

LEARNING IMPROMPTU SPEECH THROUGH PEER ACTIVITY TO ENHANCE STUDENTS' SPEAKING COMPETENCE AT SMA N 5 YOGYAKARTA

by Reni Herawati¹

Abstract

Teaching English, especially speaking to large classes at SMA N 5 Yogyakarta, is not considered ideal. The big number of students that teachers must manage in these speaking classes poses a daunting task in terms of designing an activity that will serve to develop the students' speaking skills. The atmosphere that is not conducive in the big classes consisting of averagely 40 students has led the writer to make a research to find an effective technique to be implemented in her speaking class. The writer performed a research entitled "Learning Impromptu Speech through Peer Activity to Enhance Speaking Competence among SMA N 5 Yogyakarta" aiming at describing the effectiveness of the technique of Learning Impromptu Speech through Peer Activity at SMA N 5 Yogyakarta; describing how the technique of Learning Impromptu Speech through Peer Activity could enhance speaking capability among the students of SMA N 5 Yogyakarta.

The type of research is an action research. The writer started to implement a technique "Learning Impromptu Speech through Peer Activity" in the first cycle. Reviewing the result of the first cycle

which gave a positive sign, she continued to do the implementation in cycle two and three. The analyzing data was based on qualitative and quantitative data. Both types of data were used to determine the effectiveness of the professional development experiences.

Some valuable findings have shown that there was a significant improvement in their speaking capabilities, which were measured by 5 aspects: pronunciation, grammar, vocabulary, content, and fluency. They were getting better gradually in developing and organizing idea. All students got opportunity to be involved in active class participation; hence the English speaking class lived up. This learning technique could guide students to become better, autonomous, and confident learners. The students were encouraged to depend more on themselves instead of the teacher. To top all, "Learning Impromptu Speech through Peer Activity" is an effective technique to solve the problems of big classes at SMAN 5 Yogyakarta and to enhance the students' competence of speaking.

Key words: *impromptu speech, speaking competence, to enhance, learning*

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Introduction

Most of English teachers of SMA N 5 Yogyakarta where the writer works have encountered many difficulties in learning-teaching activity, especially when they focus on speaking skill, due to the big classes they should handle. Too many learners in one class make it hard for teachers to control the class. The atmosphere of the class becomes very uncomfortable, noisy and not serious. In this situation, it's very difficult to organize a learning-teaching activity especially if we want to focus on speaking skill. The noisy situation makes learners tend to speak Indonesian or local language rather than English. The limited time is not enough to give the chance to all learners to practice English orally. The Javanese culture that attaches on the daily life of influences the way of the learners in speaking. They tend to be shy and doubtful to practice English as a result the speaking marks of the students are still below the target. They cannot express their idea well in English.

To create a good atmosphere which enables all the learners to practice English teachers should find some good techniques of teaching. The good techniques will enable teachers to create a well-managed and active class. A well managed-class is a class where discipline problems are few; and an active class is a class where all students are actively engaged in learning tasks and activities. A well-managed and active class will contribute to a high motivation and expectation for success.

To solve the problem above the writer proposes a technique "Impromptu Speech at SMA N 5 Yogyakarta through peer activity. Peer activity enables teachers to in-

volve the learners in an active class. The learners can be highly motivated and they can improve their speaking capability.

Based on the background above, the writer thinks it is very important to make a study about a technique of Learning Impromptu Speech through Peer Activity to find the proof that the technique is very effective to enhance learners' speaking capability. As a result, the researcher will persuade all English teachers at SMA N 5 Yogyakarta and other schools to adopt this technique to improve learners' speaking skill.

The problem formulation is "Can the technique of learning impromptu speech enhance learners' public speaking capability in SMA N 5 Yogyakarta?"

The objective of this study is to know whether the technique of Learning Impromptu Speech through Peer Activity could enhance speaking capability among the students of SMA N 5 Yogyakarta.

