THE ROLE OF ENGLISH VAGANZA COMPETITION 2016 ON CHALLENGING IMPROMTU SPEECH

Pipit Rahayu
darariau2010@gmail.com.
University of Pasir Pengaraian

ABSTRACT

The purpose of this study was to investigate how students' language in the English Vaganza competition which was organized by the University of PasirPengaraian. The type of research was descriptive quantitative. Researchers used video footage of students' performance. The research instrument used video recording. Sampling was total sampling. The sample consists of 19 students who follow the impromptu speech competition in EnglishVaganza. The data obtained comes from several raters. The data were taken from the video recording of the students' performances and transcripts from each student itself. The ways to analyze data were collecting data, analyzing data, and display the results of the data analysis itself. In taking the data, the researcher used video recording and raters. In analyzing the data, the researcher used indicators in impromptu speech; say the objectives, composing contents, supporting ideas, adding stories and examples and summarizing key ideas, showing awareness of the listener's needs, speaking clearly, choosing the right vocabulary and information, using tone, speed and word size thinking, complexity of the vocabulary and last showing comfort with the listener. Based on the result of the research, it was concluded that the level of speech impromptu of students in the English Vaganza competition was quite good.

Keywords: Analysis, Impromptu Speech, English Vaganza Competition

INTRODUCTION

English is an international language that used as a tool of communication not only for the students, but also for a bussinessman and people who have a job in other countries. Indeed, the achievement of good speaking activity is when the people who interact canunderstand each other. Speaking is important for themto practice their capability and their understanding, how to send idea, and how to spell word well. In this case the students' experiences and interest are very needed to make the process of their understanding more easily. Some students in Senior High School are not able to practice English well. Some students still use their language as their family's habit or mother tongue.Sometimes, the students are not

confident to practice thier English in outside the class.

Moreover, impromptu speech in usual situation such as in front of the class is different in a competition. In competition, the students more enthusiastic in delivering competition. The students want to become the best participant or become the winner of the competition. Meanwhile, a competition can not become a place to practice in speaking, but the students can show up their ability in impromptu speech. So, the researcher was interesting to conduct the research to know how was the students' skill in impromptu speech at English vaganza competition. English Vaganza Competition is an event that organized by ESSA (English Students Section Association) of University of Pasir Pengaraian. It can make students to be interested in studying English. Moreover, English Vaganza Competition have made a variation of competition about English. Such as: speech, debate, storytelling, drama, singing competition and so on. Especially for impromptu speech competition, students of Senior High School can explore his/ her ability in impromptu speech.

Based on that phenomenon, the researcher interested to conduct the research on the impromptu speech of senior high school students of Rokan Hulu who participate on impromptu speech competition in University of Pasir Pengaraian

RESEARCH METHODOLOGY

This research using descriptive quntitative. Woody (2008) says that research was an intensive and purposeful search for knowledge and understanding of social and physical phenomena. Research was scientific activity undertaken to establish something, a fact, a theory, a principle or an application.

For the sample, the researcher choosed all the participants who join on impromptu speech competition or using total sampling technique. It consists of 19 participants from 11 of Senior High School in Rokan Hulu. All of the participants became the object of this research, because the population is less tahn 100 people. According to Riduwan (2015:20), sample is a set of population to take the data and that can to represent of population. If population less than 100 people, take the all students.

In order to analyze the data, the reseacher used the following criteria: Wagner, (1968) in Professional Studies, is the coordinator and also collect rubrics and answer questions. Below are descriptions of some of the range. A score of 4 or 2 are in the middle. For #1, for example, a "4" would be "somewhat" clear; a "2" would be somewhat evident but not entirely.

