemporaneous speech method in teaching informative speaking for public speaking class. In doing so, the researcher took three observations of informative speaking in public speaking class which was done once a week. The researcher observed the

conditions that really occur. The researcher became a non-participant observer that paid attention to the students' learning process, gathered data from the students' performance, and took a note on the field notes without participating in the lesson. The researcher recorded all speaking activities from the beginning until the end of the class, so that, the researcher was able to know the detail of the students' speaking in public speaking class. Those observations were conducted by filling field notes to gain the data for each meeting. To answer the second research question, the data was collected by using students' speaking performance results and also giving interviews to the lecturer and some students after the end of the class. In doing the interviews, the researcher used a voice recorder in order to avoid the miss information that may happen in interviewing.

The collection data will be selected and analyzed by the guide of the theories from Ary et.al (2010). To analyze the data, it begins by familiarizing and organizing. In this case, the researcher transcribed from all the raw data which had been got from the observations. Next, coding and reducing, in this case, the researcher sorted the data according to how the students' speaking ability after the implementation of extemporaneous speech method in teaching informative speaking in university public speaking class. Finally, it is ended by interpreting and representing which the data were explained among the categories which had been coded and then the data were presented.

RESULT OF THE STUDY

The researcher would analyze the result descriptively based on the theories that had been elaborated in chapter two. The researcher also discussed the result based on the instrument used in this study. In this discussion, the researcher gave an overview of students' task which had already analyzed. The researcher used Speaking Performance Rubric from Dan Rooney (1998) and Harris (1969) to analyze the students' speaking performance result. The analysis included the public speaking and oral presenatation component and also speaking proficiency. Those components were categorized into three levels. They were excellent, good, and poor.

The Implementation of Exemporaneous Speech Method to Teach Informative Speaking for Public Speaking Class

Based on the result of three meetings on December 04th, 11th, and 18th 2014, it could be seen that the implemetation of extemporaneous speech method could make the students organize of what they are going to present through outline, deliver the material well and also develop their oral presentation in public speaking. The speakers could engage the audience more and their speaking could sound spontaneous (Grice and Skinner, 1998). Moreover, the implementation was appropriate with Graves (1991) that the students have to organize how they could open the speaking then go on to explain about the material that would present, and the last give the conclusion part of speaking.

In the first meeting on December 04th 2014, the lecturer directly asked for the next student who will present the presentation because the method has been already explained before. There were three students who presented the informative speaking in the first meeting and the result was good enough. The speakers could engage the audience more and their speaking could sound spontaneous (Grice and Skinner, 1998). Among three students, there was only one student who still has low speaking ability. From each student who presented, the lecturer gave comments and feedback and also let the other students to give comments and feedback too. At the end of the lesson, the lecturer gave some suggestions and reminded the students related to the presentation of informative speaking so that the next speaker will present their speaking better than before.

In the second meeting on December 11th 2014, the lecturer reviewed the previous speakers' performance and then asked for the next speakers. There were three students who presented the informative speaking in the second meeting and the result was good enough. For the speakers in the second meeting could organized the material well and well-researched (Grice and Skinner, 1998). As usual, the lecturer gave comments and feedback and also let the other students to give comments and feedback too toward the speakers' performance.

In the third meeting on December 18th 2014, it was still the same as the previous meeting which the lecturer the lecturer reviewed the previous speakers' performance in order to remind for the next speaker. There were two students who presented the informative speaking in the third meeting and the result was good enough. After all of the students had presented the informative speaking, the lecturer gave overall feedback to the students related to their speaking performance so far. After implementing extemporaneous speech method, the students' speaking performance much better rather than the previous speaking activity that is impromptu speaking. Because among four methods of delivery in public speaking, the extemporaneous speech method which is the most appropriate one in delivering speech in public speaking and also it appeared more spontaneous than other methods of delivery. Eventhough the speaking is carefully prepared, the speaker should not sound

memorized or the speaker is reading the notes to the audience (Grice and Skinner, 1998).

The Students' Speaking Ability after the Implementation of Extemporaneous Speech Method

In describing the students' informative speaking, the researcher described it through the students' speaking perormance. The researcher used scoring for public speaking which was adopted from Dan Rooney (1998) and also scoring for speaking proficiency which was adopted from Harris (1969). The scoring for public speaking has two scoring aspects, they are content and delivery. Then, the scoring for speaking proficiency has five aspects; they are comprehension, fluency, vocabulary, pronunciation, and grammar. Each aspect of it has three grades such as excellent, good, and poor which can be scored based on the students' speaking performance. Besides, the researcher also recorded the students' speaking in order the researcher could get the valid data. In this case, the lecturer saw that the students' speaking performance much better rather than the previous speaking activity that is impromptu speaking. It could be seen from the students' informative speaking result from the first observation until the last observation. Before the researcher analyzed it, the students had done the steps of extemporaneous speech method such as introduction, body, and conclusion (Graves, 1991). So, the general result of students' informative speaking performance could be seen in Appendix 5 and 6.

Based on the students' informative speaking performance result in the first observation, it could be seen that there were many students who had already fulfilled the criterias of speaking performance since they master their material well. On the other hand, there was only one student who had not fulfilled the criterias of speaking performance because the speaker delivered the speaking was not good enough. In the first observation, there were two students who had already fulfilled the criterias of speaking performance. It means that these two students could deliver the speaking and master the material well. They also could deliver the information and identify the topic clearly to the audience, so that it was easy for the audience to understand of what they had already presented (Dan Rooney, 1998). Meanwhile, there was one student who had not fulfilled the criterias of speaking performance, it means that this student delivered the speaking was not good and also she often made mistake especially in pronounciation problem.

Based on the students' informative speaking performance result in the second observation, it could be seen that the students had quite fulfilled the criterias of speaking performance since they could deliver the speaking were good enough. The students who had quite fulfilled the criterias of speaking performance means that they could deliver the information and identify the topic clearly to the audience (Dan Rooney, 1998). The speaking performance in the second observation was satisfying enough because the lecturer always reminded for the next speaker in the previous meeting in order their performance would be better than before.

Based on the students' informative speaking performance result in the third observation, it could be seen that there were no students who had not fulfilled the criterias of speaking performance. There were two students who could speak better than before, both of them had already fulfilled the criterias of speaking performance means that these two students could deliver the speaking and master the material good enough. Furthermore, they could deliver the information and identify the topic clearly to the audience so that it was easy for the audience to understand of what they had already presented (Dan Rooney, 1998). Besides, the speaking performance in the third observation were not sound memorized or does not indicate that the speakers are reading the notes to the audience (Grice and Skinner, 1998).

CONCLUSION

Based on the result of the study conducted by the resarcher in three meetings, it could be concluded that:

The implementation of extemporaneous speech method in three meetings showed good result. It could make the students organize of what they are going to present through outline, deliver the material well and also develop their oral presentation in public speaking. It showed that the lecturer had already succeed in implementing the extemporaneous speech method in teaching informative speaking in a university public speaking class.

The students' speaking ability after the implementation of extemporaneous speech method showed good result. It could be seen from the result of the students' informative speaking performance. Most of the students had already fulfilled the criterias of speaking performance since they could deliver their speaking and master the material well. It showed that the students could apply the extemporaneous speech method well.

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