CHAPTER 1
INTRODUCTION

1.1 Background of The Study

In non-English speaking nations like Indonesia, it might be challenging to speak English as a foreign language for a variety of reasons: Fear of making mistakes, low self-confidence, and other issues that make it challenging to communicate in English[1]. Due to vocabulary or grammar issues, students find it difficult to express themselves in English in a classroom setting [2]. Also, the top issues students encounter when speaking in front of an audience are fear and doubt [3]. Students must actively participate in language practice and peer evaluation, combine various dynamic abilities, information, processes, and languages, and consume and produce language in a balanced way to become successful in speaking.

Students have difficulties speaking English. It can be brought on by several things[4]. One of those reasons might be the students' limited vocabulary, while others might be their speaking habits, grammatical knowledge, or drive. Another reason is the difficulty pupils have when learned to speak English, which may be brought on by their anxiety when speaking English in normal conversation. Social interaction is the foundation of human existence and is in and of itself a significant factor in spoken language development. Hence, having good communication skills can facilitate the sharing and exchanging of thoughts, sentiments, and opinions and the forming of connections with individuals worldwide [5].

Speaking skills are used to express one's thoughts and communicate with others. Therefore, the ability to speak is very important because the ability to speak and man are inseparable. Human language and skills are inseparable. Speaking is not only the production of voices but also expressions and accents. And people need meaning to talk about something. People talk or communicate with each other because they need to express their thoughts or feelings at the moment. Public speaking aims to enlighten, persuade, or amuse

the audience in the hopes that they will understand the meaning of the speech being delivered [6].

Public speaking is more regimented, necessitates a more formal tone of voice, and calls for various delivery techniques. Various languages are required for various circumstances. Various sources categorize speeches differently, depending on factors like the time required for preparation or the Speaker's intended audience. Three speech styles exist. The first kind of speech is informational, which aims to provide brief but valuable knowledge to the audience. Persuasive speeches are other kinds of speech that try to influence listeners' opinions or actions. The third kind is a formal speech delivered to commemorate a significant occasion in a person's life, such as a wedding [7].

To attract the attention and interest of the audience, the Speaker should make an interesting and interesting speech in the introductory part of the speech. All effective speeches are structured, and have an introduction, substance, and conclusion [8]. Mastering the three fundamental aspects of speech introduction, content, and conclusion is the first step to building a strong sense of spoken language [9]. Moreover, language organization, language terms used, and speech-language delivery are all included in the speech-language assessment. The opening address contains an introduction, a theme, and materials to support it as a liaison statement. The close signifies the conclusion of a piece of writing, as do vowel breaks and variants, confined formations of (b) idioms, including the Speaker's body language, gestures, facial expressions, and the vocabulary and syntax they use. Aspects of the Speaker's voice include pronunciation and articulation [10].

Conversely, impromptu speech is a substitute for the teacher that can improve students' speaking abilities and provide positive outcomes when applied to solving student difficulties. This instructional approach also inspires and pushes students to communicate with one another in a bold, more imaginative, and engaging manner, which necessitates that they are interested in speaking English. Impromptu is the opposite of prepared and trained and means "spontaneous, unprepared, without practice." Improvisation is "given

with little or no immediate preparation,". He stressed that when requested to give a speech, a person does not have time to prepare or, in other words, speak impromptu. Public speaking is a structured and directed speech in front of a group [10].

Impromptu speeches offer speakers a different experience. Because the Speaker must deliver his speech without preparation, notes, or other additional materials. As discussed earlier, since people confuse public speaking with prepared speeches, impromptu speaking is more likely. Basic everyday human communication occurs without prepared texts or notes. This is the same as an impromptu speech. Impromptu speech as unprepared speech. Someone is just getting started, choosing a topic, and getting started [11]. The basic principle is that the ideas generated are unparalleled and not prepared. An impromptu speech means that the Speaker delivers a message to the listener without preparation.

Students are taught impromptu speeches to develop basic public speaking skills. Students are given specific topics to present in their speeches. Each student has 5-7 minutes to collect their opinion on the topic and facts and information to support the speech arguments. Students have to expand their knowledge of the subject in a very limited time. They also hope to understand certain events happening around them. After that, they are expected to think quickly while speaking and persevere in conveying their message to the audience.

There are several conventions in English; Impromptu is a method that college students can use. Speaking of making impromptu speeches is essential for practice [12]. Spontaneous speaking is without preparation or planning how to start speaking. Therefore, speaking requires preparation, planning, and a willingness to practice. This research is essential to improve students' English skills to be independent and determined by practicing impromptu English speech to be active and continuous. Therefore, students must have a concept to practice speaking that is not difficult regarding the material For example, good thinking skills are important to start training [13].

Based on the above, researchers wanted to examine the challenge focusing on all the instruments of assessing speaking skills about impromptu speech. The purpose of speaking learning exercises is so students can confidently carry out presentations and speech activities using English. The category of Students who can do active speaking exercises is students who are in the (UKM) English student activity unit.

1.2 Formulations of the Problem

From the background of the study above, the question is:

1. Does the impromptu speech method improve students' speaking skills in terms of Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension in oral communication?
2. What is the student's response to using the impromptu speech technique in speaking skills?

1.3 The Purpose of the Study

Referring to the formulation of the study above, the objectives to be achieved in this study are:

1. To determine whether impromptu speech develops students' skills in terms of Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension in oral communication.
2. To ascertain the students' response to using the impromptu speech method.

1.4 The Significances of the Study

The results of the study are expected to be used theoretically and practically:

1. Theoretically
   a. The results of the study hoped that can expand the skills of teachers using impromptu speech to motivate students to be more confident in terms of public speaking, impromptu speaking, or presentations in front of commonly use English.
   b. As a reference material for other researchers who want to implement the impromptu speech method in teaching students speaking skills.

2. Practical
    a. Using the impromptu speech technique to help pupils develop their public speaking abilities is advised by the study's findings.
    b. The impromptu speech technique can help students become more comfortable speaking in public in English.

1.5 Limitations of the Study

This research focuses on all speaking skills separated into several parts, including pronunciation, vocabulary, grammar, fluency, and comprehension as well as public speaking students with impromptu speech methods to develop speaking skills in students at college student.