ENHANCING PUBLIC SPEAKING TO ENGLISH FOR YOUNG LEARNERS VIA EXTEMPORANEOUS SPEECH: A COMPREHENSIVE APPROACH USING SPEAKING EVALUATION CRITERIA

Defy Gustianing[1], Eka Pratiwi Yunianti[2], Arif Alexander Bastian[3], Prasetyawan Aji Sugiharto[4]

Universitas Aisyah Pringsewu, Indonesia[1]
Universitas Aisyah Pringsewu, Indonesia[2]
Universitas Aisyah Pringsewu, Indonesia[3]
Universitas Muhammadiyah Kendal Batang Jawa Tengah[4]

defygustianing@aisyahuniversity.ac.id [1]

ABSTRACT

This study explores the enhancement of public speaking skills in English for young learners through the implementation of extemporaneous speech techniques, utilizing a comprehensive approach guided by speaking evaluation criteria. Extemporaneous speech, which requires speakers to deliver presentations with minimal preparation, fosters critical thinking, quick organization, and engaging delivery skills essential for effective public speaking. By employing the Oxford Evaluation Criteria, which assesses key components such as the oral introduction, body of speech, summary, attire, performance, audience engagement, creativity, and use of sources, this study provides a structured framework for evaluating and improving these abilities. The research compares the performance of a control group using traditional speaking methods with an experiment group practicing extemporaneous speech. Results indicate that the experiment group shows significantly higher achievement, demonstrating enhanced fluency, coherence, audience engagement, and creativity. These findings suggest that integrating extemporaneous speaking into language learning programs can substantially improve young learners' public speaking proficiency, making it a valuable approach in educational settings.

Keywords: Public Speaking, English for Young Learners, Extemporaneous Speech, Speaking Evaluation Criteria

INTRODUCTION

English has emerged as a worldwide language in the age of globalization, connecting individuals from all backgrounds. The primary goal of learning English is to enable individuals to converse with one another, irrespective of their native tongue. Nonetheless, using English has become necessary for formal communication as well as

234

daily living. Given that English is regarded as a powerful language for communication, having outstanding English communication skills is particularly essential when it comes to the requirements for a job application (Abdullah, 1-2).

Students would profit from mastering public speaking techniques because they would be able to better their academic performance, social and personal contact, and most importantly their professional prospects. A student can gain confidence in their ability to persuade people more successfully about the thoughts and opinions they would like to communicate by practicing public speaking. In addition, tertiary students often need to become proficient in group debates and public presentation in an academic atmosphere. The spotlight of speaking in front of others will help pupils get over their fear of public speaking and boost their motivation levels (Bodie, 15). Students become more self-motivated to gather fresh ideas and build thoughts to share for the next time when they have the opportunity to present their speeches in front of their peers and watch the response that is provided.

In order to communicate effectively, speaking is essential, especially when learning English. Rao (2019) asserts that it is an essential ability for English language learners to grasp since it enables them to interact, express themselves, and communicate verbally. It is difficult to advance in daily life when there is ineffective communication. Speaking is a critical component of language learning success, according to Yule and Almalki (1986). It serves as a gauge of general language competency by allowing people to directly communicate knowledge, ask for things, express opinions, and convey feelings.

However, students often face difficulties in speaking English, as highlighted by Azizah (2022). Factors like limited vocabulary, speaking behavior, grammar knowledge, and motivation contribute to these difficulties. Inadequate practice exacerbates the problem, and the learning method employed in classrooms plays a crucial role in creating an effective learning environment.

To address this issue, language teachers should assign tasks that encourage students to engage in English communication within the classroom, as suggested by Rahmawati (2018). Designing speaking tasks empowers students to utilize the language effectively, providing additional practice opportunities and real-life communication experiences (Deviga & Arum Ardhani, 2022; Sakkir et al., 2020). Engaging in speaking tasks offers valuable feedback for students to improve their language use, while teachers can provide

235

specific feedback on performance. Completing speaking tasks boosts students' self-confidence, motivation, and satisfaction (Intakhab & Khan, 2004).

The Extemporaneous speaking method aligns with the concept of tasks and their advantages (Class & Brink, 1947). It serves as an alternative approach to develop students' speaking skills, fostering attractiveness, creativity, and courage. Extemporaneous speaking involves delivering impromptu speeches without relying on notes or memorization. Bailey (2013) and Yulanda (2021) describe it as the purest manifestation of public speaking skills, allowing speakers to explain concepts coherently and engagingly. It encourages a conversational tone, utilizing clue cards or speaking points as guides and promoting better eye contact and confidence.