The study can serve as an introduction to teaching technique of English speaking and will give positive contribution to provide some new insight for English teachers. It is also a beneficial means to make English teachers in SMA N 5 Yogyakarta more aware to empower the potential peer in teaching-learning process. It is expected to give solution to enhance the speaking competence among the learners. In a broader scope it promotes the quality of teaching techniques used by all English the teachers to accelerate the national English education development. It is expected that the technique could improve students' competence of organizing idea, exploring a topic, developing critical thinking. This technique would also be able to enhance learners' self confidence

According to Nunan (2003:48), speaking is productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991:52) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

In this research the writer will focus on speaking learning and teaching because speaking is a fundamental to human communication. If we think of all the different conversations we have in one day and compare that with how much written communication we do in one day. In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. If the goal of our language learning and teaching is truly to enable the learners to communicate in English, then speaking skills should be taught and practiced in the language classroom.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more

than the ability to read, write, or to comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

When we refer to a learner's speaking competence, our fundamental concern is with his/her ability to communicate informally on everyday subjects with sufficient fluency to make the listener understand. Therefore in the speaking test usually there are at least five prominent components to be analyzed:

- a. Pronunciation (Individual Sounds, Stress and Intonation, Pausing and Phrasing, Reductions)
- b. Grammar (Verbs, Noun Phrases, Sentence Structure, Individual Grammar Problems, Functional Phrases)
- c. Vocabulary (Word Choice, Idioms and Phrases, Appropriateness)
- d. Content (Substance and Details, Topic Elaboration, Organization)
- e. Fluency (Speed and Natural Flow, Elimination of Translation, Omission of Filler Words)

The word 'impromptu' according to AS.Hornby in "Oxford Advanced Learner's Dictionary of Current English" means without preparation. So, impromptu speaking is a short speech without any preparation or the speaker has very limited time to make preparation. Due to very short time of preparation, it is called impromptu speech or speech without preparation.

Peer activity is no doubtfully motivating for students to be active and responsible. It is very empowering and confidence building for learners. Peer activity enables teachers

to involve all learners in active learning (http://wiki:laptop.org/go/peer_teaching_website: p.3).

There are a number of quite quick and simple ways to do this:

- a. Partnering strong and weak learners together.
- b. Getting stronger learners to organize the group activity.
- c. Getting stronger learners to peer correct weaker learners.

One thing teacher has to be careful with is that the teacher should keep the stronger learners not to be overly dominant and not to undermine the confidence of weaker learners. Look for the strengths in all of learners to give each one of them the opportunity to share what they know.

No doubt, good teachers have always known that learning is enhanced when students get involved—to discover, manipulate, or personalize information. To be sure, teacher-centered instruction, such as lecture, has the advantage of communicating information in a complete, orderly form. However, student-centered methods, such as discussion, are considered more effective in developing higher-order intellectual skills, such as synthesis and problem-solving (Bloom 1953, 167-69). Peer activity is a form of technique used in student-centered methods.

In the peer activity the learners judge the language skills of other learners. Moreover it has range potential advantages to the learners. They can be integrated into teaching and learning. It encourages greater learner autonomy. It increases learner motivation.

Method of Research

This research took place at SMA Negeri 5 Yogyakarta, Jalan Nyi Pembayun 39, Kotagede, Yogyakarta. It was located at Nyi Pembayun Street number 39, Kotagede, Yogyakarta. The total number of the classes is 21; 7 classes for grade X, 7 classes for grade XI, and 7 classes for grade XII. The teaching-learning process is conducted from 7:15 a.m to 13.45 p.m. The total hours for English are four hours per week. The lesson last for 45 minutes for each hour. There were 5 English teachers in SMA Negeri 5 Yogyakarta graduating from different university.

The research and the data gathering were done in July – September 2009. Data analysis stage ended at the end of October 2009.

The subject of this study is the 12th graders of SMA Negeri 5 Yogyakarta the academic year 2009/2010 consisted of Science Program with 156 students which are divided in 4 classes and Social Program with 96 students which are divided into 3 classes. To make the research effective, the writer took one class as the sample of the research. It was XII IPA 3 which consisted of 40 students. This classroom action research divided into three cycles.