Table 1.Tracking purposes content

		High		Average		Low
1	States the purpose	5	4	3	2	1
2	Organizes thecontent	5	4	3	2	1
3	Supports ideas	5	4	3	2	1
4	Incorporates stories and Examples	5	4	3	2	1
5	Summarizes the main idea(s)	5	4	3	2	1

Table 2.Tracking purposesDelivery

		High		Average		Low
1	Demonstrates awareness oflistener'sneeds.	5	4	3	2	1
2	Speaks clearly with appropriatevocabulary andinformation.	5	4	3	2	1
3	Uses tone,speed, andvolume astools	5	4	3	2	1
4	Demonstrates complexity of vocabulary and thought.	5	4	3	2	1
5	Appears comfortable with audience.	5	4	3	2	1

(Edie Wagner, 1968)

Table 3. Range of the Score

No	Level	Range	Letter
1	Very good	3.5 – 4.0	A
2	Good	2.5 – 3.49	B
3	Fair	1.5 – 2.49	C
4	Poor	<1.5	D

FINDING AND DISCUSSION

There are two aspects in scoring system of students' impromptu speech at EnglishVaganza Competition in University of Pasir Pengaraian. They are content and delivery. In content, there are 5 criteria such as students should states the purpose, organizes the content, supports ideas, incorporates stories and examples and summarizes the main idea(s). Therefore, in delivery have 5 criteria such as demonstrates awareness of listener's needs, speaks clearly with appropriate vocabulary and information, uses tone, speed, and volume as tools. Demonstrates complexity of vocabulary and thought, the last appears comfortable with audience.

Table 4 : Percentage of the students in stating the purpose

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	5	26.3 %
2	Good	2.5 – 3.49	7	36.9 %
3	Fair	1.5 – 2.49	5	26.3 %
4	Poor	<1.5	2	10.5 %
	Total Score		19	100 %

Based on the table 4, five (5) students have percentage 26.3 % the level is very good in range between 3.5 – 4.0. Than, seven (7) students have percentage 36.9 % the level good in range between 2.5– 3.49. five (5) students have percentage 26.3 % the level is fair in range between 1.5 – 2.49 and two (2) students have percentage 10.5 % the level is poor in range <1.5.

Table 5 : Percentage of the students in organizing the content

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	4	21.1 %
2	Good	2.5 – 3.49	6	31.6 %
3	Fair	1.5 – 2.49	7	36.8 %
4	Poor	<1.5	2	10.5 %
	Total Score		19	100 %

Based on the table 6, four (4) students have percentage 21.1 % the level is very good in range between 3.5 – 4.0. Than, six (6) students percentage 36.8 % the level is fair in range between 1.5 – 2.49 and two (2) studentshave percentage 10.5 % the level is poor in range <1.5.

Table 6 : Percentage of the students in supporting idea(s)

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	3	15.8 %
2	Good	2.5 – 3.49	5	26.3 %
3	Fair	1.5 – 2.49	9	47.4 %
4	Poor	<1.5	2	10.5 %
	Total score		19	100 %

Based on the table 8, three (3) students have percentage 15.8 % the level is very good in range between 3.5 – 4.0. Than, five (5) students have percentage 26.3 % the level good in range between 2.5 – 3.49. nine (9) students have percentage 47.4 % the level is fair in range between 1.5 – 2.49 and two (2) students have percentage 10.5 % the level is poor in range <1.5.

Table 7 : Percentage of the students in incorporating stories and examples

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	2	10.5 %
2	Good	2.5 – 3.49	6	31.6 %
3	Fair	1.5 – 2.49	9	47.4 %
4	Poor	<1.5	2	10.5 %
	Total score		19	100 %

Based on the table 10, two (2) students have percentage 10.5 % the level is very good in range between 3.5 – 4.0. Than, six (6) students have percentage 31.6 % the level good in range between 2.5 – 3.49. nine (9) students have percentage 47.4 % the level is fair in range between 1.5 – 2.49 and two (2) students have percentage 10.5 % the level is poor in range <1.5.

Table 8 : Percentage of the students in summarizing the main idea (s)

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	5	26.3 %
2	Good	2.5 – 3.49	2	10.5 %
3	Fair	1.5 – 2.49	8	42.1 %
4	Poor	<1.5	4	21.1 %
	Total score		19	100 %

Based on the table 12, five (5) students have percentage 26.3 % the level is very good in range between 3.5 – 4.0. Than, two (2) students have percentage 10.5 % the level good in range between 2.5 – 3.49. Eight (8) students have percentage 42.1 % the level is fair in range between 1.5 – 2.49 and four (4) students have percentage 21.1 % the level is poor in range <1.5.