The investigator acknowledged the significance of offering assistance and motivation to the pupils, stressing that errors present chances for development and education. By providing a good and encouraging learning atmosphere, students can progressively get over their obstacles and develop their confidence when speaking English.

Therefore, by focusing on English for Young Learners from the organization forum, HIMAFA (Pharmacy Students Association), the current study seeks to fill up the gaps in earlier research. It uses a quasi-experimental design, introducing spontaneous speech to the experimental class and doing a quantitative analysis of the results. The research attempts to improve students' speaking proficiency by addressing the problems of limited practice and reluctance and providing empirical evidence of its positive impacts.

METHOD

This study attempted to find out how students' speaking abilities when describing objects at HIMAFA could be enhanced by using the extemporaneous speaking approach. A carefully thought-out research strategy and methodology were used to accomplish this purpose. Because the study used a quasi-experimental research methodology, it was possible to compare the extemporaneous speaking method-taught experimental group with the standard teaching method-taught control group. With the use of both qualitative and quantitative data gathering techniques, the research design allowed for a thorough knowledge of how the extemporaneous speaking style affected students' speaking talents. Through the use of a methodical and rigorous approach, this study aimed to offer insightful

236

information about the efficacy of the extemporaneous speaking method as a teaching instrument for improving speaking abilities among the students.

This study used a quantitative methodology with a quasi-experimental design to evaluate the efficacy of the extemporaneous speaking method. By comparing the speaking scores of the experimental group which used the extemporaneous speaking method with the scores of the control group which did not use the method the effectiveness of the approach was assessed. A quantitative evaluation of the results was made possible by the statistical tools used to analyze and display the data gathered for this study. This study used a quasi-experimental research design with a quantitative methodology in order to achieve these goals.

RESULTS AND DISCUSSION

A.   The use of extemporaneous speaking

Public speaking is an incredibly useful class, often necessary for giving presentations in other courses, and it helps prepare you for these scenarios. Effective speaking skills provide a significant advantage in the workplace as well. Overall, the ability to speak publicly helps you become a more active community member, allows you to engage more fully in organizations, and boosts self-confidence in both personal and professional settings. It's no surprise that many college graduates regard public speaking as one of the most beneficial classes they took (Stephen, 2013).

Mastering speaking skills is crucial for learners of English. Speaking allows learners to practice English with peers, making it easier to improve (Maxom, 2010). When speaking, individuals interact and express their ideas and feelings using the language. Speaking is not just about memorizing sentences; it involves spontaneously sharing ideas verbally.

When delivering a speech, use notes to remind yourself of key points. These notes should contain keywords or phrases, not full sentences or paragraphs, so you can speak naturally in your own words. Prepare your notes on index cards or sheets of paper. Some instructors prefer index cards because they are small, unobtrusive, and easy to handle, allowing for better gestures. Others recommend sheets of paper because they hold more information and are easier to print.

237

Speech involves speaking in front of an audience to express opinions or provide information. There are various methods: Impromptu (without preparation), Memorized (memorizing the text), Manuscript (reading the text), and Extemporaneous (delivering a well-prepared speech with minimal notes). The extemporaneous style is ideal as it combines preparation with spontaneity.

Extemporaneous speaking involves delivering speeches on the spot without relying on notes or memorization, relying on the speaker's knowledge and ability to communicate effectively. In forensic competitions, extemporaneous speaking, or "extemp," showcases public speaking skills without the aid of notes, relying solely on memory, knowledge, and language command.

The extemporaneous method requires thorough knowledge of your speech content. When done properly, you become so familiar with your material that you only need brief notes. This method leads to confident speaking with strong eye contact.

A speech typically includes an introduction, body, and conclusion. Researchers conducted a study to determine effective strategies for practicing extemporaneous speech in public speaking, gathering data from journals and books related to the topic.

B.   Improving Public speaking to EYL

Public speaking is the art of effectively delivering information, ideas, or messages to an audience. It involves confident communication, motivating, celebrating, entertaining, engaging presentation skills, and the ability to connect with listeners. The main aim of the speaker is to influence the audience or the listeners. In this globalized era, the most valuable skill is to communicate clearly & effectively to achieve success in the real world. Delivering customized information along with passion helps you in mastering the art of persuasion.

Public speaking is not a mysterious or gifted skill that is only given to certain people. This skill can be improved with regular practice, and over time, it will get better. Many students are afraid to start public speaking because they don't feel confident and skilled enough. There are too many resources available to help people overcome this shortcoming. Public speaking has become the most in-demand skill around the world. Public speaking can also be interpreted as a

238

procedure for speaking in public. A public speaker is expected to be able to talk in an appropriate and easy-to-understand language. In other words, a public speaker does not have to use formal language. The most important thing is to put yourself in various situations according to the context.