1. The First cycle

a. Planning Stage

In the Planning Stage of her action research, researcher accomplished four tasks. She prepared the questions to be addressed, selected the skill to be assessed, designed a scenario, selected and designed an assessment task. The steps could be presented as follow:

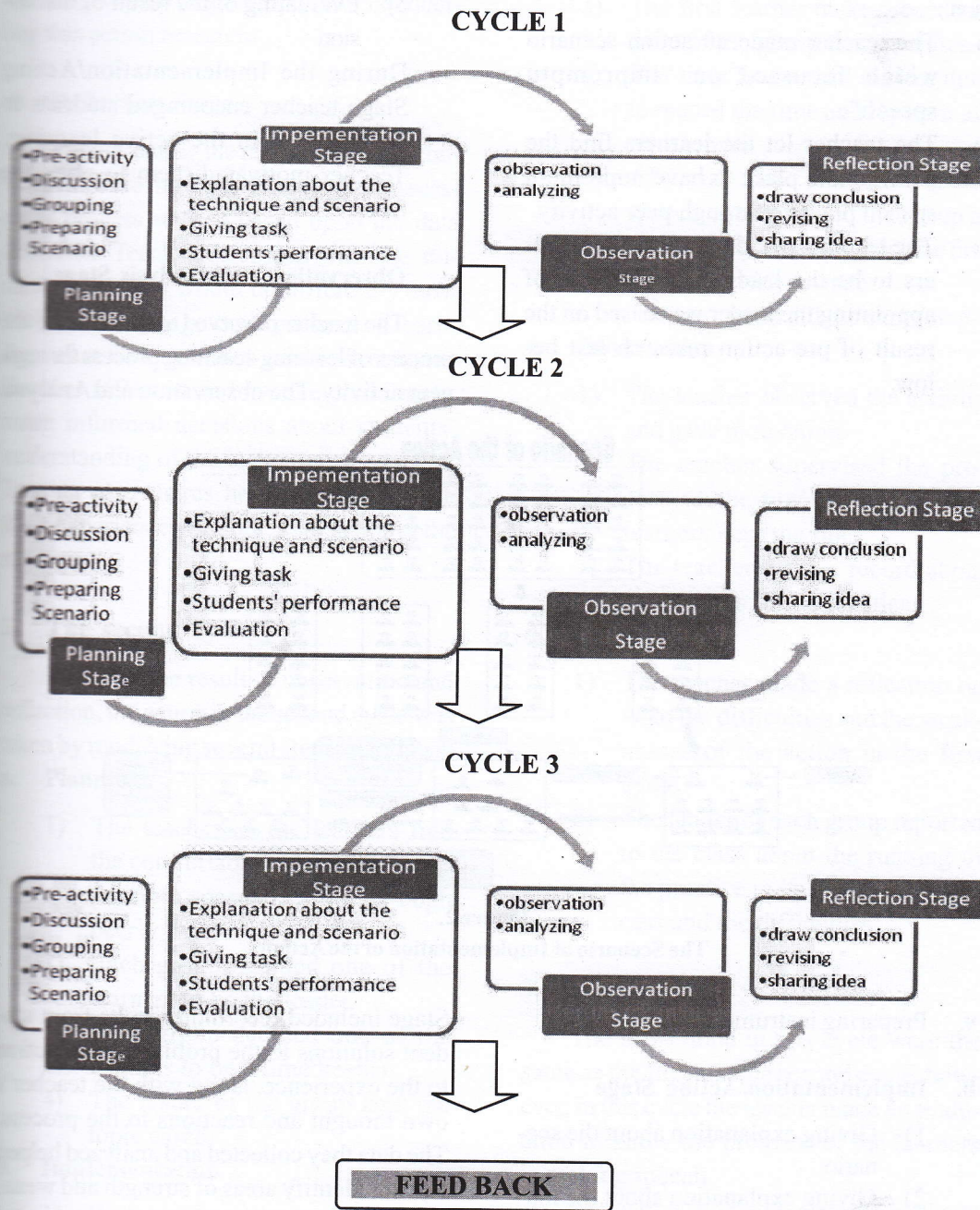


Figure 1.
Scenario of Action Research in Three Cycles

The Scenario of Implementation of the Action:

- a. The teacher made an action scenario which focussed on "impromptu speech".
- b. The teacher let the learners find the comfortable place to have impromptu speech practice through peer activity.
- c. The teacher decided one of the learners to be the leader. The decision of appointing the leader was based on the result of pre-action research test below.