Table 9 : Percentage of the students in demonstrates awareness of listener's Needs

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	4	21.1 %
2	Good	2.5 – 3.49	4	21.1 %
3	Fair	1.5 – 2.49	8	42.1 %
4	Poor	<1.5	3	15.8 %
	Total score		19	100 %

Based on the table 14, four (4) students have percentage 21.1 % the level is very good in range between 3.5 – 4.0. Than, four (4) students have percentage 21.1 % the level good in range between 2.5– 3.49. eight (8) students have percentage 42.1 % the level is fair in range between 1.5 – 2.49 and three (3) students have percentage 15.8 % the level is poor in range <1.5.

Table 10 : Percentage of the studentsin speaks clearly with appropriate vocabularyand information

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	4	21.1 %
2	Good	2.5 – 3.49	5	26.3 %
3	Fair	1.5 – 2.49	7	36.8 %
4	Poor	<1.5	3	15.8 %
	Total score		19	100 %

Based on the table 16, four (4) students have percentage 21.1 % the level is very good in range between 3.5 – 4.0. Than, five (5) students have percentage 26.3 % the level good in range between 2.5 – 3.49. seven (7) students have percentage 36.8 % the level is fair in range between 1.5 – 2.49 and three (3) students have percentage 15.8 % the level is poor in range <1.5.

Table 11 : Percentage of the students in using tone, speed and volume as tools

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	1	5.3 %
2	Good	2.5 – 3.49	7	36.8 %
3	Fair	1.5 – 2.49	9	47.4 %
4	Poor	<1.5	2	10.5 %
	Total score		19	100 %

Based on the table 18, one (1) student have percentage 5.3 % the level is very good in range between 3.5 – 4.0. Than, seven (7) students have percentage 36.8 % the level good in range between 2.5 – 3.49. nine (9) students have percentage 47.4 % the level is fair in range between 1.5 – 2.49 and two (2) students have percentage 10.5 % the level is poor in range <1.5.

Table 12 : Percentage of the students in demonstrating complexity of thought and vocabulary

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	3	15.8 %
2	Good	2.5 – 3.49	4	21.1 %
3	Fair	1.5 – 2.49	8	42.1 %
4	Poor	<1.5	4	21.1 %
	Total score		19	100 %

Based on the table 20, three (3) students have percentage 15.8 % the level is very good in range between 3.5 – 4.0. Than, four (4) students have percentage 21.1 % the level good in range between 2.5 – 3.49. Eight (8) students have percentage 42.1 % the level is fair in range between 1.5 – 2.49 and four (4) students have percentage 21.1 % the level is poor in range <1.5.

Table 13 : Percentage of the students in appearing comfortable with audience

No	Level	Range	Frequency	Percentage %
1	Very good	3.5 – 4.0	3	15.8 %
2	Good	2.5 – 3.49	4	21.1 %
3	Fair	1.5 – 2.49	10	52.6 %
4	Poor	<1.5	2	10.5 %
	Total score		19	100 %

