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The Implementation of Impromptu Speaking Method at Bilingual Boarding School

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Abstract: This study explored the implementation of the impromptu speaking method in a bilingual learning environment at 10th Graders of MA Al-Musyaffa' Semarang. The research aims to describe the assessment and the effectiveness of this method followed by the students' perception toward this method. This study employed quantitative approach. The data were collected through pre-test and post-test, questionnaires, and documentation. The findings revealed that the assessment focused on fluency, vocabulary, pronunciation, and comprehension, with average students' pretest and posttest scores improving from 65.75 to 83.26. Furthermore, statistical analysis using SPSS Version 26 confirmed the effectiveness of this method, with a significant improvement in students' speaking skills ($t\text{-count} = 7.671 > t\text{-table} = 2.110$, significance value = 0.00). The findings indicated a highly significant impact across all the speaking skill aspects. Additionally, students' perceptions of the implementation of impromptu speaking method were categorized into positive and negative perceptions, comprised into personal, pedagogical, and activity-related factors.

Keyword: Implementation, Impromptu Speaking Method, Speaking Skills.

INTRODUCTION

Speaking as a part of four essential skills in language teaching is typed as one of the productive skills. According to Leong & Ahmadi (2017), speaking is the act of creating and conveying meaning through the utilization of both verbal and non-verbal symbols within various contexts. Fernando (2020) stated that a person with a good communication skill is able to conquer the world. In the education realm, particularly in the context of learning English, enhancing speaking proficiency is a top priority. This is especially crucial in light of advancements in information technology, facilitating broader and more intricate global communications (De Jong, 2023). However, many students still difficult to speak productively. In the big case, students choose to mute or to be silent during the class rather than speak. The silent phenomenon is recognized when the students do not do the oral interaction such as answering teachers' questions, discussing the material with other students, and performing conversation related to the material topic. Pike & Raymundo (2024) found that it happens due to the students still having difficulties expressing their ideas and conveying it to the classroom.

Barruansyah (2018) also asserted that students' silence as a signal of boredom, resistance, discouragement, thoughtfulness, disinterest, or such interactional strategies as denial confirmation in classroom interaction. Baurain (2011) aligned with it also stated that silence is multifaceted and that it has a border between thoughts and words or thought and speech. It means that students sometimes have in mind what ideas they think about yet still having difficulties to convey it.

Impromptu speaking as one of the enjoyable methods in teaching speaking can be an option to be applied for the students. This is due to the less grammar pressure that can be ignored in this method gives the student freedom to speak. The enjoyment and drilling practice as the focus of this method yields the students confidence to speak up. Thompson et al. (2012) found in their research that the impromptu speaking method contributes demand intensive activity by all of the students' member because of the natural environment to speak. It is such a great opportunity that students are facilitated to communicate effectively on the spot, fostering quick thinking, adaptability, and confidence. Kleiser (1920) asserted that impromptu speaking should be the ultimate aim for every student who learns oral communication. By mastering impromptu speaking, students can speak professionally because this method engages the students to share their minds and knowledge naturally. This method allows students to explore their verbal communication to be more fluent. Sedniev (2012) emphasized that impromptu speaking is a fundamental art in doing public speaking. Moreover, Fredricks (2005) found that related to the students' opinion, they mostly agreed that impromptu speaking is an important learn tool since they believe that it is enjoyable. In doing so, Wahidha (2022) discovered that impromptu speaking method is suitable to be applied for EFL students because of their speaking improvement such as students' speaking fluency are getting better from time to time. It means that by implementing this method in learning speaking will support students to feel enjoy in developing their ideas in speaking and improving their speaking skill. So, it such a beneficial input to lead the speaking materials easily practiced by the students.