Improving public speaking involves teaching technical skills and helping students manage their anxiety when speaking before an audience. Public speaking can be categorized into three types based on the intended purpose: informative, persuasive, and entertainment. Informative speeches aim to share knowledge, such as lecturers educating students in a classroom. Persuasive speaking involves convincing, motivating, and encouraging the audience to adopt new perspectives or take action.

Being a good speaker is not easy for young learners. Many people suddenly get panic attacks; their heart beats faster, they sweat, feel excess anxiety, and have difficulty speaking when dealing with the person they are talking to. This condition is natural. However, it would be nice to start learning to speak in public as young learners.

Some practical ways for students to improve their public speaking skills and achieve the desired goals include Writing down what they want to Say, doing exercises, recording the training process, trusting themselves, smiling, leaving impressions and questions, and creating feedback. Related to the description above, public speaking using extemporaneous speech is the various ways can make it easier for students to improve their public speaking skills and organize their delivery in front of an audience.

C. Speaking evaluation criteria

In the natural process of language acquisition, young learners develop oral skills well before they begin to learn reading and writing. This natural acquisition happens by understanding messages without needing to grasp every word and structure (Krashen & Terrell, 1995). In various communities worldwide, including in Pakistan, many people do not transition to reading and writing unless absolutely necessary. They are content to live in a culture that prioritizes speaking (Flowerdew & Miller, 2005). In some tribal languages in South America, Africa,

239

and Asia, writing systems do not exist. Oracy is given priority because immediate communication occurs through spoken language (Wilkinson, 1970).

Measurements are carried out to determine the speaker's improvement and achievement results using an assessment rubric, namely Evaluation Criteria according to Oxford. To this study, it can found that he point rating score for this criterion is as follows: 1 - 31 points in the category of achievement results is good (Good), 32 - 38 points in the category of achievement results is very good (Very Good), 39 - 45 points in the category of achievement results is perfect (Excellent). According to the assessment items which include oral introduction, body of speech, summary, attire, performance, audience, creativity, sources.

Continuing this evaluation framework, the detailed breakdown of each criterion provides deeper insights into the specific areas where students can excel or need improvement. The oral introduction is evaluated based on its clarity, engagement, and how well it sets the stage for the rest of the speech. A strong introduction captures the audience's attention and provides a clear outline of the speech's purpose and main points. The body of the speech is assessed for its coherence, logical flow, and the effective use of supporting details to enhance the main arguments. This section tests the speaker's ability to structure their thoughts and maintain a clear line of reasoning throughout.

The summary is crucial for reiterating the key points and leaving a lasting impression on the audience. An effective summary succinctly encapsulates the main arguments and emphasizes the speech's overall message. Attire and performance are also significant, reflecting the speaker's professionalism and confidence. Proper attire contributes to the speaker's credibility, while a dynamic and engaging performance can greatly enhance the delivery of the content.

Audience engagement is another critical factor, indicating how well the speaker connects with the listeners. This includes making eye contact, responding to audience reactions, and maintaining interest throughout the speech. Creativity in presentation can set a speech apart, involving the use of innovative ideas, unique perspectives, and engaging methods of delivery that captivate the audience. Finally, the use of sources evaluates the speaker's research and the integration of credible

information to support their arguments. Proper citation and the relevance of sources demonstrate the depth of preparation and add authority to the speech.

Overall, these criteria from the Oxford rubric provide a comprehensive framework for assessing speaking skills. By addressing each component, speakers can systematically improve their performance and achieve higher levels of proficiency in public speaking. This structured approach not only aids in consistent evaluation but also guides learners in honing their skills to achieve excellence.

D. The achievement result of using extemporaneous speaking by using evaluation criteria

The achievement results of using extemporaneous speaking can be effectively measured and analyzed through structured evaluation criteria. Extemporaneous speaking, which involves delivering a speech with limited preparation, emphasizes the speaker's ability to think on their feet, organize their thoughts quickly, and present them coherently and persuasively. This style of speaking is particularly valuable in various professional and academic settings where impromptu presentations are often required. To accurately assess the effectiveness and improvement of extemporaneous speaking skills, it is essential to employ a detailed assessment rubric.