- 4) Recording the result of discussion
- 5) Evaluating of the result of discussion

During the Implementation Stage teacher encouraged students to be involved in the active learning. Teacher motivated them to obey the rule.

c. Observation and Analysis Stage

The teacher observed and evaluated the process of learning-teaching process through peer activity. The observation and Analysis

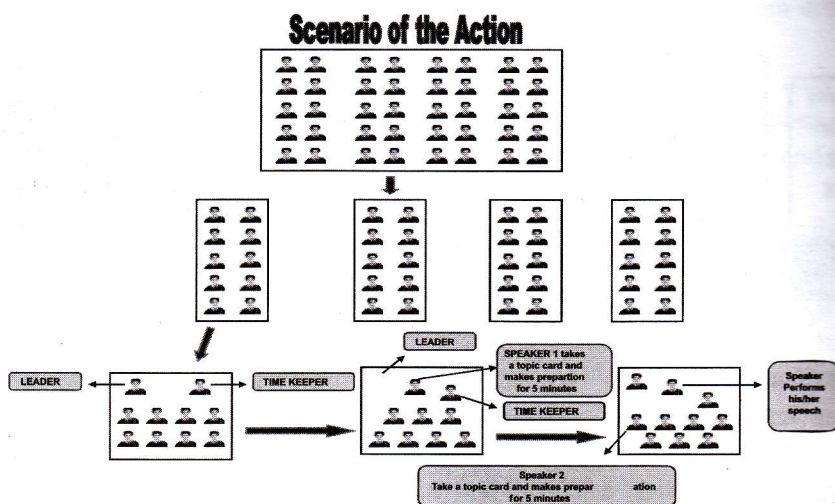


Figure 2. The Scenario of Implementation of the Action

v. Preparing instrument of observation

b. Implementation/Acting Stage

- 1) Giving explanation about the scenario
- 2) Giving explanation about the material
- 3) Giving task to the learners to make a discussion about the topics of speech

Stage included recording results from student solutions to the problem and reaction to the experience, along with the teacher's own thought and reactions to the process. The data they collected and analyzed helped teacher identify areas of strength and weakness in both the technique she taught and in her own students' understanding of problem solving. Making informed decisions

her own teaching and her students' learning was the major purpose for conducting action research.

Reflection Stage

Finally, during the reflection Stage, conclusions were drawn and the original assessment process revised based upon the data collected. Teacher discussed with the students what they would do differently, how they would change their process of learning, what new task they could investigate. Teacher reflected on how she could make more informed decisions about students' understanding of the technique she taught. Teacher also shares her experiences with her experience with other teacher and the students.

The second cycle

Based on the result of observation and reflection, the action in the second cycle was mainly by modifying several steps as follows:

Planning

- 1) The teacher let the learners find the comfortable place to have impromptu speech practice through peer activity.
- 2) Each group decided one of the learners to be the leader.
- 3) Each group decided one of the learners to be a time keeper.
- 4) The leader of the group kept the topic cards.

Implementation

- 1) Each group made the impromptu speech practice.
- 2) The first learner took one card of topic, and then he/she makes a

preparation for 5 minutes.

- 3) The first learner makes speech in front of the group for 5 minutes.
- 4) The time keeper did his/her duty to record the time and report it after it's over.
- 5) After the first learners did the speech, the leader led the group to give oral adjudication about the first learner's performance.
- 6) The next turns did the same steps.

c. Observation

- 1) The teacher observed the activity and gave motivation.
- 2) The teacher supervised the process of the practice and let the learners kept the rule.
- 3) The teacher made a record about the process of the practice.

d. Reflection

- 1) The teacher made a reflection on what the difficulties and the weaknesses of the action in the first cycle.
- 2) The leader of each group reported to the class about the running of the practice in its group – the success and the difficulties.

3. The third cycle

The steps done in this cycle were the same as the first and the second cycle, however, in this cycle the teacher made an evaluation to know the progress of the learners in making speech.

Reflection in this step would evaluate whether the program is good, easy, practical, giving a lot of progress and encouraging. The problems and weaknesses have to

be found to make the betterment of the technique.

The methodology used in this inquiry included the collection of both qualitative and quantitative data, analyzed on two level. The first level involved collecting and analysing teacher data as teacher participated in the research and classroom implementation. The second level involved teacher in collecting, analyzing and reporting her own students' data. Qualitative data on both levels included classroom observational data with anecdotal notes, analyzed and reported by the teachers, and student self-reports as they reflected on their experiences with the process. Quantitative data came from teacher surveys and content knowledge assessment and student performance on assessment tasks. Both types of data were use to determine the effectiveness of the professional development experiences. Research instruments were as follows:

1. Material supplement
2. Peer activity worksheet
3. Daily agenda
4. The list of learners' mark
5. Test Sheet
6. Topic Cards

The data would be analyzed according to the progress in each cycle. The researcher would go through the data she had collected. The activity and the progress of learners were analyzed thoroughly.