The implementation of an impromptu method is not only beneficial for students in the classroom environment but also in many surfaces such as a casual conversations, professional settings, or public speaking engagements, mastering to open the doors to improve communication and enhanced leadership capabilities. In addition, Bytwerk (1985) found on his research that impromptu exercises persuaded students to speak with enthusiasm and energetic even in a challenging task. It is noticed from the most soft-spoken students are able to speak with greater vigor. In order to maximize the valuable input, the implementation of impromptu speaking skill should be more creative to attract students' attention. Speech with enjoyable topic in impromptu speaking is considered as the way to support the speaking learning process (Kayi, 2006). This is corroborated by Dobson (1981), who contends that various instructional methods can enhance students' speaking skills in the EFL classroom. These methods include speaking with random topics, dialogues, small-group discussions, debates, songs, and games. From thus activities he mentioned about speaking with random topics which refers to the informal speeches who intend to be applied in this research. This appeared as a trick to build confidence and excellent preparation to develop their speaking skill. In addition, Girardelli (2017) also asserted that the creative learning such as a game can make the learning process to be more enjoyable and meaningful. As a result, they will acquire the target of learning precisely. Marcellino (2005) found that a significant number of EFL learners, identified as students, tend to be passive. Many boundaries for students to talk using English, often due to shyness. A considerable portion of these learners focuses on language forms and rules when engaging with others, and a majority does not actively practice English in authentic communication settings. Therefore, this issue also contributes the consideration of choosing the research topic about impromptu speaking method. As a result, students will achieve a higher level of participation and elicit significant progress in learning to speak.

In Indonesia, the implementation of impromptu speaking method for students have yielded different output. Nawi et al. (2015) who conducting research for ESL students has revealed that the key of success in implementing impromptu rely on 3P's: Planning, Preparation, and Practice. The researchers agreed that great impromptu speaker is never just impromptu so that the students had to practice a lot. Masfufah (2020) found that there were influence between impromptu speaking method and students' speaking skills. This method successfully affected students' motivation to be confidence in speaking since the students are habituated to construct the thinking framework before speaking practice. Meanwhile, Husna et al. (2022) conducted a research focus on students' impromptu speech performance the result that the average score of students still on the category C (Fair). The researcher evaluated that the students' speaking skills are still lack and need to be developed by study harder especially for doing drilling practice using impromptu speaking in their daily activity. Tamonob (2015) who revealed the implementation of impromptu speaking method and found that the major fear of students to speak impromptu rely on the emotional aspects. According to the studies above, it can be concluded that the implementation of impromptu speaking method will be suitable and successfully achieve the speaking target in a active speaking environment. This environment matters because impromptu speaking method need a higher level of speaking proficiency, and drilling practice continually.

Based on various previous studies and phenomena in the field, it can be concluded that students' speaking skills in the context of English learning still need to be improved. Therefore, it is important to further examine the implementation of the impromptu speaking method, especially in the context of bilingual boarding schools which have unique characteristics both in terms of learning environment and language acquisition expectations. This study aims to analyze the implementation of impromptu speaking method in improving students' speaking skills, as well as to identify the supporting and inhibiting factors in the learning process.

METHOD

This study used a quantitative approaches. This study aims to examine the implementation of impromptu speaking method in improving the speaking skills of grade X students of MA Al-Musyaffa' Semarang. The research subjects consisted of 18 students of class X-A and one English teacher, selected through purposive sampling technique due to the characteristics of the class who actively spoke in English. The researcher acted as an internal observer who observed the learning process while providing feedback. The research instruments included tests (pre-test and post-test) to assess four aspects of speaking skills (fluency, pronunciation, vocabulary, and comprehension), closed questionnaires to measure the effectiveness of the method, and documentation in the form of photos, videos, and transcripts as supporting data. Data were collected through several stages, including individual speaking tests with spontaneous topics before and after treatment. Data analysis was conducted using statistical significance criteria (<0.05) to determine the effectiveness of the impromptu speaking method in improving students' speaking skills.

RESULTS AND DISCUSSION

Results

1. The Assessment of Impromptu Speaking Method to Improve the Speaking Skills of the 10th Graders at MA Al-Musyaffa' Semarang

The assessment was used to score the pre-test, the treatment process, and the post-test. The pre-test assessment aimed to measure the students' speaking skills before implementing the treatment. The assessment during the treatment aimed to track the students' progress gradually. Meanwhile, the post-test assessment aimed to evaluate the students' speaking skills after the treatment was implemented. The scores were accumulated and displayed as follow:

Table 1. The Result of Pre-Test

No.	Name	Fluency	Vocabulary	Pronunciation	Comprehension
1.	Adilla Carisa Putri K.	75	75	70	70
2.	Aisya Maila Shofia	70	65	70	70
3.	Arkanita Najwa Syakira	57	55	54	59
4.	Desy Aulya Rahmawati	50	50	55	58
5.	Inayah	70	60	70	70
6.	Izzun Nahdloh	65	68	70	71
7.	Kaisah Tsabbita Salma	60	63	65	69
8.	Leesaana Shidqin Aliyya	69	70	72	72
9.	Maulida Zahrotul Adila	65	65	60	70
10.	Mayda Himatul Mufida	70	75	75	80
11.	Nabila Oktonaura Wijaya	55	50	55	55
12.	Naifa Mutrisya Az-Zahra	70	70	75	75
13.	Namira Winindya Putri	50	50	55	55
14.	Rifqa Laila Nabiilah	60	60	65	60
15.	Riska Maharani	60	60	60	60
16.	Tatsbita Dini Aulia	82	80	82	83
17.	Tsalitsa Hanifatun	80	80	75	75
18.	Zeinna Janneta Shabiha	65	65	60	60