The Oxford Evaluation Criteria, with its comprehensive point rating system, provides a robust framework for evaluating key components of a speech, including the oral introduction, body of speech, summary, attire, performance, audience engagement, creativity, and the use of sources. By utilizing these criteria, educators and evaluators can gain a nuanced understanding of a speaker's capabilities and track their progress over time, ultimately fostering greater proficiency in extemporaneous speaking. Below are the achievement results of using extemporaneous speech in control and experiment groups:

Table 1. The achievement result of control and experiment class

No	Respondents	Control Group	Experiment Group
1	R1	20	30
2	R2	22	31
3	R3	20	30
4	R4	25	37
5	R5	20	35
6	R6	20	35
7	R7	23	32
8	R8	20	32
9	R9	20	30
10	R10	20	30
11	R11	25	34.5
12	R12	20	30
13	R13	25	35
14	R14	20	32
15	R15	20	32
16	R16	22	33
17	R17	20	30
18	R18	19	34
19	R19	20	35
20	R20	19	35
21	R21	22	30
	Total	442	682.5
	Rata - Rata	21.04762	32.5

The study compared the performance of two groups: a control group, which followed traditional speaking practice methods, and an experiment group, which utilized the extemporaneous speaking approach guided by the Oxford Evaluation Criteria. The control group, having relied on more conventional techniques, showed moderate improvement in their speaking abilities, with most participants falling within the 'Good' category (1 - 31 points).

The evaluation criteria assessment rubric is used during the improvisation stage as an initial assessment stage when the speaker simulates public speaking practice, achieving an average of 21.04 points which is in the good category (Good). This happened because at the first meeting, students were given a questionnaire to fill in according to their knowledge and conditions and provided material related to how to overcome obstacles, tips and strategies when speaking in

242

public. So students have started to explore themselves by expressing their ideas directly.

In contrast, the experiment group, which practiced extemporaneous speaking, exhibited significantly higher achievement results. Many participants in this group achieved scores in the 'Very Good' (32 - 38 points) and 'Excellent' (39 - 45 points) categories. Where the speaker or student must choose a topic and draft the text briefly and clearly, prepare visual aids if needed as supporting data but preparation time is limited. The average for this assessment reached 32.5 points, which is in the very good category (Very Good). These students displayed enhanced fluency, better organizational skills, and more effective audience engagement. They also showed greater creativity in their presentations and a stronger ability to incorporate credible sources seamlessly into their speeches. The use of the Oxford Evaluation Criteria helped in identifying specific areas of improvement and provided a clear pathway for students to refine their extemporaneous speaking skills.

In addition, the experiment group's superior performance underscores the effectiveness of extemporaneous speaking practice when assessed with a comprehensive and structured rubric. This approach not only enhances spontaneous speech delivery but also cultivates a more engaging and professional speaking style, which is critical for success in various real-world scenarios.

CONCLUSION

Through this research, it can be concluded that the level of knowledge of students or speakers in general speaking situations has increased, which has been proven by the measuring tools used, namely questionnaires, and during implementation, namely assessment rubrics, which are considered quite effective in determining the speaker's knowledge. Public speaking activities can provide positive energy and self-enthusiasm for students to be brave enough to appear publicly and dare to present something new to society.

In conclusion, extemporaneous speaking is an effective method for enhancing public speaking skills. By emphasizing quick thinking, coherent organization, and engaging delivery, it prepares speakers to handle impromptu situations confidently and

243

professionally. Structured evaluation criteria, such as the Oxford Evaluation Criteria, provide a comprehensive framework for assessing and improving these skills. The superior performance of students who practiced extemporaneous speaking, as demonstrated by their higher scores in critical areas like fluency, audience engagement, and creativity, highlights its efficacy. Therefore, incorporating extemporaneous speaking into public speaking training programs can significantly boost speakers' overall competence and effectiveness.

REFERENCES

Boromisza-Habashi, D., Hughes, J. M., & Malkowski, J. A. (2016). Public speaking as cultural ideal: Internationalizing the public speaking curriculum. Journal of International and Intercultural Communication, 9(1), 20-34.

Gay, L.R et.al. (2011). Educational Research: Competencies for Analysis and Applications. United Stated of America: Pearson Education.

Ibrahim, A. H., & Yusoff, Z. S. (2012). Teaching public speaking in a blended learning environment. International Journal of Social Science and Humanity, 2(6), 573.

J Stephanie & Lull James.(2010). Public Speaking The Eloving Art. San Jose State Universtiy.

Jafri, I. H., Zai, S. Y., Arain, A. A., & Soomro, K. A. (2013). English Background as the

Lucas, Stephen E. (2009). The Art of Public Speaking. New York: The McGraw-Hill Companies, Inc.

Luoma, S. (2004). Assessing Speaking. Cambridge: Cambridge University Press.

Morreale, Sherwyn. (2010). The Competent Public Speaker. New York: Peter Lang Publishing.

Selvarasu, E., Stephen, J., Parelil, M., Auman, S., Reddy, S., & Mohapatro, R. P. The National Speech Contest and its Usefulness in Enhancing the Public Speaking Skills of Students-An Evaluative Study. -His Majesty Sultan Haitham Bin Tarik, 42.