Reflection was taken after each cycle was done by jotting down what she was seeing, what problems are emerging, what she was learning. She was keeping notes on those new ideas which were unanticipated as valuable findings.

The success of the action will be measured through the progress in each cycle. The improvement of the learners speaking could be judged from the progress of their practice in making improvement in speech. The success could be measured if there is significant progress from 50 to 75.

- a. Pronunciation (Individual Sounds, Stress and Intonation, Pausing and Phrasing, Reductions)
- b. Grammar (Verbs, Noun Phrases, Sentence Structure, Individual Grammar Problems, Functional Phrases)
- c. Vocabulary (Word Choice, Idioms and Phrases, Appropriateness)
- d. Content (Substance and Details, Topic Elaboration, Organization)
- e. Fluency (Speed and Natural Flow, Elimination of Translation, Omission of Filler Words).

To measure the success it is decided that the action is successful if at the end of the action the average marks of students in speaking at least equal with or more than the passing grade of English Speaking Standard Competence of Grade XII of SMA N 5 Yogyakarta that is 75 (seventy).

Result and Discussion

The implementation of Learning Impromptu Speech through Peer Activity was done in class XII IPA 3. The technique gave significant contribution to enhance students' speaking capability in class XII IPA 3, SMA N 5 Yogyakarta. The data analysis and finding gave the proofs that students could enhance their competence of speaking after implementing the technique. The students

could be involved in using the language and they obtain a valuable learning experience which motivates them to speak. The data analysis is the result of the questionnaires and the students' scores in speaking. To get the clearer result, the data above could be constructed on the following table:

English is interesting. From the anecdotal notes made by the teacher it was found that most of them were not sure and they didn't dare to say that they English was interesting because they still felt that their English was not good. They still found that English was very difficult. In this cycle they also

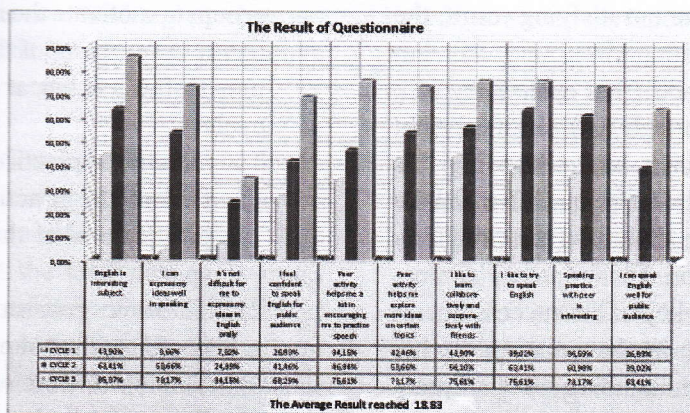


Figure 3
The Result of Questionnaire

The figure 1 and 2 present the data of the students' responds towards the implementation of the technique "Learning Impromptu Speech through Peer Activity to Enhance Speaking Competence". The questionnaires were given three times in three cycles. After students underwent the application of Learning Impromptu Speech through Peer Activity, they were given questionnaires to find out the description on how they response the technique. The questionnaires consisted of 10 items, which were well arranged to get the students' responds. From the table we can find that the results from the first statement "English is an interesting subject", we can conclude that a big part of students felt like English but some others were still not sure whether or not

didn't understand well the benefit of peer activity but most of them enjoyed learning with their friends. Most of them felt that they couldn't speak well.

In the second cycle we can observe that there was a meaning progress in most of items. They weren't doubt to tell that English was interesting subject. They became more confident to speak English. They became understand the benefit of peer activity as stated in item 5, 6, and 7. They were encouraged to try to speak English with peer.

In the third cycle the researcher observed that there was a significant progress in the speaking competence of students. Item 2 "I can express my ideas well in speaking" shows 73.17 % of students of XII IPA 3 agreed. From item 5, 6, 7 and 9 the re-

searcher could take conclusion that peer activity was a good technique. They enjoyed working and learning with friends. Peer activity could motivate them to speak English.