Based on the results of the pre-test on 18 students, it is known that students' speaking skills before treatment are still classified as varied and tend to be in the moderate to low category. The aspects assessed include fluency, vocabulary, pronunciation, and comprehension. Most students scored between 50 to 75 on all four aspects, with only a few students achieving scores above 80, such as Tatsbita Dini Aulia and Tsalitsa Hanifatun. Meanwhile, some students such as Desy Aulya Rahmawati and Namira Winindya Putri showed quite low scores below 60 on almost all aspects. Overall, this data shows that before the implementation of the impromptu speaking method, students' speaking skills still need to be improved, especially in terms of vocabulary acquisition and speaking fluency.

Table 2. The Result of Post-Test

No.	Name	Fluency	Vocabulary	Pronunciation	Comprehension
1.	Adilla Carisa Putri K.	80	75	75	75
2.	Aisya Maila Shofia	81	82	83	82
3.	Arkanita Najwa Syakira	88	87	85	88
4.	Desy Aulya Rahmawati	81	80	82	81
5.	Inayah	80	82	83	81
6.	Izzun Nahdloh	80	82	83	85
7.	Kaisah Tsabbita Salma	82	83	86	87
8.	Leesaana Shidqin Aliyya	81	83	85	86
9.	Maulida Zahrotul Adila	80	75	75	85
10.	Mayda Himatul Mufida	86	82	83	87
11.	Nabila Oktonaura Wijaya	90	88	87	88
12.	Naifa Mutrisya Az-Zahra	80	81	82	85
13.	Namira Winindya Putri	79	80	80	80
14.	Rifqa Laila Nabiilah	88	88	88	88
15.	Riska Maharani	88	88	80	88
16.	Tatsbita Dini Aulia	85	85	86	85
17.	Tsalitsa Hanifatun	84	83	82	82
18.	Zeinna Janneta Shabiha	85	85	85	85

The post-test results showed a significant improvement in students' speaking ability after the implementation of the impromptu speaking method. The average scores in the aspects of fluency, vocabulary, pronunciation, and comprehension increased evenly among students. Most students obtained scores above 80, with some students, such as Nabila Oktonaura Wijaya and

Rifqa Laila Nabiilah, achieving the highest score of 90. In general, all students showed significant improvement in all aspects of speaking skills, which signaled the effectiveness of the impromptu speaking method in improving their speaking skills.

As a result, the data from the pre-test and post-test were then processed using SPSS version 26 to calculate the mean for each. The results were as follows:

Table 3. The Mean Score of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	65.75	18	8.568	2.020
	Posttest	83.26	18	3.192	.752

Based on the data above, the mean score of the pre-test was 65.75, while the mean score of the post-test was 83.26. This indicates an improvement of approximately 17.51 points between the pre-test and the post-test.

2. The Effectiveness of Impromptu Speaking Method of the 10th Graders at MA Al-Musyaffa’ Semarang

The effectiveness of impromptu speaking method was determined by comparing the significance value (2-tailed) with alpha 0.05. If the significance value (2-tailed) < 0.05, then there is a significant difference in the data compared, and H0 is rejected. It means that alternative hypothesis (H1) is accepted, impromptu speaking method is significantly effective in improving students’ speaking skills at 10th graders students of MA Al-Musyaffa’ Semarang. Here is the result of the significance value (2-tailed) compared with alpha 0.05 from each of the speaking skills.

Table 4. Significant Value of Fluency Skill

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Fluency - Posttest Fluency	-18.05556	10.26973	2.42060	-23.16257	-12.94854	-7.459	17	.000

According to the data above, the result of significant value from overall students’ fluency skill after implementing impromptu speaking was .000. Because of the significant value was .000 < .005, it provided strong evidence to against the null hypothesis (H0).