Based on the table 22, three (3) students have percentage 15.8 % the level is very good in range between 3.5 – 4.0. Than, four (4) students have percentage 21.1 % the level good in range between 2.5– 3.49. ten (10) students have percentage 52.6 % the level is fair in range between 1.5 – 2.49 and two (2) students have percentage 10.5 % the level is poor in range <1.5.
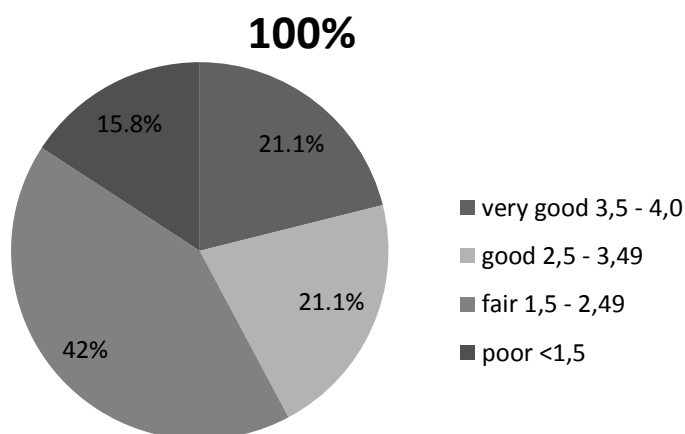
Table 14. Percentage of total score students' impromptu speech at English Vaganza Competition in University of Pasir Pengaraian

No	Level	Range	Frequency	Percentage
1	Very good	3.5 – 4.0	4	21.1 %
2	Good	2.5 – 3.49	4	21.1 %
3	Fair	1.5 – 2.49	8	42.0 %
4	Poor	‹1.5	3	15.8 %
	Total score		**19**	**100 %**

Based on the table 25 of the result of students' impromptu speech at English Vaganza Competition in University of Pasir Pengaraian, 4 students have percentage 21.1 the range between 3.5 – 4.0, 4 students have percentage 21.1 % the range between 2.5 – 3.49. Than, 8 students have percentage 42.0 % the range between 1.5 – 2.49 and 3 students have percentage ‹1.5. From the data in the table of the result the students' impromptu speech at English Vaganza Competition, the researcher give more explanation clearly in diagram.

Diagram 1 : total score students' impromptu speech at English Vaganza Competition in University of Pasir Pengaraian

In this diagram, it can be seen that, after the researcher conclude all the indicators of impromptu speech in students' impromptu speech at English Vaganza Competition almost the same between very good and good. It consist 4 students both of the levels. But there are 8 students have level fair and 3 students have poor level.So, from the result above the researcher conclude that students' impromptu speech at English Vaganza Competition in University of Pasir Pengaraian is fair. It means that almost the students who join in an impromptu speech competition still low in an impromptu speech.

CONCLUSION ANDSUGGESTION

Based on the data percentage in finding and discussion the researcher concluded that the students' impromptu speech at English Vaganza Competition in University of Pasir Pengaraian was fair level in 2016. Almost all of the students had difficulties in content have states the purpose, organizes the content, supports ideas, incorporates stories and examples, summarizes the main idea(s). Meanwhile, in deliveringhave demonstrates awareness of listener's needs, speaks clearly with appropriate vocabulary and information, uses tone, speed, and volume as tools, demonstrates complexity of vocabulary and thought, appears comfortable with audience when delivering impromptu speech.

It means that the students who join in impromptu speech competition at English Vaganza Competition in University of Pasir Pengaraian had fair level in delivering impromptu speech. 4 students (21.1 %) had the very good level. 4 students (21.1 %) had the good level. 8 students (42.0 %) had the fair level and 3 students (15.8 %) had the poor level.

Finally, the researcher would like to give some useful suggestions to the following person who have show more attention to deliver an impromptu speech in a competition or in front of public and the students. They are in following :

1. The students of senior high school who join in impromptu speech at English Vaganza Competition.
   The students should have an English learning experience in improving impromptu speech. By using good method and comprehension in some indicators, the students can show up their ability confidently.

2. The English teachers of Rokan Hulu
   The teacher more intent to give some information about indicators of assessment in impromptu speech when the students want to deliver their topics. The teacher also can help to increase student's confidence by giving comprehansion in impromptu speech and give them an opportunity to perform well in a competition. The teacher should give motivation and good learning process in relaxing condition in order to reduce problems, therefore they can enjoy the joyful learning.

3. The students of English Departmen in University of Pasir Pengaraian
   The English students should have one of considerable sources or reading materials either to enrich their reference in speaking thesis especially an impromptu speech or to improve the knowledge of the aspects of impromptu speech and they can use this thesis as a source as possible.

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