However the researcher couldn't say that the technique proposed was an absolutely successful one since she still found the result of item 10 was not very satisfying. In spite of the unsatisfying result, the most important thing she found was that there was a progress from cycle 1, cycle 2 and cycle 3. Although it was not a bright result the researcher kept proposing this technique as a good technique. To make the better result there should be betterment on the implementation. The frequency of practice would be the key of the success; therefore in the future implementation teacher should plan the enough frequency of practice using the technique.

1. Cycle 1 (July 2009)

Before doing cycle I teacher did some preparation. The preparation or planning included the following:

- a. Preparing Media needed : card, colorful pens, note books
- b. Explaining the goal and target of the program
- c. Make job division for each group: one leader, one time keeper and members.
- d. Record the program when it is being carried out
 - 1) Make an observation
 - 2) Do evaluation program

The scenario of the implementation of cycle 1:

- a. The leader of each group opened the program and told the rule they should

obey. There were four leaders who were chosen by the teacher based on the result of the pre-test. They performed their task very well. Being the leaders made them highly motivated. They felt that they were appreciated. As a result they became really responsible with their task – to organize the group, to motivate the members and to report the running of the implementation to the teacher at the end of the cycle.

- b. The rules of the practice are as follows:
 - 1) Before the practice started, the group decided the topics of the speech
 - 2) The topics consisted of fifteen topics for each group
 - 3) The topics were written on cards
 - 4) When the topics were ready the leader started the practice by being the first speaker, and then followed by the next turn.
 - 5) Each speaker was given 5 minutes for preparation.
 - 6) Each speaker had 5 minutes to deliver his/her speech
 - 7) The time keeper performed his/her task to give command and to tell the spending time when it is over
 - 8) When the one was starting his/her speech, the second turn took the topic card and made preparation for 5 minutes.
 - 9) The students took turn one by one
- c. Then all students in a group had made practice. The favorite topics among the groups were as follows:
 - 1) Swimming is a good exercise.
 - 2) Cycling is a good exercise.

- 3) Motorbike is practical vehicle.
 - 4) Reading is a good hobby.
 - 5) English is an important language.
 - 6) Batik costume for students.
 - 7) The advantages of internet.
 - 8) Internet for students.
 - 9) Handphone for students.
 - 10) Music for us.
- a. The teacher was making an observation when the practice was going on to get the facts to make reflection.
- c. Reflection

After the first implementation of the technique was done, the teacher as the researcher made a reflection. The teacher let the leader of each group report the running of the practice and tells the problem faced by the group. Then the teacher told the students about her observation that some students didn't apply the technique well. Some of them weren't serious and were still not self confident.

In the reflection both teacher and students make reflections. The leaders of the groups reported orally the running of the implementation. Based on these reports and observation the teacher made record and reflection.

The speaking assessments were taken at the end of the implementation stage in every cycle. From the result of the speaking assessment the researcher discovered that the result of the first cycle was not good. There were only 6 students or 15% of class got the good marks. The good marks were judged based on the minimal completeness criteria or passing grade of speaking competence that was decided by school. English

Teacher Forum of SMAN 5 Yogyakarta had decided the figure 75 as the minimal completeness criteria or passing grade for speaking competence.

Most of the students still had unsatisfactory results on pronunciation and grammar. Many of students seemed to be doubt and ashamed expressing idea in English, however, the leaders motivated them kindly. At the middle of the process, having few audience, the students were getting improved and well motivated. At the end of the period, all of the students got chances to make performance. The students who got the good mark in the first cycle were appointed to be the leaders in the next cycle.

Based on the result, the teacher found the weakness of students were mostly on pronunciation, grammar and vocabulary. The teacher then gave feed-back to the students. Remedial and enrichment was made especially on pronunciation by giving exercise on listening. Various listening materials taken from internet were presented to give the students chances to understand the right pronunciation from the native speakers. In this cycle the teacher didn't make any stress on grammar. If the teacher stressed on grammar during speaking lesson, it was worried that the students would be more doubtful to express their idea in English since they were thinking of the grammatical rule. Grammar would be solved in other occasion when the focus was writing. Vocabulary enrichment should also be built.

2. Cycle 2 (August 2009)

Based on the result of the reflection of cycle 1, the researcher conducted the implementation of the technique in cycle 2. The

steps taken in the second cycle were similar with those in the first step. The teacher gave more explicit examples and concrete examples.

