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THE EFFECTIVENESS OF ENGLISH CONVERSATION IN IMPROVING STUDENTS' SPEAKING SKILL IN HIGH SCHOOL OF SMA KRISTEN PETRA KEFAMENANU

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Abstract

This study was aimed to examine the effectiveness of of english conversation in improving students' speaking skill This study focuses on whether English conversation effective in speaking skill and how is the effectiveness of the English conversation in improving students' speaking skill. The research was designed in a pre-experimental pre-test and post- test research, where the research only applied the English conversation to the experimental group that consisted of 18 students. The sample of the study was taken by using cluster random sampling technique. It was taken randomly of 77 eleventh grade of SMA Kristen Petra Kefamenanu. The instrument that the researcher used was speaking test. The research result shows that The gaining data of pre-test and post-test was taken by requiring the students to make and practice a conversation in front of the class based on the material that was learnt before. Later, the pre-test and post-test data was analyzed by using descriptive statistics and Paired Sample t-test to test the hypothesis. Having collected and calculated the data by using descriptive statistics, the present researcher found out that descriptive statistic result showed the mean score of the pre-test was 38.22 while the mean of the post-test was 88.33. The result of hypothesis testing by using Paired-Sample t-test was = .000. It was lower than .05 so it means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other word, the English conversation was significantly effective in speaking skill.

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Keywords: *Effectiveness, English conversation, Improving, Speaking skill*

INTRODUCTION

Speaking is one of the ways to communicate thoughts, feelings, experiences, and knowledge to others. People who lack the ability to communicate orally will struggle in school and in society, which is why the primary goal of language acquisition is to improve speaking skills. According to Syaifullah (2019) speaking is a productive skill since it produces ideas, messages, and suggestion and people need to practice it. To increase the skill in communicating in English, people must practice in the classroom through conversation. It will affect how well a person speak.

Speaking is the most crucial component of learning a second or foreign language. The ability of students or learners to interact orally and carry on a conversation in that language can be used to assess success. This means that speaking is crucial to their lives since it allows them to communicate with others and allows them to learn about their thoughts and opinions.It indicates that mastery of the language is demonstrated by speaking. therefore speaking is one thing that really contributes in every way, when building the communication with other people.

Since English has become an international language, it has become an important topic to learn around the world, particularly in Indonesia, where students must be able to understand

English. Furthermore, English proficiency is vital for job advancement, therefore students must grasp how to utilize English in formal and casual situations, which can boost students' confidence in the face of global competition. Torky, (2014) defines speeaking as a two- X way process including a true communication of opinions, information or emotions. This top-down view regards the spoken text as the collaboration between two or more people persons in the shared time and the shared context. Therefore Speaking is a way to express idea, feeling, and emotion. But In Fact English speaking is assumed as difficult subject for many students. Those difficulties can be come a problem in speaking with other people.

There are some important problems faced by students in speaking. Students often struggle with vocabulary, lack confidence, and speaking skills due to their lack of confidence and experience in front of the class. They also fear making mistakes, as others may judge their performance.They can laugh at them or insult them. To be on safe side, they prefer to keep quiet or speak as little as possible. In order to help students' activity in speaking, the researcher chooses an effective technique to make learning English easier, more pleasant, and more enjoyable. To make speaking easier, the technique like conversation is supposed as one of the effective technique to improve speaking skill , and will be interested to be investigated whether it is effective in speaking skill and how is its effectiveness to improve students' speaking skill. English conversations are one exercise that might help beginners to improve their fundamental English skills. It is made up of six to twelve sentences exchanged between two people. Flaherty, (2022)

This activity allows the pupil to speak more freely. A free communicative interaction is another name for it. The purpose of learning language is to be able to communicate whether in oral or written form. This natural way of communication can be applied in speaking class by doing question and answer. Larkey, (2014) The term of question and answer will not focuses on the difficulty level of material in communication but, it is focused on comprehending the material of communication.

Therefore, based on the statement above, the researcher was interested in investigating the teaching of speaking at SMA Kristen Petra under the title " The Effectiveness of English conversation in improving Students speaking skill''.

