

ABSTRAK

Haninda, Marcellina Hastya (2020). *The Effects of Impromptu Speech on Students' Self-efficacy in Speaking II Class*. Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Yogyakarta: Universitas Sanata Dharma.

Impromptu speech adalah salah satu aktivitas yang diajarkan di Program Studi Pendidikan Bahasa Inggris di Universitas Sanata Dharma di kelas *Speaking*. *Impromptu speech* diartikan sebagai kemampuan berbicara untuk mengorganisasi ide secara cepat tanpa persiapan atau juga pidato yang tidak direncanakan (Barruansyah, 2018; Fredricks, 2005; Sat & Wah, 2006). Tetapi, ketika melakukan *impromptu speech* harus mempunyai kepercayaan diri sehingga para murid mempunyai keberanian untuk menyelesaikan tugas atau yang biasa disebut efikasi diri (Bandura, 1997; Dörnyei, 2014).

Dalam penelitian ini, peneliti membuat dua rumusan masalah yaitu: (1) Bagaimana *impromptu speech* dilakukan di kelas *Speaking II*? dan (2) Bagaimana *impromptu speech* berdampak pada efikasi diri para murid?

Penelitian ini menggunakan metodologi campuran, yaitu data kuantitatif dan kualitatif. Partisipan dari penelitian ini adalah 39 mahasiswa semester dua di kelas *Speaking II* dan seorang dosen Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma. Peneliti mengoleksi data dengan melakukan observasi, kuesioner, dan wawancara dalam melakukan penelitian ini.

Hasil dari penelitian ini adalah dosen melakukan konsep asli implementasi *impromptu speech*. Sebagai tambahan, dosen memberikan kesempatan bagi mahasiswa untuk mengganti topik yang dipilih untuk kedua kalinya tetapi mahasiswa tidak dapat kembali ke topik pertama. Efek dari *impromptu speech* yang ditemukan dalam penelitian ini antara lain (1) meningkatkan kemampuan kelancaran dan kepercayaan diri, (2) meningkatkan kemampuan berbicara, (3) pemberian evaluasi, dan (4) merumuskan ide-ide. Terlebih lagi, efikasi diri pada murid memiliki dampak yaitu (!) mengetahui apa yang dipelajari, (2) memberikan performa yang terbaik, (3) mencakupi *grammar*, (4) memiliki perkembangan kemampuan, dan (5) meliputi koneksi antara performa dan kemampuan.

Kata kunci: *self-efficacy, impromptu speech, speaking abilities*

ABSTRACT

Haninda, Marcellina Hastya (2020). *The Effects of Impromptu Speech on Students' Self-efficacy in Speaking II Class*. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

Impromptu speech is one of the activities that is being taught in English Language Education Study Program in Sanata Dharma University in Speaking class. Impromptu speech itself refers to be able to organize one ideas quickly and without preparation or unplanned speech (Barruansyah, 2018; Fredricks, 2005; Sat & Wah, 2006). However, in doing impromptu speech, students should have belief so students have courage to accomplish the task well or called as self-efficacy (Bandura, 2010; Dörnyei, 2014).

In this research, the researcher formulated two research questions: (1) How was impromptu speech conducted in Speaking II Class? and (2) How did impromptu speech impact students' self-efficacy?

This research was using a mixed method, both quantitative and qualitative data. The research participants were 37 students of second semester of Speaking II Class in the academic year 2019/2020 and a lecturer of English Language Education Study Program Sanata Dharma University. The researcher collected the data through an observation, a questionnaire, and an interview in conducting the research.

The findings of the research were the lecturer gave the original implementation of impromptu speech. In addition, the lecturer gave chance for students to pick the topic again but they could not go back to the first topic. The effects of impromptu speech found in this study were (1) increasing fluency and confidence, (2) improving speaking ability, (3) increasing students' awareness of grammar from lecturer's feedback and (4) organizing the ideas. Moreover, the impacts of students' self-efficacy found in the research were (1) know what is being taught, (2) give the best performance, (3) cover grammar, (4) have an ability growth, and (5) involve connection between performance and ability.

Keywords: self-efficacy, impromptu speech, speaking abilities