Table 5. Significant Value of Vocabulary Skill

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Vocabulary - Posttest Vocabulary	-18.22222	11.11732	2.62038	-23.75073	-12.69371	-6.954	17	.000

According to the data above, the result of significant value from overall students’ vocabulary skill after implementing impromptu speaking was .000. Because of the significant value was .000 < .005, it provided strong evidence to against the null hypothesis (H0).

Table 6. Significant Value of Pronunciation Skill

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Pronunciation - Posttest Pronunciation	-16.77778	8.98073	2.11678	-21.24379	-12.31176	-7.926	17	.000

According to the data above, the result of significant value from overall students' pronunciation skill after implementing impromptu speaking was .000. Because of the significant value was $.000 < .005$, it provided strong evidence to against the null hypothesis (H0).

Table 7. Significant Value of Comprehension Skill

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Comprehension - Posttest Comprehension	-17.00000	9.41838	2.21993	-21.68365	-12.31635	-7.658	17	.000

According to the data above, the result of significant value from overall students' comprehension skill after implementing impromptu speaking was .000. Because of the significant value was $.000 < .005$, it provided strong evidence to against the null hypothesis (H0).

In summary, the result of the data from SPSS version 26 showed that the significant value from all of the speaking skill aspects (fluency, vocabulary, pronunciation, and comprehension) was .000. Since $.000 < .005$, this indicates a significant difference of the pretest and posttest. It meant H0 was rejected. In summary, it can be interpreted that the impromptu speaking method was significantly effective in improving speaking skills at 10th graders students of MA Al-Musyaffa' Semarang. Moreover, the value of .000 represented the highest t-test score, implying that this method was highly effective for teaching speaking for 10th graders at MA Al-Musyaffa' Semarang.

3. The Students' Perception after Implementing Impromptu Speaking Method

Table 8. Tabulation Result of the Influenced Factors

No.	Factor	Positive Statement	Mean (Standard Deviation)	Negative Statement	Mean (Standard Deviation)
1.	Personal	The practice of impromptu speaking method makes me feel free to express my thinking and ideas	3.83 (0.383)	Impromptu speaking method pushes me to speak under the pressure	3.28 (0.826)
		Impromptu speaking method build my confidence to speak spontaneously	3.50 (0.618)	Impromptu speaking method is difficult	3.56 (0.616)
		Impromptu speaking method encourages myself to speak naturally	3.50 (0.514)	Impromptu speaking method is not suitable for my speaking level	3.06 (0.639)

	Impromptu speaking method is challenging yet makes me satisfied	3.44 (0.616)	Impromptu speaking method triggers my anxiety	2.83 (0.985)
			Impromptu speaking method pushes me to speak perfectly	2.11 (1.079)
2. Pedagogical	Impromptu speaking method improves my fluency	3.50 (0.514)	Impromptu speaking method leads filler on my speaking	2.44 (0.984)
	Impromptu speaking method improves my pronunciation	3.61 (0.502)	Impromptu speaking method makes me concern about making mistakes in speaking	
	Impromptu speaking method improves my vocabularies	3.61 (0.502)	Impromptu speaking method worsens my speaking performance	3.39 (0.778)
	Impromptu speaking method improves my comprehension	3.56 (0.511)	Impromptu speaking method makes me feel demotivated on improving my speaking skills	2.83 (1.200)
			Impromptu speaking method does not affect my speaking skills at all	3.17 (0.857)
3. Activity	Impromptu speaking method makes me easier to coordinate my body language	3.61 (0.608)		
	I am eager to learn and practice more using impromptu speaking method	3.50 (0.618)		

As shown from the table above, the mean scores from the students' positive perception toward the implementation of impromptu speaking method ranged from 3.44 (Impromptu speaking method is challenging yet makes me satisfied) to 3.83 (The practice of impromptu speaking method makes me feel free to express my thinking and ideas). Besides, the negative perception ranged from 2.11 (Impromptu speaking method pushes me to speak perfectly) to 3.56 (Impromptu speaking method is difficult). Thus, the overall mean from the positive perception was 3,56 and the overall mean from the negative perception was 2,96. As a result, it yielded the conclusion that most of the students were agree if impromptu speaking carried such a positive impact for themselves such as make them feel free in expressing the ideas, building confidence, encouraging natural speaking, feeling challenging and satisfied at the same time, improving speaking skills included fluency, vocabulary, pronunciation, and comprehension, promoting body language coordination, and boosting their eagerness to learn and practice more about impromptu speaking. In contrast, most of the students agreed that impromptu speaking pushed them to speak perfectly, led fillers on speaking, triggered anxiety, and made feeling demotivated on improving their speaking skills.

