

## DEVELOPMENT OF STUDENTS' SPEAKING SKILLS BASED ON THE EXTRA-TEMPORAL METHOD IN INDONESIAN LANGUAGE SUBJECTS

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### Abstract

Speaking skills at the secondary school level teach students how to speak in public. The first step that teachers need to do is to apply a variety of knowledge about speaking skills so that students really understand what they will convey to others. Students can present factual, factual, and communicative information to others if they have a holistic view, obtained from various sources. This study aims to provide an understanding of assessment of secondary school student's speaking skills. For speaking, pupils might employ four method. One of the most commonly used methods is the improvisation method. This extemporaneous method, only prepares an outline of the theme or material that will be delivered to the listener. Then the outlines, students develop their own with the intellectual abilities that students have. This extemporaneous method is very beneficial for the development of students' speaking skills. Language factors and non-language factors also greatly support the effectiveness of students in speaking. So that these factors must be considered by students when speaking in front of an audience.

**Keywords :** Extemporeous method, Speaking skills, knowledge, Students.

### Abstrak

Keterampilan berbicara pada tingkat sekolah menengah mengajarkan anak didik bagaimana berbicara di depan umum. Langkah pertama yang perlu dilakukan guru ialah menerapkan beragam pengetahuan tentang keterampilan berbicara agar siswa benar-benar memahami apa yang akan disampaikannya kepada orang lain. Siswa dapat menyajikan informasi yang faktual, faktual, dan komunikatif kepada orang lain apabila mempunyai pandangan yang holistik, yang diperoleh dari berbagai sumber. Tujuan dari penulisan ini ialah untuk memahami dan mengukur perkembangan anak didik dalam keterampilan berbicara di tingkat sekolah menengah. Ada empat metode yang dapat digunakan siswa untuk berbicara. Salah satu metode yang paling umum digunakan adalah metode improvisasi. Metode ekstemporan ini, hanya menyiapkan garis-garis besar dari tema atau materi yang akan disampaikan kepada pendengar. Kemudian garis-garis besar itu, siswa kembangkan sendiri dengan kemampuan intelektual yang dimiliki siswa. Metode ekstemporan ini sangat bermanfaat bagi pengembangan kemampuan keterampilan siswa dalam berbicara. Faktor kebahasaan dan faktor nonkebahasaan juga sangat menunjang keefektifan siswa dalam berbicara. Sehingga faktor-faktor itu harus diperhatikan oleh siswa ketika berbicara di depan khalayak.

**Katakunci:** Metode ekstemporan, Keterampilan berbicara, Pengetahuan, Siswa

### Introduction

Speaking is a means of communication, through speaking students can exchange thoughts and feelings with others. Tarigan in Suhartono (2005:20) stated that speech is the ability to express articulated sounds or words to express, express, and convey thoughts, ideas and feelings. This form of verbal communication is most widely used by people in daily life because the form of verbal communication is considered the most perfect, efficient and effective.

Indonesian language teaching is a teaching program that meets the requirements of the school curriculum. The hope of teachers and the community in teaching Indonesian is that every graduate has language skills and can use them correctly and accurately. The success of language teaching is determined by a person's attitude and behavior in community life, because every stage of language teaching in schools must be proven successful.

In each unit of study in the Indonesian subject matter, there are four aspects of language skills that must be mastered by students, namely listening, speaking, reading and writing. Of the four aspects of language skills, speaking skills are one aspect of language skills that are actively productive because the goal is to convey messages to others, in this case to listeners.

Learning to speak in Indonesian subjects has an important role in supporting the success and intellectual, emotional and social development of the students themselves. Students are also asked to have the courage and even the ability to reveal every idea they have, and be able to develop existing ideas into something useful for others. As a productive skill, Speaking needs more practice and acquisition to gain a sense of competence and mastery. It can be interpreted that all of these activities are very important to improve speaking skills on the other hand; exposing learners to free discussion and authentic use for language can be very beneficial. In addition, to allow students to actively participate in free discussions, students must be equipped with knowledge related to what is being talked about and language competence.