Previous research has investigated the effectiveness of English conversation in improving students' speaking skills. Nurfadilla, (2021) conducted a study on the effectiveness of English movies in improving students' speaking skills at twelfth-grade students of MAN Palopo. The study applied pre-experimental research to determine if English movies were effective in improving students' speaking skills. The results showed that the mean score in the pre-test was lower than the mean score in the post-test, with a p-value of 0.02 and a p-value of 0.05. Rahayu, (2016) conducted a study on the effectiveness of using video-recorded speaking tasks on tenth-grade students at SMA Negeri 1 Kota Tangerang Selatan. The results showed no significant difference between the two classes, but the experimental class scored significantly higher than the controlled class at a significance level of 0.000 and 3.897 at a significance level of 5%. These findings suggest that using video-recorded speaking tasks can be effective in improving speaking skills among tenth-grade students at SMA Negeri 1 Kota Tangerang Selatan.

METHODS

The methotd used is a pre-experimental with one-group pretest-posttest design. Creswell, (2019), Pre-experimental design is a design that covers only one group or class that is given pre and post-test. The researcher wants to measure the effectiveness of English conversation in improving the students'Speaking skill. The researcher used pre-experiment method by pre-test

and post-test design. The population of this research was the eleventh grade students of SMA Kristen Petra Kefamenanuin the the school year of 2022/2023. The total number of the population were 71 students. The researcher used random sampling for it. The researcher chose the students of eleventh grade become sample. They were 18 students (one class). When analyzing the data, researchers used steps such as define students' pre-test and post-test results by using rubric scores for speaking skills. In analyzing the data, the researcher used scoring guide proposed by Harris, (2014) which provides rating scale for five criteria of the elements of speaking skill. The criteria are pronunciation, grammar, vocabulary, fluency, and comprehension as follows assement of speaking, tabulating students' score. Calculating the mean of the students' score, the mean score of the students' scores on speaking test both one pre-test and post-test were calculated by using SPSS25 version.

FINDING AND DISCUSSIONS

This section presents statistically calculated and tabulated data on students' pre-test and post-test results, grouping them, and calculating the mean performance and standard deviation. The table displays the scoring of students' speaking skills in five aspects: pronunciation, vocabulary, grammar, fluency, and comprehension. The researcher presents and tabulates the mean score of the speaking skill in the pre-test using SPSS 25. The table also shows the pronunciation, vocabulary, grammar, fluency, and comprehension scores on the pre-test. The researcher also calculates the mean score of students' speaking skills after treatment with English conversation. The post-test mean score was calculated using SPSS 25.

The descriptive statistics table presents the students' mean scores in the post-test, with the highest score being 100 and the lowest being 52. The mean score in the post-test was 87.33, with standard deviations of 12,815. The study found a significant difference in teaching speaking before and after English conversation treatment. The total mean score and standard deviation of the pre-test and post-test were compared, showing a standard deviation of 7,28863 and 12,81543. The study's normal distribution test was needed to determine if the data was in normal distribution.

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The study concluded that the data was normal, and the hypothesis test was conducted using a Paired Sample t-test. If the significance level was higher than 0.05, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

The Hypothesis Test using paired-sample T-Test revealed that using English conversation effectively in teaching speaking to eleventh grade students at SMA Kristen Petra Kefamenanu in 2022/2023. The study found that using short conversation techniques improved speaking mastery, increased class participation, and increased confidence in speaking English. The results showed that the English conversation was significantly effective in improving speaking skills, with a mean score of 38.22 and a standard deviation of 1.71. The study highlights the importance of natural communication in language learning, as it helps students comprehend and comprehend material in speaking classes.

CONCLUSION

In the school year 2022/2023, English conversation was found to be effective in teaching speaking to eleventh grade students at SMA Kristen Petra Kefamenanu. The study's results showed that students became more involved in class, gained confidence in communicating with their classmates in English, and the class environment warmed up. The research used a one-group pre-test and post-test design to gather quantitative data. The mean score of the pre-test was 38.22, with a standard deviation of 7.28, while the post-test had a mean score of 87.33, with a standard deviation of 12.81. The paired sample t-test result showed that English conversation was significantly effective in improving speaking skills in eleventh grade students.

English teachers should select appropriate media or techniques to develop students' ability, motivation, and interest in learning vocabulary. They should also create a good classroom atmosphere to make the teaching learning process interesting, easy, and enjoyable. Students should study hard and increase their motivations to develop their speaking skills, and practice speaking as much as possible, both in class and out of the classroom. The goal of learning a language is to be able to communicate, whether orally or in writing.

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