Based on the result of observation and reflection, the action in the second cycle was taken by modifying several steps as follows:

a. Planning

- 1) The teacher let the learners find the comfortable place to have Impromptu speech practice through peer activity.
- 2) Grouping
Regarding the result of reflection in cycle 1, the second grouping was done. The teacher made the group by mixing the gender, the level of students' competence and the activity.
- 3) Each group decided one of the learners to be the leader.
- 4) Each group decided one of the learners to be a time keeper.
- 5) The leader of the group kept the topic cards.

b. Implementation

- 1) Each group was making the impromptu speech practice.
- 2) The first learner took one card of topic, then he/she made a preparation for 5 minutes.
- 3) The first learner made speech in front of the group for 5 minutes.

- 4) The time keeper did his/her duty to record the time and report it after it's over.
- 5) After the first learners did the speech, the leader led the group to give oral adjudication about the first learner's performance.
- 6) The next turns did the same steps.

c. Observation

- 1) The teacher observed the activity and gave motivation.
- 2) The teacher supervised the process of the practice and let the learners kept the rule. In this cycle the teacher found that almost all students knew the rule. They made practice more seriously and were more self confident.
- 3) The teacher made a record about the process of the practice. They were more discipline. They could manage the time better.

d. Reflection

- 1) The leader of each group report to the class about the running of the practice in its group – the success and the difficulties.
- 2) The teacher made an oral adjudication and told that she found the good progress of the action in the second cycle. Most of the students were more enthusiastic and self confident.

Here is the note of the report from each group :

Table 1. Note of Implementation of Cycle 2

Group	Note
1	The running of the implementation was better than that in the first cycle. Students understood more about the rule and the steps they had to do. They were not too shy and it seemed they were more motivated. They try to express their idea English but they admitted that their vocabulary was very still poor. The leader this group was very good and could manage the activity well. Their performance was quite good. They still admitted that their pronunciation was still very poor.
2	The leader was an active and cooperative girl. Most of the members were girls, they were talkative but they kept the rule. They were motivated to discuss and make performance using English. They tried hard to develop the topics into sentences. They found that that the activity was interesting.
3	The leader reported that the activity in this cycle was easier since they all know the rule. Only two students were under-time. They were more self confident. They tried hard to make good performance. The content of their speech was better. They made good opening, presented the content well and closed it interestingly.
4	They felt more confident. They decided the topics quickly. They decided the easy, interesting and up-to-date topics. They kept the rule so there was still much time after all students did performance. The leader decided to make the second round.

In this cycle there was a significant progress of the students' performance. They looked more confident and motivated to speak. The result of pronunciation increased from 13.07 to 14.32 (%); Grammar increased from 11.32 to 12.23 (%); Vocabulary increased from 13.45 to 14.90; Content increased from 15.75 to 17.65; Fluency reached 16.62. Among these five aspects, Content reached the best result or 1.8 increasing since the students were able to organize their idea better than in cycle 1. Looking at the score of the students, there were 18 students (45%) who got ≥ 75 and the next number achieved passing grade or ≥ 75 .

There was an excellent progress made in this cycle. The students spoke more flu-

ent. The matter was meaningful and understandable. Of course, the progress was not an a bombastic achievement. However, the researcher could find that the technique was good and could motivate the students to be more self confident to speak English in front of audience. The result of pronunciation increased from 14.32 to 15.77 ; Grammar increased from 12.22 to 13.62; Vocabulary increased from 14.90 to 16.55; Content increased from 17.65 to 19.32; Fluency rose from 16.62 to 8.00. Among these five aspects, Content reached the highest increasing since the students were able to organize their idea better than in cycle 1. Looking at the score of the students, there were 40 students who achieved passing grade or ≥ 75 .

The following table shows the average result of Cycle 1, 2 and 3.