According to Tarigan (2008:16), speaking is the ability to express, express or communicate thoughts, ideas, emotions through articulated sounds or words. This is in accordance with the definition put forward by Arsjad and Mukti (1993:17) that speaking is the ability to make sounds or say words clearly to express, convey, communicate thoughts, ideas and feelings. Everyone can speak reasonably, but not everyone can speak fluently and regularly. It also leads to the irregular use of language.

Learning to speak is very necessary and important to be taught in every educational unit (SD-SMA), because students learn to communicate well and correctly based on Indonesian rules. The importance of language learning in all educational units in order to develop students' speaking skills effectively and efficiently. Students' speaking skills cannot be separated from the use of different learning methods or learning models used and applied by teachers in the classroom. If the learning methods or models used by teachers are not in accordance with the needs of students, then the impact is not good for student development. Regarding speaking skills, which learning methods or models are suitable for students' own needs, this is what teachers must think about to improve students' speaking skills, because not all students have speaking skills. The learning method or model chosen by the teacher to improve students' abilities must be easy for students to understand and master, and the method used by the teacher must be in accordance with the subject being taught.

One of the materials that can apply oral expression in high school is speech. However, it is undeniable that they can also be trained on other materials that can provoke speaking activities. There are four speaking methods that can be used in speaking activities: the impromptu method, the extra-temporal method, the script method and the memorization method.

One of the methods that teachers can use to develop speaking skills on vocal material is extratemporaneous, which is a speech presentation technique by explaining the content of the speech in a structured manner. The purpose of modeling is that the document to be submitted should be prepared in general by writing down the elements that are considered important. The advantage of the extemporaneous method is that the material presented can be presented sequentially and systematically. Meanwhile, the weakness of the extemporaneous method is that it seems to lack preparation because you have to look down to see the manuscript notes.

Speech is a form of oral language activity. Therefore, speech requires and attaches importance to the expression of reasoning ideas using oral language supported by non-verbal aspects, such as facial expressions, eye contact, and voice intonation (Arifin and Tasai, 2008).

The relationship with speaking skills is certainly very relevant. Speaking is one of the positive effective language skills because it conveys messages verbally and directly. As an effective skill, speaking requires more practice and learning to acquire a sense of competence and mastery in the language.

Speaking is one of the language skills that is developed in human life from an early age. Before this skill became a listening skill, this skill was the first language skill acquired by humans. Speaking is saying something from feelings and thoughts expressed through a sequence of sounds, words, and sentences, in which case vocabulary, grammar, pronunciation and fluency have very deceptive rules in shaping speaking skills (Byrne 1981).

### **Methods**

The method used in this writing is a literature study that has previously been searched for topics from several reliable research article sources by including keyword topics. The journal data obtained is then collected, used as a unit for expanding references.

### **Results and Discussion**

#### **Factors Supporting Speaking Effectiveness**

There are several points and also factors that can determine the effectiveness of speaking which is a separate assessment of students in delivering a speech or a material presented. The following are important supporting points in assessing the effectiveness of speaking in junior high school students:

##### **1. Sections Classified as Language Factors**

###### **1. Speech Accuracy**

A student as a speaker must be familiar with the correct pronunciation of language sounds. Pronunciation of sounds in inappropriate language can distract the listener because it will be boring, less fun, or less exciting.

###### **2. Pressure, Tone, and Duration Placement**

Consistency in tone, pronunciation and duration is the main attraction for speech. Sometimes it even becomes a deciding factor. Even if the problem being discussed is not interesting, with the right pressure setting, tone, articulation and duration will make the problem interesting.

###### **3. Word Choice (Diction)**

The choice of words should be precise, clear and varied. Listeners will be more interested and interested in listening if the speaker speaks clearly in the language they know. It means that it really belongs to him, as an individual and as a speaker. The choice of words must be in accordance with the topic of conversation and the person being talked to/the interlocutor.