Discussion

The results showed that the application of impromptu speaking method significantly improved students' speaking ability. Based on the T-test results between the pre-test and post-test scores, the value of t -count = 7.671 is greater than t -table = 2.110, which indicates a significant difference in the average value of students' speaking ability before and after the application of the method. Analysis using SPSS version 26 also showed improvements in specific aspects of speaking skills, namely fluency increased by 18.05 points, vocabulary 18.22 points, pronunciation 16.77 points, and comprehension 17.00 points. Thus, the impromptu speaking method proved to be effective in improving students' speaking skills as a whole as well as in its specific components. This finding is in line with research by Miranda (2018) which showed an increase in the experimental class average score from 61.6 to 69.25 after using this method, while the control class experienced a decrease in scores. In addition, Fauzan (2014) also found that improvisational speaking techniques were able to increase the average score from 2.72 in the pre-test to 3.76 in the second cycle, as well as increase students' active participation from 64% to 73.79%. The application of this method not only improves academic speaking skills, but also creates a more interactive classroom atmosphere and encourages student motivation. Thus, the impromptu speaking method can be validated as one of the best approaches to improve students' speaking skills both mentally and academically.

The results showed that the impromptu speaking method proved to be very effective in improving the speaking skills of grade X students at MA Al-Musyaffa' Semarang. The significance values (2-tailed) of the aspects of speaking skills such as fluency, vocabulary, pronunciation, and comprehension are all at 0.00, which is smaller than 0.05 so that the null hypothesis is rejected and the alternative hypothesis is accepted. This finding shows that the method has a significant effect on improving students' speaking skills. These results are in line with previous studies such as by Goh & Burns (2012) and Harmer (2008) who emphasized the benefits of spontaneous speaking activities in language development, especially in practicing fluency and critical thinking in a limited time. In addition, Richards & Rodgers (2014) also stated that spontaneous speaking activities help students build confidence as well as improve sub-skills such as pronunciation, fluency, and the ability to respond appropriately in real communication. This research also shows that the impromptu speaking method can be integrated with other English language skills such as reading, writing, and listening. Andrin et al. (2024) adds that this method also trains active listening skills, the ability to organize ideas quickly, and manage anxiety, all of which are important for improving overall speaking performance. Thus, the application of this method is able to make the English learning process more interesting, effective, and relevant especially in the context of EFL or ESL learning.

Based on students' responses, their perceptions of the impromptu speaking method were influenced by three main factors, namely personal, pedagogical, and activity factors. Students' positive perceptions generally arise from personal and pedagogical factors. In the personal aspect, students felt free to express their ideas and thoughts during the impromptu speaking practice. While in the pedagogical aspect, students felt an improvement in pronunciation and vocabulary acquisition. In contrast, negative perceptions arose from the pressure to speak perfectly and the tendency to use filler words when speaking, which made some students feel uncomfortable. Nonetheless, overall students were more likely to have a positive perception of the method. This finding is reinforced by Rahmah (2022) research which also shows that the impromptu speaking method has advantages such as increasing confidence and spontaneity, although it is also recognized as having disadvantages such as inappropriateness in formal contexts and limited vocabulary. Despite the challenges, the majority of students in the study still rated the method as effective for improving their English speaking skills, especially if applied regularly.

CONCLUSION

Based on the results of the research conducted on class X students of MA Al-Musyaffa' Semarang, it can be concluded that the application of impromptu speaking method proved effective in improving students' speaking skills in English. This is evidenced by the increase in the average score from the pre-test of 65.75 to 83.26 in the post-test, which shows an increase of 17.51 points. All aspects assessed—fluency, vocabulary, pronunciation, and comprehension—experienced significant improvements based on the statistical test results with a significance value (2-tailed) of 0.000, which is smaller than $\alpha = 0.05$. Thus, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, which indicates that the impromptu speaking method is significantly able to improve students' speaking ability.

In addition, students' perceptions towards the implementation of this method also tend to be positive. The majority of students felt that this method helped them be more confident in speaking spontaneously, improved their fluency and vocabulary acquisition, and made the learning process more challenging yet fun. The personal, pedagogical and activity aspects showed that the average score of students' positive perceptions was above 3.5 on a scale of 4, indicating a good acceptance of the method. Therefore, impromptu speaking is worth recommending as one of the methods for learning English speaking at the senior high school level.

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