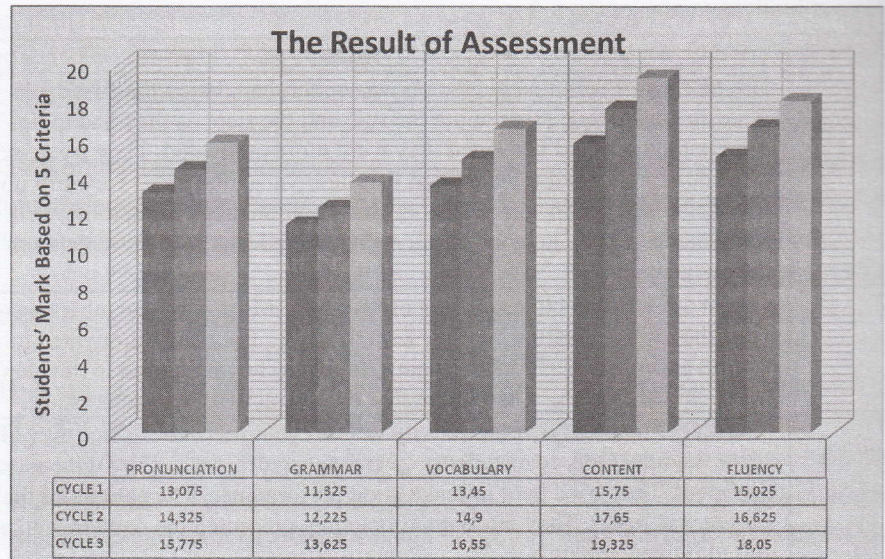


Figure 4.
Speaking Assessment Result

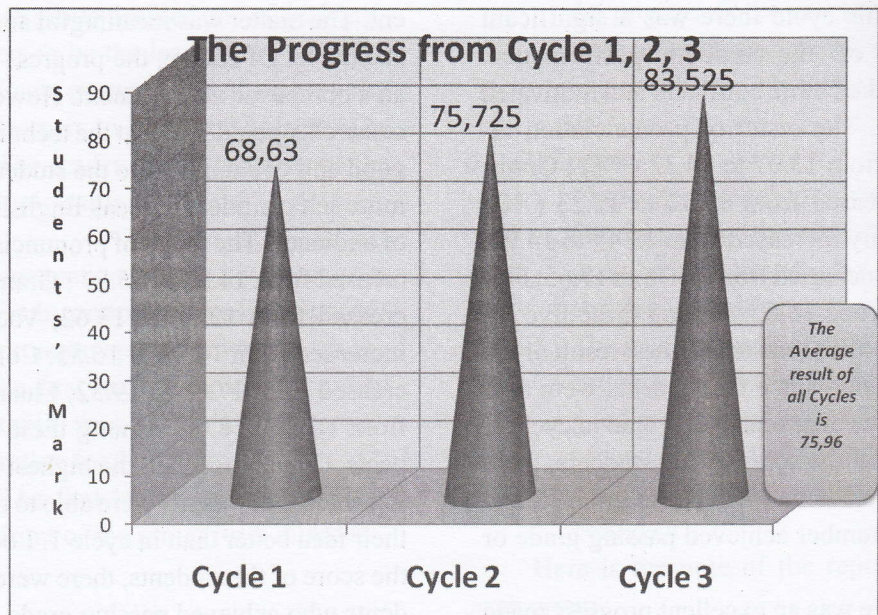


Figure 5.
The Average Progress of Speaking Assessment

follow up the result above, the students were given group work to make a presentation. In this assignments consisted of writing and speaking skill. It was expected that during this assignment the students would develop their competence on both speaking and writing.

The reflection in this step expressed the following:

The program was good and easy to carry out.

The program gave a lot of progress.

The target of the program could be obtained but it also needed some revision to get the better ways to obtain the target.

The students gained a good progress in self confidence and expressing idea in English orally.

The weakness of the program was that when the students were not discipline and didn't obey the rule the program would not be successful.

The program should be run effectively.

The number of teachers who handle should be more than one for each class, so the observation can be done well.

Conclusion

The implementation of learning impromptu speech through peer activity in SMA N 5 Yogyakarta is proven as follows:

The technique of learning and teaching impromptu speech through peer activity is effective to enhance the public speaking competence among in SMA N 5 Yogyakarta. It gives positive contribution to enhance students' speaking competence. Students get significant

increase in speaking scores which indicates the increase in speaking competence. The limited time given demands students think quickly and creatively. The technique has proven to enable the students reach the passing grade as it was shown on the final result which met the criteria of success. The average final result of this implementation is 75.96 or 0.96 above the target.

2. The technique of learning impromptu speech could be done well through peer activity. It increases students self confident in speaking. Peer activity enables teachers to involve all learners in active learning. It encourages greater learner autonomy. It increases learner motivation. The learners could improve their competence of organizing idea, exploring a topic, and developing critical thinking.

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