###### **4. Accuracy of Conversation Objectives**

It involves the use of sentences. The structure of story sentences has a great influence on the effectiveness of communication. The speaker must be able to compose effective sentences, sentences that touch the target in order to be able to express expressions that have an impact, make an impression, or cause consequences.

##### **2. Sections That Include Non-Linguistic Factors**

###### **a. Reasonable, Calm and Not Rigid Attitude**

Body language is the same as spoken language. Body language is a natural part of conversation or communication. If it happens naturally, it will make communication effective, while if it is made, it will look like a fake.

Speakers who are not calm, look stiff, and are indifferent will certainly create a less attractive impression. With a natural attitude, the speaker can effectively demonstrate his

authority and integrity. Good mastery of material eliminates anxiety, but this attitude requires practice so that over time the nervousness disappears and a calm and natural attitude becomes the main capital for successful speaking. In arguing that we should be educators or companions for students trying to convince that there is no need to feel inferior or threatened.

**b. Directed Views on the Interlocutor**

Maintaining good eye contact, not only at the beginning and end of the presentation, but all the time when speaking and listening to the interlocutor, will help to be a great communicator wherever you are. Also, of course, in any event, either in learning or in communication in ordinary life and who the interlocutor is. A gaze directed in only one direction, either up, sideways, and down, will make the listener feel less noticed. As a result, the attention of the listener is reduced.

**c. Willingness to Respect the Opinions of Others**

In conveying the content of the conversation, a speaker should have an open attitude. That is, being able to accept the opinions of other parties, being willing to accept criticism, being willing to change their opinions if it turns out to be wrong. However, it does not mean that the speaker simply follows the opinions of others and changes his opinion, but he must also be able to defend his opinion and convince others, if his opinion contains strong arguments, and is truly believed to be true.

**d. Proper Actions and Mimics**

The right gestures and mimics can also support the effectiveness of speaking, because it can turn on communication or will make communication less rigid. But excessive gestures will interfere with the effectiveness of speaking.

**e. Voice Accent**

The loudness level of the sound is adjusted to the situation, place, number of listeners, and acoustics. But it should be noted, do not shout. Adjust the volume of your voice so that all listeners can hear it clearly.

**f. Fluency in Speaking**

An fluent speaker will make it easier for listeners to catch the content of his speech. We often hear speakers speak in fragments, even between fragments, the sound is ee, oo, aa, and so on. On the other hand, people who speak too fast will also cause their listeners not to grasp the main idea of the conversation.

**g. Reasoning/ Relevance**

Idea or idea after idea should be logically connected. The thought process to reach a conclusion must be logical. This means that the relationship between parts of a sentence, sentence by sentence, must be logical and related to the topic of discussion.

**h. Topic Mastery**

Formal talks or conversations always require preparation. The goal is nothing more than true mastery of the chosen subject. A good understanding of the subject will increase courage and fluency. Therefore, mastery of the topic is very important, even important in speaking.

According to Bahar, 2010:21 that there are seven types of speeches that a person can use in making speeches (speaking), namely:

1. Informative/Instructive

This speech aims to provide a report or knowledge or something that attracts the listener, namely conveying information or knowledge to the listener.

2. Persuasive

Persuasive speeches are about trying to encourage someone, convince and invite *the audience* to do something.

3. Argumentative

This speech aims to convince the listener

4. Deskriptif

This speech aims to describe or describe a situation. The right theme, one of which is the atmosphere of the commemoration of the Youth Pledge.

5. Recreate

This speech aims to entertain the listeners. It is usually found in the atmosphere of banquets, parties, or festivals.

6. Educational

Emphasis on aspects of education. For example, about the importance of healthy living, living in harmony between religious people, and others.

7. Entertain

This speech aims to provide refreshment to listeners who are more relaxed in nature.

### Contemporary Method

In giving speeches, Anwar (2003) explained that there are four types of speeches, namely impromptu, manuscripts, memorics, and extratemporaries. In the interim method, this speech is said to be the best which is from the point of view of communication theory. Contemporary speeches are often used by skilled orators/speakers. In the delivery, the speechcaster does not use a script/text. Therefore, the preparatory steps must be carried out properly and carefully.

Another view says that extratemporaneous is a way of delivering a speech without using the text in its entirety. This is often done by simply noting down the important points. When delivering a speech or speech, the speaker will expand on the points noted (*outline*) with in-depth skills. Of course, what is conveyed does not depend on the topic being discussed, talked about or conveyed to the listener. Regardless of what was recorded, everything happened spontaneously. One of the things that people who make speeches with this method need to pay attention to is appearance.

The appearance and appearance of the speaker in the speech will be the focus of the listener's attention. Everything about the speaker is taken care of, from his clothes, his hairstyle, to the way he steps onto the podium. Even the way he stood did not escape the attention of the audience. The gaze must be given evenly so that it reaches all listeners, both in front and behind, both left and right, this parallel gaze must be accompanied by a cheerful smile. The goal is for all listeners/ *audiences* to feel invited to speak.

### Advantages and Disadvantages of the Extemporaneous Method

The advantages of the extemporaneous method are:

1. The talking points that will be conveyed to the audience are not forgotten
2. Submission of the content of the conversation (speech) that collapsed
3. Small chances of mistakes and forgetfulness
4. Interaction with listeners is very communicative

While the disadvantages of this temporary method are:

1. Hands tend to be less free, as they hold the paper and tend to look at notes if they don't memorize the points they write down
2. It seems that you are not prepared because you tend to look at notes if you don't memorize them
3. Poor use of language

Each method used to speak or give a speech certainly has its own advantages and disadvantages. For this reason, everyone may have different choices from others. The same often happens for junior high school students, when they are assigned to speak in front of friends and teachers.

There are several steps that can be prepared by junior high school students when they want to speak in public or in front of friends and teachers using the temporary method, namely:

1. Defining a Theme

The topic or theme of the conversation will grab the attention of the listener. The chosen topic must be a real and practical problem.

2. Determining the Talking Points

Taking note of the talking points that will be conveyed in the speech must be arranged in a coherent, complete and clear manner.

3. Delivering a Speech

Thinking about how to open a conversation when speaking in public, convey the content of the conversation (speech), and end the conversation is an important thing that must be prepared, of course. Communication must be systematic and use good, accurate, and fluent Indonesian.

In terms of evaluating a person's speaking skills, especially an educator (teacher) when evaluating his students, in principle, must pay attention to five important factors, including:

1. Are the sounds of vocal letters and consonants pronounced correctly?
2. Are the intonation patterns, the rise and fall of the voice, and the pressure of the syllables that come out appropriate?
3. Does the accuracy and determination of the utterances reflect that the speaker (student) understands the language used?
4. Are the words spoken in the right order?

### Conclusion

Learning that involves speaking skills in Indonesian subjects plays an important role in supporting the success and intellectual, emotional, and social development of the students themselves. A student as a student must also have the courage and even the ability to express all his ideas, and be able to develop existing ideas into something useful for others. Speech is one of the positive productive language skills because it conveys messages verbally and directly. Therefore, speaking activities cannot be separated from other language skills, namely listening, reading, and writing. These four language skills are interdependent and integrated. In the speaking method, there are also four methods, one of which is the external method, the purpose of which is that what will be conveyed should be arranged in a broad sense by writing down elements that are considered important. Of course, this method in Indonesian subjects as a speaking skill can help students in developing effective and creative speaking skills. But of course, as educators, they must be able to protect and give direction, including choosing relevant topics, as well as bringing constructive feedback as an integration of language skills in them.

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